



Saint Paulinus Roman Catholic Voluntary Aided Primary School

Inspection Report

Unique Reference Number 111681
LEA Redcar and Cleveland
Inspection number 289027
Inspection dates 5 July 2006 to 6 July 2006
Reporting inspector Mrs Christine Graham

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

Type of school	Primary	School address	The Avenue
School category	Voluntary aided		Guisborough
Age range of pupils	3 to 11		TS14 8DN
Gender of pupils	Mixed	Telephone number	01287 637978
Number on roll	222	Fax number	01287 635976
Appropriate authority	The governing body	Chair of governors	Mr Paul Welford
Date of previous inspection	1 November 2002	Headteacher	Mrs Elizabeth Huntley

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Introduction

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

Description of the school

This school is about the same size as most primary schools. It is the only Catholic primary school in Guisborough and, as a result, takes children from a wide area. The school serves an affluent community. Very few pupils are eligible for free school meals. Nearly all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is smaller than that found nationally. The school has the Basic Skills Quality Mark, a Leading Aspect Award for drama, Artsmark Gold, and the Supergrounds award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This school gives pupils a good education. This matches the school's own evaluation. Children start school able to do about the same as most children of their age. They make good progress in the Foundation Stage because of the good teaching they receive. By the end of Reception, most children reach the early learning goals with some exceeding them. By the end of Key Stage 1, attainment is above average and achievement is good. Attainment and achievement by the end of Key Stage 2 are both well above average. However, pupils do not progress as well in writing throughout the school, as in the other core subjects. The school recognised this in 2005 and put in place strategies to improve attainment. However, these have not had an impact on the attainment of pupils who took national tests in 2006. The progress made by pupils with learning difficulties and/or disabilities is at least as good as that made by other pupils and sometimes better.

Teaching is good overall. Teachers have good subject knowledge, give clear explanations and make effective use of resources, and this enables pupils to make good progress. However, some teaching is only satisfactory. The senior leadership team successfully promote the moral, spiritual and social ethos of the school. They have ensured that pupils attain high standards over a number of years. However, although day to day management is good, strategic leadership and school self-evaluation are not as robust as they might be. As a result, although the school has an accurate view of its strengths and areas for development it is not yet clear enough about the detail of what must be improved and the rate of improvement is not as good as it could be. The governing body has recently restructured the committee system to make more effective use of its time.

The behaviour of pupils is exceptionally good and attendance is above average. Parents have mostly positive views of the school. The headteacher acts on the views of pupils and parents where appropriate. The personal development of pupils is good and the school has a happy, family atmosphere. The school gives good value for money and the capacity for further improvement is satisfactory.

What the school should do to improve further

- Accelerate the rate of development through improved strategic planning.
- Improve school self-evaluation by analysing data on the school's performance more rigorously.
- Raise standards in writing.

Achievement and standards

Grade: 2

Achievement is good and pupils attain well above average standards. Children enter the school with attainment broadly in line with that normally expected for children of this age. Their use of spoken English and their attitudes to learning are particularly

good. However, there are relative weaknesses in writing and calculation. Good provision in the Foundation Stage ensures that children make good progress and the vast majority reach or exceed the goals expected of them. Pupils build effectively on this good start, responding to their teachers' high expectations of them and achieving well throughout Key Stage 1. They reach above average standards. Pupils make even better progress during Key Stage 2. They work hard and reach their individual targets. The results of national tests have been consistently well above average for the past few years. The educational value added during Key Stage 2 is also well above average. Pupils with learning difficulties and/or disabilities are supported well: they make very good progress and achieve very well in relation to their capabilities. Pupils attain high standards in science, history and geography. Within this generally positive picture, however, there are some areas which are less strong. Some aspects of writing are weak. Standards in writing are significantly lower than those in reading and the proportion of pupils attaining the higher levels should be greater.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils like coming to school and appreciate all that is done for them. Attendance is good. Children make good progress in the secure atmosphere of the Foundation Stage. They build on the positive attitudes to learning that they bring with them when they join the school. Good relationships are a strong feature of the school. Pupils behave exceptionally well and move round the cramped building sensibly and quietly because they understand and respect the need to do so. They feel safe and are confident that problems, such as bullying, will be quickly and fairly sorted out. While acknowledging that bullying sometimes happens, pupils are confident that it is dealt with quickly and fairly. Pupils understand healthy lifestyles. They undertake regular physical exercise, choose from healthy menus and, in the case of younger pupils, eat fruit at break times. Older pupils are proud to contribute to school life. There is a popular liturgy group and a school council which, although it does not meet formally with any frequency, has been effective in obtaining extra playground resources and refurbished toilets. Older pupils really care for younger ones. For example, older pupils help those who are younger at lunchtime, supervising their meals and giving out play equipment. Pupils' spiritual, moral, social and cultural development is good overall. A strong Catholic ethos pervades most aspects of school life. The pupils understand the difference between right and wrong. They know and understand a great deal about their own religious and cultural traditions but they are not fully aware of the cultural diversity of modern Britain. They make a modest contribution to charities and to the local community.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall. Teaching in the Foundation Stage is consistently good. Teaching in Key Stage 1 and 2 is mostly good but there were weaknesses in some lessons. All teachers have good subject knowledge and can explain things clearly to pupils. In the best lessons, a good mix of short, well targeted explanations and challenging tasks enables pupils to make good progress. Teachers frequently check pupils' understanding and offer support where needed. Small groups of pupils work with the teacher on specific targets. In the very best lessons, pupils identified what they had learned and the areas which needed further development. The main weakness in teaching which was less good is that teachers sometimes talked for too long. This left too little time for pupils to be actively engaged in their tasks and some pupils lost interest. In these lessons, teachers used too limited a range of teaching strategies. The very good spoken language skills of pupils enhance their descriptive writing; however, there are some weaknesses in spelling, grammar and the use of punctuation. The marking of pupils' work in English does not always give them sufficient information about what should be improved and how to do it.

Curriculum and other activities

Grade: 2

The curriculum is good. The use of drama and music to enhance learning is a strong feature of the school. Pupils sing beautifully in assembly and drama is used to improve work in English. Teachers make explicit the links between subjects in order to extend pupils' knowledge and understanding. The school has identified that the teaching of writing and mathematics need strengthening and have ambitious plans to change the way in which English and mathematics are taught, to make teaching more responsive to the learning needs of pupils. Electronic whiteboards are used successfully in most lessons to illustrate teaching points and to improve skills in information and communication technology (ICT). The school is well resourced. There are a good number of computers, and classroom resources are new and in good condition. There are relatively few extra-curricular activities. There are opportunities for pupils to play football, although parents and pupils would like the school to provide a broader range of sporting activities.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils feel safe and happy in the school's friendly, family atmosphere. They are confident that any problems can be discussed with a trusted adult. A child protection policy, of good quality, is in place and training is updated regularly. All risk assessments and health and safety procedures are rigorously applied. Parents have mostly positive views of the school and their suggestions, and

those of the pupils, are considered and acted upon if felt to be appropriate. Effective assessment of academic progress provides a clear view of how well pupils are doing. Staff use this information when planning future learning and to set realistic targets. The relative weaknesses in writing have been identified by the school's monitoring procedures but, as yet, the action taken as a result has not been fully effective in raising standards. Good provision for pupils with learning difficulties and/or disabilities ensures that their progress is carefully monitored and that they are supported well. Induction procedures are good and children settle effectively into the Foundation Stage. Older pupils are appropriately prepared for transfer to high school.

Leadership and management

Grade: 2

Leadership and management are good but there are minor areas for improvement. The headteacher, staff and governors have sustained high standards of attainment for a number of years. They place the moral, spiritual and social development of pupils at the heart of their work. Relationships within school are good and the staff team work effectively together for the good of pupils. School self-evaluation accurately identifies strengths and weaknesses, although the overall judgements are sometimes a little too generous. More strategic guidance is needed in the areas of monitoring work in progress and evaluating the impact of the school's work. The rate of development is too slow in some areas. Leadership for the provision of pupils with learning difficulties and/or disabilities is very effective. The school provides good value for money. Governors are committed to the school's religious foundation and what this should mean for the pupils. The school has satisfactory 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>	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	3	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	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	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	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	3	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

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The Pupils

Saint Paulinus Roman Catholic Voluntary Aided Primary School

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Guisborough

TS14 8DN

5 July 2006

Dear Pupils

Thank you for being so helpful when Mr Rodger and I visited your school. We were very impressed by your care for others, especially when moving around your very small building. We thought that you were very polite and well behaved and that you answered our questions very thoughtfully. We particularly enjoyed your singing in assembly.

You achieve very good results but we did notice that your reading is better than your writing. We thought that your spoken English was very good. This helps you to write very interesting and descriptive stories and poems. However, we noticed that your spelling and your use of punctuation can sometimes be careless. This makes it difficult for the reader to understand your work. We have asked the staff to help you to improve this.

We know that you, and some of your parents, would like more sporting activities. Mrs Huntley has agreed to do as much as she can to arrange this. Your attendance is very good so we know most of you enjoy coming to school. We have asked the staff to try to find ways to make lessons even more interesting so that everyone gains as much benefit from school as they possibly can. You should find that the teachers who hold responsibility for the different subjects begin to visit your classrooms and look at your work. They will be trying to find out what is going well and what must be improved.

We very much enjoyed our visit to your school.

Best wishes

Mrs C E Graham

Her Majesty's Inspector of Schools