



Saint Bede's Roman Catholic Primary School

Inspection Report

Unique Reference Number 111679
LEA Redcar and Cleveland
Inspection number 278747
Inspection dates 30 March 2006 to 31 March 2006
Reporting inspector Mrs Gillian Salter-Smith

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

Type of school	Primary	School address	Redcar Road
School category	Voluntary aided		Marske-by-Sea
Age range of pupils	3 to 11		Redcar TS11 6AE
Gender of pupils	Mixed	Telephone number	01642 485217
Number on roll	241	Fax number	01642 485217
Appropriate authority	The governing body	Chair of governors	Mrs Jane Wordsworth
Date of previous inspection	1 October 2000	Headteacher	Mrs Karen Siedle

Age group	Inspection dates	Inspection number
3 to 11	30 March 2006 - 31 March 2006	278747

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized school in a small coastal village. The school serves a socially and economically mixed community and the proportion of pupils eligible for free school meals is low. Very few pupils are from minority ethnic backgrounds and all speak English confidently. The proportion of pupils with learning difficulties and/or disabilities is below average but the number with a statement of special educational need is around average. Very few pupils leave or join the school at other than the usual times. Children's attainment on entry to the nursery is average.

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. The judgement matches the school's own evaluation and the views of the vast majority of parents. Pupils achieve well and reach good standards because they are well taught within a strong and supportive, but demanding, Catholic ethos. They develop outstanding awareness of spiritual matters through the many opportunities for prayer and reflection. Relationships are positive and pupils behave well. They show a real enthusiasm for learning and they particularly appreciate the many extra activities and educational visits.

The headteacher, leaders and staff share a determination that all pupils will thrive and succeed. Governors are supportive and challenging in holding the school to account. Because it uses rigorous systems to determine the effect of its work on pupils' achievement, the school knows what it does well and has correctly identified what needs to be improved. Very effective use of assessment and marking has helped to raise standards in writing and ensure that all pupils are challenged. However, this practice is not yet consistent in all subjects. The school recognises the need to raise standards further in mathematics, especially for higher attaining pupils, and to continue to improve standards in writing for boys.

Achievement in the Foundation Stage is good. Children are well taught, but limited facilities for outdoor play, for both the Foundation Stage and the whole school, restrict what can be learned outdoors. The school has taken effective action on issues raised at the last inspection and is well placed to improve further. It manages its finances well and gives good value for money.

What the school should do to improve further

- Raise standards further in mathematics, especially for higher attaining pupils, and continue to improve standards in boys' writing.
- Extend the use of the effective assessment systems and ways of marking that have helped to raise standards in writing.
- Ensure that learning activities challenge all pupils, especially those of higher attainment.
- Improve the quality of the outdoor play areas for both the whole school and the Foundation Stage.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. Pupils respond to high expectations and make good progress from their average starting point. They achieve above average standards by the time they leave the school at the end of Year 6.

At the end of Key Stage 2, national test results have been above average for the past five years. In 2005, results were above average in English and science, and average in mathematics. The school met its challenging targets in 2005 except for the number

of pupils reaching above average levels in mathematics. At Key Stage 1, national test results have been above average over the past four years. In 2005, results were above average for writing and reading and average in mathematics. The proportion of pupils reaching the higher grades in mathematics at the end of Key Stage 1 is less than the national average. Boys did not do as well in writing as the girls. There is no significant overall difference in the progress of girls and boys. Pupils with learning difficulties and/or disabilities make similar progress to other pupils and are well supported.

Standards and achievement at the end of the Foundation Stage are good. Children make good progress from an average start and reach above average standards. Fewer children than average reach the highest levels in knowledge and understanding of the world and creative development.

Personal development and well-being

Grade: 2

Pupils' personal development is good. While their spiritual, moral, social and cultural development is good overall, pupils' outstanding sense of spirituality stems from the school's strong Catholic ethos, and pupils and parents speak warmly of belonging to a 'family'. The seeds of personal development are sown in the Foundation Stage, where children gain in confidence and independence. As they get older, pupils develop the social skills that will help them as adults. They are proud to be chosen as prefects, representatives of the school council or the eco-committee, and take their responsibilities very seriously. Pupils know the difference between right and wrong behaviour and understand the need to follow rules and respect others. Though pupils' behaviour is exemplary in lessons and they try hard with their work, playtimes are when incidents of bullying occasionally happen. Pupils are happy that this is dealt with firmly by teachers, but a very small number of parents have voiced concerns to the school. From Foundation Stage onwards, pupils are keen to learn about other cultures and religions and to take part in local sports and community events. They know how to stay healthy, and from an early age they learn to eat fruit, eat healthy lunches and drink water regularly. Pupils' enjoyment of school is reflected in attendance that is above average.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning help pupils to achieve well. Teaching is consistently strong in the Foundations Stage, where some outstanding teaching was observed. Positive working relationships and high expectations mean that pupils enjoy learning and develop into confident, independent learners. Pupils often cannot wait to get started on tasks that are well chosen by teachers to interest and motivate pupils. Teachers use interactive whiteboards well to provide stimulating learning activities. Their effective use of assessment to support learning is a real strength. The way teachers

mark pupils' work helps pupils to make improvements by giving them encouragement and clear guidance on what to do next. Because teachers identify clear success criteria for lessons and refer to them frequently, pupils understand how well they are doing. Pupils talk confidently about what more they need to do to succeed. This very effective practice in assessment is not yet in place across all subjects. Pupils with learning difficulties and/or disabilities are well taught. Teaching assistants are well briefed and provide effective support for individuals and groups.

In occasional lessons where teaching is satisfactory rather than good, not enough thought goes into matching activities to pupils' different levels of ability. As a result, the more able pupils finish tasks quickly and have too little to do.

Curriculum and other activities

Grade: 2

The curriculum is good and matches the full range of pupils' aspirations and capabilities. Educational visits bring the curriculum to life and the various after school clubs and activities are so popular with pupils that they have to be repeated several times so everyone can attend. Though literacy and numeracy continue to be the backbone of the curriculum, recent moves towards the use of topics have captured pupils' enthusiasm. They say that work is much more enjoyable and exciting because each topic is studied in depth. This initiative is helping children in the Foundation Stage to extend their knowledge and understanding of the world, and is beginning to raise standards in subjects, such as geography and history, in other key stages. The curriculum includes a programme of personal development, which enables pupils to talk knowledgeably about being healthy and staying safe. The school recognises the need to expand provision in the Foundation Stage so that the outdoor curriculum can be as exciting as that taught indoors

Care, guidance and support

Grade: 2

These are good. All relevant procedures for ensuring pupils' health and safety are in place and governors regularly review any potential risks to pupils. Staff are very aware that pupils' happiness and well-being have a substantial effect on their learning. For this reason, staff do a great deal to help children in the Foundation Stage settle into school. They keep a watchful eye over any pupils who might be feeling vulnerable, lonely or unhappy. In 'circle time' lessons, pupils are encouraged to talk about issues that matter to them, such as bullying. In addition to this good level of support and guidance, procedures for dealing with incidents of bullying are robust and followed meticulously by all staff.

Teachers track pupils' progress closely and use this information to set targets that pupils understand and work hard to achieve. Pupils who have learning difficulties and/or disabilities are involved in setting and reviewing their targets, and are highly motivated to do well because of this.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, ably supported by senior and middle leaders, has successfully maintained a strong and supportive Catholic ethos where pupils are well cared for, achieve well and enjoy school. There is a clear common purpose, and a shared determination to continue to improve and to ensure that all pupils make good progress and are well taught.

The school's self-evaluation is accurate because it uses rigorous systems to identify strengths and weaknesses and determine what needs to be improved. The regular monitoring carried out by senior and middle leaders includes analysis of test results and assessments, observation of lessons, discussions with pupils about their learning and analysis of pupils' work by all staff. As a result, standards in writing and the use of assessment to support learning have improved. Parents and pupils are consulted on a regular basis and their views are acted upon. For example, there are now more frequent opportunities for parents to meet teachers to discuss their children's progress. Governors are closely involved in the work of the school and are regular participants in school events. They hold the school well to account on all matters. The school has maintained high standards since the previous inspection and has tackled the areas identified for improvement effectively.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

The Children

Saint Bede's Roman Catholic Primary

School

Redcar Road

Marske-by-Sea

Redcar

TS11 6AE

30 March 2006

Dear Children,

Thank you very much for your warm welcome. We enjoyed visiting your lessons, talking to you and your teachers and looking at your work. We could see that you enjoy school and do well in your work. Your teachers make sure that lessons are interesting and fun. You told us that you like to learn about a topic, such as the Victorians, in many lessons and subjects. You also told us how much you enjoy visits to places such as Beamish that help you to understand about Victorian life.

We could see how much you benefit from the way teachers mark your work and expect you to respond to what they ask you to do. Another good way that teachers help you to learn in lessons is the way they give you very clear success criteria for you to aim towards. These certainly help you to decide how well you have done. We have asked the school to make sure that this happens in more lessons and subjects.

We talked to many of you and all of you told us that you are happy in school and feel that the staff help you. We know that the school works hard to make sure that you are all safe, happy and well cared for. We were especially impressed by the respect you have for your faith and the way you participate in prayer and reflection. Many of you enjoy being part of the school council or the eco-committee and we can see that these groups are doing very useful work for your fellow pupils. We wish you luck in your quest to improve the outdoor play areas and have asked your school to get on with this task as quickly as possible.

Some of you could do a little better in mathematics and we want the improvements you have made in your writing to continue. You can help by carrying on working hard in lessons and enjoying the many activities the school provides for you.

Yours faithfully

Gillian Salter-Smith

Lead inspector