



St Edward's RC Primary School

Inspection Report

Unique Reference Number 111700
LEA Middlesbrough
Inspection number 278755
Inspection dates 2 May 2006 to 3 May 2006
Reporting inspector Mrs Ann Wallis

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

Type of school	Primary	School address	Eastbourne Road
School category	Voluntary aided		Middlesbrough
Age range of pupils	3 to 11		TS5 6QS
Gender of pupils	Mixed	Telephone number	01642 819507
Number on roll	406	Fax number	01642 882050
Appropriate authority	The governing body	Chair of governors	Mr John Griffin
Date of previous inspection	1 February 2000	Headteacher	Mrs Colleen Short

Age group 3 to 11	Inspection dates 2 May 2006 - 3 May 2006	Inspection number 278755
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

St Edward's is a large Roman Catholic primary school close to the centre of Middlesbrough. Most pupils come from the immediate catchment area with about a quarter coming from further afield. The proportion of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is also below average. The vast majority of pupils come from white British backgrounds and there are very few pupils whose first language is not English. Children enter the Nursery with levels of development which are above those typical of three-year-olds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's judgement that it provides a good education for its pupils. Some aspects of its work are outstanding. All pupils achieve well in relation to their capabilities. They attain standards that are well above average. Pupils' progress accelerates as they move through the school and is good overall. Provision in the Foundation Stage is good and standards are above average. The headteacher and senior staff provide good leadership, with outstanding features. Their monitoring of the work of the school is outstanding, which means they know their school very well. They have identified and are dealing with shortcomings, like the slightly slower progress of some boys and weaknesses in provision for outdoor learning in the Foundation Stage. The school has a very good capacity to build on improvements made since the last inspection.

The care, guidance and support of pupils and the attention paid to their personal development and well-being are outstanding. Pupils have very good attitudes towards their learning and their real enjoyment of school stems from the excellent working relationships they have with each other and with their teachers. Pupils achieve well because teaching is almost always good or better. However, the school is not complacent and teachers recognise that lessons can be made even more varied and interesting, for example, by making increased use of information and communication technology (ICT). There are good links with external bodies to support the education and welfare of pupils. The school provides good value for money.

What the school should do to improve further

- Develop the use of varied teaching and learning styles, including increasing the use of ICT.
- Raise standards for a small proportion of boys in Key Stage 1 by adapting the curriculum to further engage their interest.
- Improve outdoor provision in the Foundation Stage.

Achievement and standards

Grade: 2

Achievement is good. By the end of Year 6, standards are well above average. Pupils make good progress which accelerates as they move through the school. Standards at the end of the Foundation Stage are above average: nearly every child reaches the goals set for their learning and a good proportion exceeds them. At the end of Key Stage 1, teacher assessments in 2005 showed that pupils reached above average standards in reading, writing and mathematics. However, boys' progress, particularly in writing, was slightly slower than that of girls. The school is aware of this and has put a range of suitable strategies in place to improve boys' writing. The 2005 national test results for pupils aged 11 were an improvement on the previous year and were well above average in English and science, and high in mathematics. Compared to their starting points and capabilities, pupils' achievement was good in English and science.

It was outstanding in mathematics. Pupils exceeded their challenging targets by a substantial margin. Current learners enjoy their work and are making good progress. The school monitors their progress carefully and results of recent assessments indicate that Year 6 pupils are on track to meet their targets this year. Pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils enjoy all aspects of their learning. They are confident, ambitious to do well, and work hard. Behaviour is exemplary and excellent relationships between the pupils and their teachers, make a strong contribution to their academic success. Attendance is well above average and reflects pupils' enjoyment of school and all they do there.

Pupils relish the opportunities they have to take on responsibility and make a contribution to the community. Year 6 pupils make a significant contribution to the smooth running of the school by taking seriously the many duties they undertake throughout the day, such as looking after younger children at lunchtime. The school council is valued by pupils. They comment that they like having a say in how to improve the school. They are pleased with recent improvements to the toilets that they helped to bring about. Pupils have a very informed understanding of healthy lifestyles and have adopted the school's approach to healthy eating. They also enjoy the benefits of regular exercise in physical education lessons as well as in out of school sports clubs. By Year 6, pupils are mature and very well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. During the inspection, some very good and outstanding lessons were seen. In these lessons, teachers used a variety of teaching methods which engaged pupils' interest and helped them to learn at a brisk pace. Very high expectations of what pupils were expected to achieve were also typical of the highest quality teaching and learning. Teachers make very good use of assessment to set individual targets for pupils. Pupils say that these help them to understand how to improve their work. In nearly all lessons, teachers match the tasks well to the needs of their pupils, so that they are able to work independently at these and take pride in their success. Pupils enjoy working with partners and lessons where they don't have to listen for too long. When teaching is satisfactory, it is because teachers do not make enough use of a range of learning activities, do not keep the pace brisk enough or talk for too long without involving pupils actively in their learning. In the Reception class, children's learning is reinforced well by the many activities that are linked around

particular themes. These activities interest the children and they are highly motivated to learn.

Curriculum and other activities

Grade: 2

The school provides a good curriculum, with a high priority given to teaching the basic skills of numeracy, literacy and ICT but the school recognises the need to develop provision for ICT further. The Foundation Stage curriculum is very well planned in Reception and is satisfactory in the Nursery. Although provision for outdoor learning is satisfactory, the range and quality of the available resources needs improvement. The programme for pupils' personal, social and health education helps them learn how to stay safe and healthy, and is preparing them well for their future lives. Pupils are encouraged to take responsibility for themselves and others. The curriculum is enhanced by after-school clubs, run by an independent arts company. Year 6 pupils are taking part in a digital radio project and there is a wealth of sporting activity after school. The school is beginning to take steps to make the curriculum even more stimulating and creative, particularly in order to engage the interest of boys more effectively.

Care, guidance and support

Grade: 1

The care, guidance and support of pupils are outstanding. All arrangements for health and safety, risk assessment and child protection are in place. Excellent relationships throughout the school make pupils feel safe and they have every confidence that teachers will sort out any problems they have. Parents overwhelmingly agree that their children are well cared for and feel safe and happy in school. Staff know the pupils very well, both academically and personally and they match support to the needs of every pupil. There are excellent procedures for the assessment and tracking of pupils' learning which involve pupils in monitoring their own progress towards their individual targets. Pupils with learning difficulties and/or disabilities are very well supported by effective partnerships between staff, parents and external agencies. The school has good links with parents to support their children's learning. Parents value the workshops which help them support their children at home.

Leadership and management

Grade: 2

Leadership and management are good, with outstanding features. The governors, headteacher and senior leaders have a firm focus on, and are successful in, providing good quality education, together with outstanding care and personal development for all pupils. The headteacher provides strong and sensitive leadership and is ably supported by senior teachers who know the school well. The quality of monitoring and evaluation of the school's work is outstanding. Any weaknesses, such as the slower progress in writing of some boys and some weaknesses in provision for outdoor learning, have been clearly identified and are being tackled. There are excellent systems to track

and monitor pupils' progress. Senior leaders set high expectations for all and these are communicated effectively to all staff and pupils, as well as to parents. The parents are extremely committed to the school and feel valued. Governors know the strengths and weaknesses of the school and provide a good blend of challenge and support for the headteacher. Improvement since the previous inspection is good. The school has a very good capacity to improve further because it has identified the right priorities for development, including creative approaches to developing the curriculum and the use of more varied teaching and learning methods.

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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	1	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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?	1	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	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	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

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Dear Pupils

St Edward's RC Primary School

Eastbourne Road

Middlesbrough

TS5 6QS

3 May 2006

Dear Pupils

Thank you for giving us such a warm welcome to your school. Many of you gave us lots of help during the inspection by telling us about your work and about all the things you enjoy doing at school.

These are some of the things we liked about your school.

You make good progress in your lessons and reach well above average standards in your work by the time you reach the end of Year 6.

You enjoy school very much, are keen to learn and work hard.

Your school takes outstanding care of you.

You behave very well and come to school regularly.

You look after each other and care about other people in your community.

These are the things we have asked your school to do now.

Make your lessons even more varied and interesting.

Make sure that all the boys in Key Stage 1 achieve their very best.

Improve the outdoor learning area used by the younger children.

You can help your teachers by continuing to work hard and by making the most of all the good things your school offers you.

Yours faithfully

Ann Wallis (Mrs)

Lead inspector