



St Francis Catholic Primary School

Inspection Report

Unique Reference Number 125706
LEA Warwickshire
Inspection number 282956
Inspection dates 28 November 2005 to 29 November 2005
Reporting inspector Andrew Harrett HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Rye Piece Ringway
School category	Voluntary aided		Bedworth
Age range of pupils	4 to 11		Warwickshire CV12 8JN
Gender of pupils	Mixed	Telephone number	0247 6315279
Number on roll	201	Fax number	0247 6313021
Appropriate authority	The governing body	Chair of governors	Mr Paul Tubb
Date of previous inspection	28 June 1999	Headteacher	Mrs Debbie Huxtable

Age group 4 to 11	Inspection dates 28 November 2005 - 29 November 2005	Inspection number 282956
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and an Additional Inspector.

Description of the school

St Francis Catholic Primary School is a voluntary aided school with a Christian ethos. It is smaller than average with 196 pupils on roll and has equal numbers of boys and girls. The percentage of pupils known to be eligible for free school meals is 10.2% which is lower than average. The percentage of pupils from minority ethnic groups is also lower than average at 2.3%. The proportion of pupils identified as having special educational needs is 23.5% which is higher than average, but there are no pupils with a formal statement. When the school was inspected in July 2004, it was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

Inspection evidence supports the school's view that its overall effectiveness is satisfactory. The leadership and management of the headteacher are good. She has an accurate understanding of the school and has taken effective steps to make improvements since the last inspection. The school has the capacity to make further improvements. The pupils behave well and take a pride in their achievements. They attain standards that are slightly above the national average and make satisfactory progress across the school, although some more able pupils do not make the progress they might. In the Foundation Stage, the children make satisfactory progress in all areas of learning and recent changes in staffing have improved provision significantly so that it is now satisfactory. The quality of teaching across the school is satisfactory with some good features. Care, guidance and support are good across the school. Although the curriculum is satisfactory, provision for information and communication technology (ICT) is inadequate and standards in this area are too low. The school provides satisfactory value for money.

What the school should do to improve further

- Ensure that all pupils make satisfactory progress, particularly the more able.
- Raise standards in ICT and improve provision for it across the curriculum.

Achievement and standards

Grade: 3

Children enter the school with the skills and understanding expected for their age and make satisfactory progress in the Foundation Stage. At Key Stage 1 the results in the national tests have improved over the last three years and were slightly above average in 2005. Although standards in reading were satisfactory they were lower than those in writing and mathematics and fewer pupils attained the higher levels.

The results at Key Stage 2 have also been improving over the last few years and were slightly above average in 2005. The proportion of pupils attaining the expected Level 4 or better was above the national figure in all subjects. In science all pupils attained Level 4 or better and in both English and mathematics 94% did so. The proportion attaining the higher Level 5 was higher than the national figure in English at 32% and in science at 65%, but below the figure in mathematics at 23%.

In Year 2 and Year 6 some of the more able pupils did not make the expected progress, although the pupils' progress was satisfactory overall. The girls attained higher standards than boys in Year 2 and Year 6 but both sexes made satisfactory progress when compared with the progress of boys and girls nationally. The school sets challenging targets for individual pupils in lessons and for year groups in National

Curriculum tests. These targets were partially met in Year 2 in 2005 and exceeded in Year 6.

Personal development and well-being

Grade: 3

The pupils enjoy their time at school and speak enthusiastically about their achievements. They behave well around the school and in lessons, showing respect for one another and for adults. Their attitudes to learning are good. Pupils are keen to achieve well and they work effectively on their own and in groups. Attendance is satisfactory.

The spiritual, moral and social development of the pupils is satisfactory with some good elements and is enhanced by the Christian ethos of the school. The pupils have a clear understanding of right and wrong and there is a strong sense of community in the school. Although cultural development is satisfactory overall it is hindered by weaknesses in the pupils' understanding and experience of other cultures.

The pupils behave safely in the school and are encouraged to adopt healthy lifestyles. They are taught the importance of eating healthily and the school canteen provides an appropriate choice of food. The pupils respond enthusiastically to the many opportunities to participate in sport. Through connections with the local church the pupils make a positive contribution to the community. The pupils have the opportunity to participate in the life of the school and to develop skills that will be important in later life. The school plans to introduce a school council in the spring term to improve the opportunities for pupils to make decisions, take responsibility, and collaborate with others.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall with some good features. In the good lessons the teachers had high expectations of pupils and maintained a purposeful pace. A range of appropriate activities sustained the pupils' interest and involvement. Teachers had good subject knowledge. Pupils were given ample opportunity to discuss their work in pairs and groups which improved their knowledge and understanding. Teachers made well planned use of teaching assistants to ensure that pupils with learning difficulties made satisfactory progress. Although its quality is inconsistent across the school, marking is satisfactory with some good features, such as clearly identifying the next steps for learning. Teachers used a range of appropriate techniques to assess the progress that pupils were making during lessons and used good questioning techniques to involve all the pupils in their learning. Where teaching was less successful the lessons lacked pace and their purpose was not clear to the pupils. In some instances pupils were expected to listen for too long. Occasionally, the teachers' low expectations did not sufficiently challenge the more able pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory across the school. The recent changes in staffing and leadership in the Foundation Stage and in Years 1 and 2 are having a positive impact on provision in this area. The new structure of the curriculum across these years is establishing a coherent approach to learning and this is beginning to have a positive impact on progress. The curriculum in Years 3 to 6 is also satisfactory and the new assistant headteacher is providing sound leadership in this area. The new coordinators in literacy and mathematics are ensuring that provision is sound and they have well conceived plans for future development. Provision for ICT is inadequate across the curriculum and standards are low. However, the newly appointed coordinator has an accurate understanding of the shortcomings and has detailed plans for future development. Standards in science have improved and curricular provision is satisfactory. The curriculum enables all groups of learners, including those with moderate and severe learning difficulties, to make satisfactory progress.

The school provides a good range of extracurricular opportunities and an appropriate range of educational trips. The pupils benefit from visits from adults from outside the school and there are satisfactory links with local arts and sports organisations.

Care, guidance and support

Grade: 2

The school provides a caring, safe and secure learning environment. The pupils are confident that they can approach adults with their problems and concerns. Matters of health and safety are regularly monitored by the headteacher and governing body and identified risks are quickly addressed. The arrangements for child protection are good and staff have had appropriate training. The school sets challenging targets for all pupils which they can discuss with a good understanding of how to improve their standards. Pupils' work and progress are carefully monitored and the pupils have a thorough knowledge of the quality of their work. The provision for pupils with moderate and severe learning difficulties is good.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher provides good leadership. She has introduced effective procedures for monitoring and evaluating the school's work which have produced an accurate picture of the school's strengths and weaknesses. Her good strategic planning has ensured that the areas for improvement identified at the time of the last inspection have been successfully addressed and that the overall effectiveness of the school has improved. The school has recently introduced a new management structure which replaces the previous post of deputy headteacher with two assistant headteacher posts. There have also been changes to the structure of the middle leadership of the school which have had a

positive impact on the staff's sense of collective responsibility, their collaborative skills, and their morale. However, these new structures are not yet sufficiently established to judge their impact on standards and achievement.

The governing body provides the school with appropriate challenge and support. It maintains regular links with the school and has an accurate understanding of its qualities and progress. Parents contribute to the school's self-evaluation and decision making process through representation on the governing body and by means of regular questionnaires and fortnightly coffee mornings with the headteacher.

The leadership and management of the school have improved since the last inspection and have demonstrated that the school has the capacity to improve.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	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?	3	NA
The standards ¹ reached by learners	3	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	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

St Francis Catholic Primary School Rye Piece Ringway Bedworth CV12 8JN

30 November 2005

Dear Pupils

Thank you very much for the help that you gave us during the recent inspection of your school.

I am very pleased to tell you that your school has improved since its last inspection. It is providing a satisfactory education and no longer needs special measures to help it to improve.

These are the main things that we liked about your school.

- You behave well around the school and in lessons.
- You are keen to learn and you are making progress in your work.
- Mrs Huxtable is a good headteacher who has made sure that everyone has worked together to improve the school.
- All the teaching in the school is at least satisfactory and some is good or better.
- Your teachers know you well. They make sure that you are well looked after in school and they help you to understand how to improve your work.

We have asked the school to improve two things.

- We want the teachers to make sure that everyone makes good progress at the school, whatever their ability.
- We want you to have more access to computers and for you to improve your understanding of how to use them.

Yours sincerely

Andrew Harrett Her Majesty's Inspector of Schools