



# Saint Gabriel's Roman Catholic Voluntary Aided Primary School

## Inspection Report

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Better  
education  
and care

**Unique Reference Number** 111716  
**Local Authority** Redcar and Cleveland  
**Inspection number** 289034  
**Inspection dates** 13–14 February 2007  
**Reporting inspector** David Shearsmith

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

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<b>Type of school</b>	Primary	<b>School address</b>	Allendale Road
<b>School category</b>	Voluntary aided		Ormesby, Middlesbrough
<b>Age range of pupils</b>	3–11		TS7 9LF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01642 315538
<b>Number on roll (school)</b>	166	<b>Fax number</b>	01642 315538
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	
		<b>Headteacher</b>	Mrs Mary Hoy
<b>Date of previous school inspection</b>	1 September 2002		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	13–14 February 2007	289034

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This school is smaller than the average sized primary school and serves a disadvantaged area on the outskirts of Middlesbrough. With very few exceptions, pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Attainment on entry is below average. There is a Breakfast Club at the start of each day available to all pupils.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with good features. Pupils are well cared for and their personal development is good with pupils knowing how to be healthy and stay safe. There is a calm, happy and welcoming atmosphere in school. Pupils develop good social skills and they quickly grow in confidence. They willingly take responsibility, know right from wrong and behave very well. Spiritual development is good based on the school's strong Catholic ethos. There are good links with parents and they are pleased with the work of the school in making improvements to pupils' learning.

On entry to Nursery, standards are below average and by the time pupils leave Reception they are average except in literacy and in their personal and social skills. By the end of Year 2, they make good progress and pupils attain above average standards. During the early stages of Key Stage 2, pupils' progress is slow but by the end of Year 6 progress has picked up and pupils leave with broadly average standards and satisfactory achievement. Standards in writing are lower than in other subjects.

Teaching and learning are satisfactory. There are good features in aspects of teaching across the school but teaching and learning lacks consistency overall, and as a result progress is satisfactory. There is good teaching and learning in the Foundation Stage and Key Stage 1. Teaching and learning in Key Stage 2 are satisfactory. The main weakness in the teaching is that pupils are uncertain of how to improve because marking does not focus sufficiently well on giving supportive comments that will help pupils improve their work. Also, in some lessons pupils are unclear exactly what they have to learn by the end of the lesson.

The satisfactory curriculum is enriched by a good range of out of school activities, visits and visitors that pupils enjoy. Satisfactory links have been made between subjects; but writing opportunities have not been systematically planned for. The school enriches the curriculum in and out of lessons and has good links with partner schools to improve the quality of pupils' learning. Pupils in the Foundation Stage do not have planned opportunities for open access to outdoor play.

Leadership and management are satisfactory. There have been a number of new initiatives, which have improved some areas of learning and, as a result, the school has a satisfactory capacity to improve. For example, school leaders identified mathematics and speaking and listening as areas that needed improving and this resulted in a rise in standards in these areas. The school has satisfactorily addressed the issues from the previous inspection. Although the school's procedures for tracking progress are satisfactory, they are not always used effectively to evaluate how well the pupils perform. This results in some generous evaluations of the school's overall performance. The governing body, although currently without a chairperson, has a satisfactory understanding of the strengths of the school and the areas that require improvement. They provide sound advice and support to help bring about improvements.

## **What the school should do to improve further**

- Raise standards in writing in Key Stage 2.
- Improve the quality and consistency of teaching and learning.
- Improve pupils' understanding of how well they are learning and what they have to do to improve their work.
- Improve the accuracy and rigour of the school's self-evaluation process.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Pupils' attainment when they start school in the Nursery is below average. In the Foundation Stage, children make good progress and standards by the time they enter Year 1 are broadly average with lower standards in literacy and personal and social skills. By the end of Year 2, pupils make good progress and standards are above average in reading, writing and mathematics. Pupils in the current Year 6 are making at least satisfactory progress. However, compared with Key Stage 1, progress is slower in Key Stage 2, and is satisfactory overall with standards that are broadly average and improving. Pupils with learning difficulties and/or disabilities make good progress in Key Stage 1 and satisfactory progress at Key Stage 2.

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

### **Grade: 2**

Pupils clearly enjoy school; they feel safe and understand the importance of learning. Attendance is satisfactory overall with the school having a satisfactory range of strategies to promote good attendance. Pupils behave well in all aspects of school life. Relationships with each other and adults are good and help to ensure that pupils learn at least satisfactorily. Pupils show care and concern for themselves and others and make a good contribution to their own and other communities; for example, through raising money to support various charities. The school has a strong catholic ethos and provision for pupils' spiritual, moral, social and cultural education is good overall. Pupils have a good sense of right and wrong. They learn about other cultures as well as their own and visits and visitors are used well to promote understanding. Pupils understand about healthy lifestyles and learn about how to stay safe.

The school council provides a good opportunity for pupils to be involved in the life of the school and to make decisions. Pupils are encouraged to be independent through a range of activities, which prompts them to take responsibility for themselves and others.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Most lessons are planned clearly and organised effectively. The good relationships that pupils enjoy with staff encourage them to concentrate and persevere with the tasks that they are set. Teachers promote good class discipline with a minimum of effort and any low level misbehaviour is dealt with quickly and effectively. Consequently, lessons are calm and orderly and proceed smoothly.

Pupils make better progress in Key Stage 1 than in Key Stage 2 because the teaching is more consistent in quality and produces a faster pace of learning. Teaching in Key Stage 2 has some good features but lessons vary in the amount of interest they generate. Consequently, pupils' progress is uneven, good in some lessons and satisfactory in others. Teachers identify objectives for each lesson, which they share with pupils. These tend to focus on what pupils will do rather than what they are to learn. Therefore, they have limited use in helping pupils to understand and evaluate how well they are progressing.

Teachers mark pupils' work regularly and give them due praise for what they have achieved. When pointing out how the work could be improved some teachers give very little information, while others go to great lengths to point out what the pupil has done wrong. What is often lacking is clear guidance for pupils on how to correct their mistakes.

Well trained teaching assistants provide good support for pupils with learning difficulties and/or disabilities inside the classroom and when withdrawing them in groups for additional help. However, the targets set for pupils with learning difficulties and/or disabilities in their individual education plans vary in quality and sometimes do not provide a sufficiently clear focus for learning.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. All the required subjects are taught with due emphasis placed on the key areas of literacy and numeracy. The school has started to link subjects together but this process is incomplete. Speaking and listening features strongly in many activities but opportunities for pupils to write in other subjects are not planned well enough. Information and communication technology features prominently throughout the curriculum and computers are a well established part of many lessons.

Many additional activities add life and colour to the curriculum and contribute much to pupils' enjoyment. Year 5 pupils have started to learn French and specialist coaches extend the physical education curriculum, during and after school. Regular visits and visitors broaden pupils' experiences and the school joins with others for various musical

and sporting events. The curriculum in the Foundation Stage is satisfactory. Activities indoors are planned well but children do not have easy access to activities out of doors.

The curriculum for personal, social and health education and citizenship is well structured and makes a strong contribution to pupils' personal development. The curriculum for pupils with learning difficulties and/or disabilities is satisfactory and they are included fully in all the school has to offer.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. The school pays close attention to pupils' welfare and safeguarding procedures are in place. The person with responsibility for child protection attends regular training and keeps staff up to date. Risk assessments are carried out on the premises and completed fully before all visits. The school has good links with parents and there is a free flow of information about children's well-being. Outside agencies are used well to provide additional support as and when necessary. Pupils are strongly encouraged to care for each other and Year 6 pupils have taken an emergency first aid course so they know how to respond in case of an accident.

Procedures for monitoring pupils' personal development and tracking their academic progress are satisfactory but are not used well enough to help pupils reach higher standards. For example, pupils are set individual targets but these are not always checked often enough to ensure they are being met.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. School leaders have responded well to some areas needing improvement and have been successful in improving standards in mathematics and in speaking and listening. The school has a satisfactory capacity to improve. The school's self-evaluation is too positive and does not accurately reflect how well the school is performing. This is because there is no clear overview of pupils' progress across the school. Despite this, the right areas for development are identified; but, the recent intervention strategies have not had sufficient time to impact on some aspects that need improving; for example, teaching and learning in lower Key Stage 2 and writing standards in Key Stage 2.

Although the monitoring and evaluation of teaching and learning are satisfactory, the skills of subject leaders, particularly in the foundation subjects, are underdeveloped. Governance is satisfactory. The governing body is currently in transition as they move to appoint a new chairperson. However, they do have a satisfactory understanding of the needs of the school and are supportive in bringing about improvements.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Saint Gabriel's Roman Catholic Voluntary Aided Primary School

Allendale Road

Ormesby

Middlesbrough

TS7 9LF

13 February 2007

Dear Children

Thank you for welcoming us to your school; you were very polite and friendly.

We found that the school is providing a satisfactory education. This means that there are good things but also some things that need improving.

You behave well and are keen to take responsibility. Teachers provide lots of interesting things for you to do, in and out of lessons. All adults in school are very kind and caring and they look after you well.

We would like you to improve your writing and learn more about how you can improve. We would also like your teachers to look more carefully at things that need improving and, particularly, help you to improve your learning by ensuring that good teaching takes place all the time.

We thoroughly enjoyed talking to you about your work and watching you learn and we wish you all well for the future. We hope you continue to help your teachers by working hard and trying your best.

Yours sincerely

D Shearsmith

Lead inspector