

# INSPECTION REPORT

## **ST BEDE'S CATHOLIC PRIMARY SCHOOL**

Carlisle

LEA area: Cumbria

Unique reference number: 112369

Headteacher: Miss C Battle

Reporting inspector: Mr L Garner  
25507

Dates of inspection: 27<sup>th</sup> – 28<sup>th</sup> January 2003

Inspection number: 247220

Short inspection carried out under Section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Strathclyde Avenue Carlisle
Postcode:	CA2 7DS
Telephone number:	01228 607550
Fax number:	01228 607497
Appropriate authority:	The governing body
Name of chair of governors:	Mr D J Carrick
Date of previous inspection:	February 1998

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
25507	L Garner	Registered inspector
12682	J Griffin	Lay inspector
17685	L Spooner	Team inspector

The inspection contractor was:

Bench Marque Limited  
National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset  
TA8 1AN

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Bede's Catholic Voluntary Aided Primary School is about the same size as other primary schools with 196 pupils compared with the national average of 242. All pupils are from a white ethnic background and no pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals was in line with the national average last year, but usually is above the average. The percentage of pupils identified as having special educational needs is in line with the national average, but the percentage of pupils with statements of special educational needs is well above the national average. Children's attainment on entry to the nursery and the reception class varies from year to year, but is generally below that expected for children of their age.

### **HOW GOOD THE SCHOOL IS**

This is a good school in which pupils do well. The quality of provision has some very good and outstanding features. The school is now in a strong position to improve even further. The quality of teaching throughout the school is very good. Pupils are achieving well. In the 2002 national tests at the end of Key Stage 1, pupils matched the national average in reading and were well above the national average in writing and mathematics. Pupils' standards in mathematics were in the top five per cent of pupils in the country. By the time pupils reach the end of their primary education at the end of Year 6 they have usually achieved standards which are well above the national average in English, mathematics and science. However, the results last year in 2002 were not as good. Standards were below the national average in English and mathematics although still above average in science. Evidence from inspection shows that standards in English and mathematics have now improved and match the national expectations. The school is very well led by the headteacher and senior management team. The governing body is very effective in the way it supports and monitors the school. Pupils are making good progress in their education. Pupils' very good attitudes and behaviour mean that they can benefit from the provision. The school gives good value for money.

#### **What the school does well**

- The quality of teaching throughout the school is very good and this enables pupils to make good progress.
- The school is very well led by the headteacher, and the governing body supports the school very well.
- The school's very good provision for pupils' social and moral development means that pupils have very good attitudes to their work, behave very well and make very good progress in their personal development.
- The school supports pupils very well. It has a very good partnership with parents and has established an ethos in which all members of the school community are valued and are committed to help pupils do well.
- Pupils get a very good start to their education because of the high quality provision in the nursery, reception class and the Key Stage 1 classes.

#### **What could be improved**

- Although assessment procedures identify progress of year groups, the tracking of the progress made by individual pupils needs to be improved.

*The areas for improvement will form the basis of the governors' action plan.*

The school has already identified this area for development and has started to set up systems to do this.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. Four areas for development were identified. The first asked the school to raise standards in science in Key Stage 1, and this has been done. The second issue regarding curriculum development has been successfully addressed and schemes of work for all subjects are in place. The third issue concerned the monitoring of teaching and learning. This has been done and there is a very effective system in place to enable senior staff and governors to monitor the quality of teaching and the standard of pupils' work. The final area asked the school to ensure that pupils have experiences of cultures other than their own. There is much evidence that this is being done. For example, nursery and reception children are celebrating the Chinese New Year and one class has a 'house' system in which pupils are placed in 'houses' which are named after Hindu gods.

Other major improvements include the quality of teaching, which has moved from good to very good; in the same way the provision for pupils' spiritual, moral, social and cultural development has also improved from good to very good.

The headteacher and her senior staff now lead and manage the school very well. The governing body has developed its role considerably and provides very good support in many areas of school life.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	D	C
mathematics	A	C	D	C
science	A	C	B	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The table shows the standards attained by pupils in the years 2000 to 2002. These are based on results from the national tests (SATs), taken by Year 6 pupils at the end of Key Stage 2. These show that last year (2002), attainment in English and mathematics was below the national average although standards in science were above the national average. In the previous two years standards in English were well above the national average and those in mathematics were at least in line with the average. Results in English and mathematics fell last year. This can be explained partly by the fact that in this year group there was a higher proportion of pupils with special educational needs. Another factor, which has now been addressed, was that this year group was taught both in Year 5 and in Year 6 by teachers who were teaching the year groups for the first time. However, the present Year 6 pupils are now working at the expected levels and so results this year should, at least, match national averages.

Last year the pupils who took the national tests at the end of Key Stage 1, in Year 2, did very well. They matched the national average in reading and were well above the national average in writing and mathematics. Their mathematics results in 2002 were in the top five per cent in the country.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and enjoy their lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school.
Personal development and relationships	Relationships throughout the school are very good. Pupils feel that the school is doing its best for them and respond well to this. They make very good progress in their personal development.
Attendance	Attendance levels match the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching quality is judged by lesson observations during the inspection and the scrutiny of pupils' work. No unsatisfactory teaching was seen, in fact all the teaching observed was judged to be at least good. Eleven out of the 18 lessons had teaching which was very good or better, and of these the teaching quality in two of the lessons was outstanding.

There is a consistency about the teaching in each class which is a major reason why it is so effective. Planning is very thorough and teachers have very high expectations, both of pupils' standards of work and their behaviour. There are excellent relationships throughout the school community and, with pupils' very good attitudes to their work, there is a very good learning atmosphere. Consequently, pupils make good progress.

Literacy and numeracy are taught particularly well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curricular provision is enriched by a very good range of extra-curricular clubs.
Provision for pupils with special educational needs	Good. Individual targets are produced quickly after a problem is identified and reviewed frequently.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The very good provision for pupils' social and moral development makes a very good contribution to their very good attitudes to their work and their very good behaviour in school.
How well the school cares for its pupils	The school cares for its pupils very well. The very good relationships seen in school mean that staff know pupils very well and therefore encourage personal as well as academic development.

Parents have a very positive opinion of the quality of education their children receive at the school and feel it is an open and welcoming environment.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher leads the school very well. She is well supported by the two members of the senior management team and the teacher managing the Foundation Stage.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well. Many are heavily involved in many aspects of school life and bring many skills and much experience to their role.
The school's evaluation of its performance	The school generally evaluates what it is doing well. There is detailed analysis of test results for each year group. However, tracking the progress of individual pupils through the school could be improved.
The strategic use of resources	Resources are used well.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• They feel their children are making good progress and the school has high expectations of what should be achieved.</li> <li>• They feel that their children are taught very well and they are kept well informed about how their children are doing.</li> <li>• They feel that the school is very well led and they feel that it is easy to approach the school if they want information or to sort out a problem.</li> <li>• They feel that their children behave very well in school and have very good attitudes to their work.</li> </ul>	<ul style="list-style-type: none"> <li>• A small minority of parents consider that the amount of homework provided does not match the needs of pupils and that the activities provided for pupils after school could be better.</li> </ul>

The inspection team agrees with all the positive views of parents and think that the two areas criticised by a small number of parents are actually strong areas of the school's provision.



## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The quality of teaching throughout the school is very good and this enables pupils to make good progress.**

1. The quality of teaching is very good overall. Eighteen lessons were seen during this short inspection. All teaching seen was at least good. Over half of the lessons had very good teaching, or better, and of these, two lessons had outstanding teaching.
2. The quality of teaching has many strengths. One of the strongest is the consistency of approach from nursery to Year 6. Teachers plan well together, they have high expectations of pupils and pupils generally respond well to this. Classes are managed very well with the very good relationships between teachers and pupils being the most important element in this. However, pupils recognise that all teachers expect good standards in work and behaviour and are quite clear about the way they should behave in school. Teachers plan lessons very well and use the assessment of what pupils have, or have not, understood to amend or adapt future planning.
3. Lessons involving the National Literacy and Numeracy Strategies are taught very well. Two teachers have been appointed as Leading Teachers by the local education authority to give demonstration lessons and to help in training courses in the area. This means that teachers in school have a very good source for advice and help.
4. The nursery class is taught by two qualified nursery nurses under the overall management of the reception class teacher. They provide a good start to the children's education. In one lesson seen, almost all children were usefully occupied for all of the session. They are encouraged to choose the activities they want to do and record what they are doing by placing a 'work card' by their name on the worksheet. This encourages their independence and personal development. A wide range of activities is provided which covers all the areas of learning expected of children of this age. Teachers ask appropriate questions to develop the language skills of children.
5. An excellent English lesson in Year 1 showed how the good start the pupils have in the reception year is being developed. There was an excellent working ethos with very high expectations and pupils responded very well to this. Higher attaining pupils were able to work independently and the other groups in class were very focused on the tasks they had been given. In this class the teaching support staff are very effective in the work they do and this is seen in many classes throughout the school.
6. These high standards continue throughout the school. In a Year 4 class pupils develop the quality and richness of their written English as they use adjectives and similes. One pupil looked at an illustration from a book the class is studying. Encouraged to use adjectives she wrote, 'The beautiful golden boat is sparkling brightly with magnificent jewels all around and wonderful velvet curtains'. In a Year 6 class, even though it was the first lesson on Monday morning and some pupils needed energetic teaching to get them thinking, most pupils used calculators well to find the answers to complex calculations.

**The school is very well led by the headteacher and the governing body supports the school very well.**

7. The headteacher has established an ethos in the school in which all are valued. Teachers, support staff, parent and governor volunteers and, of course, pupils all know that their contributions make a difference. There is now a common purpose and aim which is to bring standards back up to the levels they were in recent years. The headteacher leads by example with a high teaching commitment. A teacher comments, 'She wouldn't ask us to do anything she wouldn't do herself'.
8. The two members of the senior management team have taken over the role of the previous deputy headteacher. They have established their own responsibilities and, because they work well together, discharge them effectively. The Foundation Stage is effectively managed by the reception class teacher, who plans with the nursery nurses and monitors the work of the nursery well.
9. The governing body is a particular strength of the school. Governors bring a wide range of skills to help the school. There is considerable financial expertise to help in the setting and monitoring of the budget. Governors monitor lessons and, once a year, a full meeting of the governing body is used to look at a sample of the work of all year groups in all subjects. This gives governors a good insight into the standards which pupils achieve. One governor commented that this is his favourite meeting of the year. Governors also help with out-of-school activities, such as the football teams. One very practical governor has fitted cupboards throughout the school. During an inspection visit he was repairing the fire alarm! This involvement in school life is only possible because governors are trusted by staff, and this trust is returned. This is very much a school of, and for, the community.

**The school's very good provision for pupils' social and moral development means that pupils have very good attitudes to their work, behave very well and make very good progress in their personal development.**

10. The ethos of the school creates an atmosphere where all feel valued. There are very good relationships apparent between all adults employed in the school, between adults and pupils and between pupils. Pupils relate well to others of all ages because of the opportunities they get to work together informally and formally. Parents comment that their children know many other children by name from other year groups.
11. Social development is encouraged from the time children enter school. In the nursery much effort is made to help children to work well together. Teachers and support staff quickly intervene when children argue or cannot share the materials they are working with. One child did not want to share his play-dough with another pupil. The teacher spoke quietly to both children and a fair share was agreed. In the reception class, when children were changing for a physical education lesson, social development was encouraged as all were expected to change into physical education kit by themselves. The children who could not do this were then given appropriate help!
12. Pupils are given many opportunities to work with partners or groups. For instance, in a Year 2 English lesson the teacher placed a high value on the way pupils worked with their 'work buddies' as they identified speech marks and then proceeded to use them correctly. Pupils in Year 5 co-operated well to produce a class book about the work they had done on limericks to be read in assembly.

13. In the lessons seen, the attitude and behaviour of all pupils were good or better. In well over half the lessons seen they were very good, including one in which they could not have been better.

**The school supports pupils very well. It has a good partnership with parents and has established an ethos in which all members of the school community are valued and are committed to help pupils do well.**

14. Pupils enjoy coming to school. They are given very good support in both their academic and personal development. They recognise that all the adults working in school want them to do well.
15. Parents are very supportive of the school and appreciate what the school is doing for their children. Parents are welcome to come into school at any time to offer help or ask for advice about their children's wellbeing or progress.

**Pupils get a very good start to their education because of the high quality provision in the nursery, reception class and the Key Stage 1 classes.**

16. Children come into school with levels of achievement, especially in language development and social skills, which are below that seen in most children of their age. The children experience a very rich educational experience in their early years in school. This is largely due to the high quality of teaching described above, but also because of the stimulating classroom environments they find themselves in. Each area of the early year classrooms encourages children to gain experience in one of the six areas of learning of the Foundation Stage curriculum.

## **WHAT COULD BE IMPROVED**

**Although assessment procedures identify progress of year groups, the tracking of the progress made by individual pupils needs to be improved.**

17. The school has recognised that the tracking of the progress made by individual pupils is an area of assessment that needs to be improved. There is much information available on how year groups compare with the ones before them. However, most of the information passed on to the teacher of the class above only gives the grades from the previous year. This means that standards achieved by pupils throughout their school career are not usually available. Therefore, for example, pupils may have achieved standards at the end of Year 4 which suggest they will achieve the standards required by the end of Year 6. But, if the information available to the Year 6 teacher only gives the standards achieved at the end of Year 5 then this may give a distorted picture of what pupils can achieve. The school has begun to put in place a system which monitors progress of individuals but this does not include the older pupils. The school needs to ensure that information about the progress of pupils throughout Key Stage 2 is available to all teachers.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The headteacher, governing body and staff should work to further improve the educational provision of the school by:

- (1) making sure that the way they use the assessment of individual pupils to judge progress is available to all teachers so they can identify individuals who have not made expected progress over time.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	7	0	0	0	0
Percentage	11	50	39	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	10	169
Number of full-time pupils known to be eligible for free school meals	0	36

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register		33

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	8	9	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	15	15	16
Percentage of pupils at NC level 2 or above	School	88 (83)	88 (83)	94 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	13	16	14
Percentage of pupils at NC level 2 or above	School	76 (78)	94 (83)	82 (78)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	12
	Girls	13	11	15
	Total	19	19	27
Percentage of pupils at NC level 4 or above	School	68 (74)	68 (70)	96 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	10
	Girls	13	14	14
	Total	21	22	24
Percentage of pupils at NC level 4 or above	School	75 (100)	79 (61)	86 (91)
	National	73 (72)	74 (74)	82 (82)

*Percentages in brackets refer to the year before the latest reporting year.*

Separate scores for girls and boys are not supplied as the small numbers of each in this cohort could lead to the possibility of individual recognition.

***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

***Exclusions in the last school year***

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
169	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21.1
Average class size	24

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	113

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	10.1
Total number of education support staff	2
Total aggregate hours worked per week	15
Number of pupils per FTE adult	10.1

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
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	£
Total income	441,196
Total expenditure	400,912
Expenditure per pupil	2,133
Balance brought forward from previous year	-3,422
Balance carried forward to next year	36,862

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	1.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	187
Number of questionnaires returned	114

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	4	0	0
My child is making good progress in school.	57	36	3	3	2
Behaviour in the school is good.	61	38	1	0	1
My child gets the right amount of work to do at home.	46	38	8	4	4
The teaching is good.	68	27	2	1	2
I am kept well informed about how my child is getting on.	53	38	5	4	0
I would feel comfortable about approaching the school with questions or a problem.	74	19	4	4	0
The school expects my child to work hard and achieve his or her best.	72	25	1	1	1
The school works closely with parents.	46	43	5	4	1
The school is well led and managed.	59	32	4	2	4
The school is helping my child become mature and responsible.	55	37	3	1	4
The school provides an interesting range of activities outside lessons.	44	32	10	5	10