



# St Paul's Roman Catholic Voluntary Aided Primary School

## Inspection Report

**Unique Reference Number** 111677  
**LEA** Stockton-on-Tees  
**Inspection number** 278745  
**Inspection dates** 8 June 2006 to 9 June 2006  
**Reporting inspector** Mrs Joan Lock

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Wolviston Mill Lane
<b>School category</b>	Voluntary aided		Billingham
<b>Age range of pupils</b>	3 to 11		TS22 5LU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01642 360022
<b>Number on roll</b>	191	<b>Fax number</b>	01642 651611
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Prof Peter Kelly
<b>Date of previous inspection</b>	1 October 2000	<b>Headteacher</b>	Mrs Catherine Connelly

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 8 June 2006 - 9 June 2006	<b>Inspection number</b> 278745
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small primary school serves a wide geographical area. The social backgrounds of the pupils is mixed but most come from comfortable, supportive homes and the proportion entitled to a free school meal is below average. The attainment of pupils when they enter the Nursery class is above average but the school also has a high proportion of pupils with statements of special educational needs. This is because the school provides a support base for pupils with moderate learning difficulties and/or disabilities and admits a number of pupils with behavioural, emotional and social difficulties from other schools. There has been some staff absence in both Key Stage 2 and in Reception which has adversely affected pupils' progress in the recent past.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which provides good value for money. Pupils make good progress and achieve above average overall standards by the time they leave. Pupils with learning difficulties and/or disabilities make outstandingly good progress. Teaching is good overall. Provision in the Foundation Stage is good. Although the teaching is excellent in the Nursery, in Reception a partial cover of the curriculum, owing to staff absence in the recent past, resulted in slower progress. The pupils learn well because they work hard, listen to their teachers and most of them enjoy the intellectual challenges they are given; however, the marking of pupils' work does not always show them how they can improve their work and the more able pupils are not always challenged enough. The curriculum is generally good and outstandingly so in the way it is enriched. Pupils' personal development is good and their behaviour is exemplary; they behave responsibly and are sensible and considerate. The school provides effective guidance for pupils and its care and support for them are both excellent, including their partnership with outside agencies. Parents and pupils are delighted with the work of the school and are highly appreciative of the quality of education it provides. Good leadership and management have established an ambitious vision for the school's improvement with clear direction for achieving it. The school has improved well since the last inspection, especially in the provision for information and communication technology (ICT) and in the strength of its management. The staff and governors have a good understanding of the school's strengths and weaknesses and the school's self-evaluation of its effectiveness has accurately identified areas for improvement. This shows that the school has the capacity to make further improvements.

### What the school should do to improve further

The school should:

- provide sufficient challenge in the work set for the more able pupils throughout the school
- ensure that the marking of pupils' work shows them how to improve
- in Reception, ensure that the curriculum is covered in the necessary depth.

## Achievement and standards

### Grade: 2

The pupils achieve well and reach above average standards in Year 6. Children enter the Nursery with above average standards and make excellent progress owing to first-rate teaching, particularly in communication, language and literacy, and their knowledge and understanding of the world. Progress is satisfactory in Reception where provision is satisfactory but standards are still above average. Pupils make good progress in Key Stage 1 and the results of the national tests are above average at the end of Year 2.

National test data show that pupils make good progress in Key Stage 2. After a number of years in which the Year 6 results in the national tests strongly improved, the results fell in 2005, especially in the case of the more able pupils. This is again mainly explained by staffing disruption in the past for this particular year group. However, evidence seen during the inspection confirms that this year's Year 6 pupils are making better progress and the teachers believe that the results will be higher this year and in line with the school's usual pattern. The school's records indicate that the pupils are on track to achieve the challenging targets the school set for them. Pupils with learning difficulties and/or disabilities make outstandingly good progress and most achieve the standards expected for their age by the time they leave the school at the end of Year 6.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. In the Nursery class and for those with learning difficulties and/or disabilities, it is outstanding because of excellent teaching. In Reception, it is satisfactory because the teaching of children's personal and emotional development is not as effective. Overall, pupils are keen to learn and their good attendance shows how much they enjoy school. Their behaviour is outstanding because of the school's high expectations and they are friendly and polite. They can express opinions well and discuss them in a sensible manner. Through the work of the school council, pupils learn about the democratic process and the honour of representing others. They take responsibility seriously and are eager to take initiatives. For example, two pupils independently devised a questionnaire about environmentally-friendly travel to school which is to be distributed to all pupils. The school promotes its Christian values and ethos through all its work and pupils acquire many qualities of good citizens. The skills pupils attain in literacy, numeracy and ICT prepare them to make a positive contribution to the community and to their future economic well-being. Pupils recognise the importance of a healthy lifestyle and have a good understanding of how to stay safe and secure.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teachers and teaching assistants ensure that pupils with learning difficulties and/or disabilities make excellent progress. Teachers use computers and interactive whiteboards well to extend pupils' learning styles and to develop their ICT skills. Management of behaviour is excellent. Lessons are calm and orderly and this enables the pupils to concentrate well on their learning. This is particularly significant when the high proportion of pupils with behavioural, emotional and social disabilities is taken into account. However, teachers do not challenge more able pupils consistently; consequently, for these pupils, their rate of

progress varies between different classes and subjects. The Reception teaching is satisfactory but does not plan well enough for independent learning and does not match lessons closely enough to the Reception curriculum. Teaching in the Nursery and in the support base for pupils with moderate learning difficulties is outstanding because the teachers match the work closely to the pupils' individual learning needs. Although teachers give pupils useful oral feedback in lessons, the marking of pupils' work does not consistently show the pupils how to improve.

## **Curriculum and other activities**

### **Grade: 2**

The quality of the curriculum is good. Teachers make sure that there is a clear emphasis on literacy and numeracy and an effective balance between different subjects. The school has worked very hard to improve the ICT curriculum, which was a weakness in the previous inspection. It is now well-balanced and computers are used effectively in all subjects. The school has an excellent programme to enrich the curriculum. A very interesting range of visits out of school together with a variety of visitors coming into school provides exciting opportunities for pupils to extend their learning. The range of extra-curricular activities is extensive and many pupils participate and benefit from these opportunities.

## **Care, guidance and support**

### **Grade: 2**

Care, support and guidance are good overall. The care and support for the pupils are excellent and guidance is good. Child protection procedures are in place and pupils are confident in the knowledge that they have someone to turn to if they have a problem. The headteacher works effectively with governors to check health and safety procedures. She is particularly effective in setting up systems to support vulnerable pupils, such as those in public care and those pupils with learning difficulties and/or disabilities. The small size of the school is turned to great advantage as the Catholic ethos has created a community which is caring and respectful for those of all faiths or none. The school's assessment system particularly the monitoring of pupils' academic progress and the guidance for the pupils, have improved since the previous inspection.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has a strong vision for the school and cares passionately about providing a good education for all of the pupils. Her enthusiasm and dedication motivate and inspire the staff.

The school promotes a strong Christian ethos, which results in a happy and pleasant working atmosphere. The leadership that the headteacher provides for the education of pupils with learning difficulties and/or disabilities is an example of how these pupils benefit from her expertise, care and commitment.

Governance is good and the governors conduct their statutory duties well and hold the professionals to account, encouraging the school to aspire to higher standards.

The staff work closely as a team and the senior leadership team is very effective. The school's management has recently been strengthened and the new strategy to employ team leaders for each key stage is working well. These key stage leaders set a good example in their teaching for the whole staff to emulate. The headteacher encourages staff to think creatively when solving problems and the school has been successful in bidding for extra resources and grants, for example, for the teaching of mathematics. The headteacher has managed staffing well and an experienced teacher has now been appointed to cover classes so that teachers can be released in order to work on their planning and assessment.

The school's plans for improvement are based on accurate self-evaluation and analysis of strengths and weaknesses. Recent improvements include the appointment of new staff, improved management, a more effective use of computers for learning and a better monitoring of pupils' academic progress. This record of improvement and the school's plans show the capacity for further improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

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The School Council

St Paul's Roman Catholic Voluntary Aided Primary School

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Billingham

TS22 5LU

8 June 2006

Dear Pupils

Thank you so much for the very warm welcome you gave us when we visited your school recently. We very much enjoyed talking to you and looking at your lovely work. I particularly enjoyed my discussions with the school council and seeing how the pupils in the resource base were learning about London. St Paul's is a good school and I can see why you like going there. There were lots of things that impressed us. Everyone gets on well together and your behaviour is excellent. You learn a wide range of skills and information, you make good progress and your work is of a high standard. The pupils in the Nursery and those with learning difficulties and/or disabilities have excellent help so they are doing very well. Teachers make lessons fun and you listen carefully to what they tell you and try hard in class. Adults take good care of you and are always on hand to help. You have a good understanding of how to keep safe and healthy.

We also have some suggestions about what the school should do next to make it even better. We think the teachers should set harder work for the cleverest children. We think that the teachers should give you a clearer understanding of what you need to do to improve your work when they mark it. We also think that the work in the Reception class should be as interesting as it is in the Nursery.

Yours sincerely

Joan Lock

Lead inspector