



St Mary's Roman Catholic Voluntary Aided Primary School, Bridlington

Inspection Report

Better
education
and care

Unique Reference Number 118036
Local Authority East Riding of Yorkshire
Inspection number 291003
Inspection dates 11–12 January 2007
Reporting inspector Geoffrey Cooper

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

Type of school	Primary	School address	George Street
School category	Voluntary aided		Bridlington
Age range of pupils	4–11		YO15 3PS
Gender of pupils	Mixed	Telephone number	01262 670138
Number on roll (school)	196	Fax number	01262 670838
Appropriate authority	The governing body	Chair	Mr Michael Carvill
		Headteacher	Mrs Elizabeth Cannings
Date of previous school inspection	1 November 2001		

Age group 4–11	Inspection dates 11–12 January 2007	Inspection number 291003
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The economic context of the school is broadly average although attainment on entry is below average. An average number of pupils take a free school meal. A typical proportion of pupils enter school with identified learning difficulties and disabilities but more than usual have a statement of special educational need. Few pupils come from a background other than White British ethnicity. More pupils than usual join the school mid-school year. There has been a great deal of staff turn-over since the previous inspection.

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, confirmed in the very positive views of parents and pupils. Children enter the Foundation Stage with lower than expected attainment and standards are average by the time pupils leave at the end of Year 6. Progress in lessons is good overall. While progress is not consistent through the school, good progress in the Foundation Stage and accelerated progress in Years 5 and 6 ensure that pupils leave the school having achieved well. Their good achievement is greatly enhanced by pupils' sensible attitudes and behaviour. Pupils' academic success is due to good teaching and learning, which equips them well for the demands of the next stage of their education. Their learning is supported by a vigorous and lively curriculum. Characteristic of the school is its caring and supportive ethos. Pupils are nurtured effectively, particularly those who find learning difficult. Because the school makes good provision, pupils know how to stay safe and recognise how to live healthily. They enjoy lessons and their active engagement in the community.

There are some inconsistencies for senior managers to resolve. Teaching and learning are good with examples of outstanding and satisfactory teaching. At the end of Key Stage 2, pupils that are more able achieve well, but not some of those at the end of Key Stage 1. Some differences in the performance of boys and girls show that boys have done better than girls recently. The school recognises these issues. A senior management team that is determined to succeed and stable staffing after major changes in recent years put the school in a strong position to resolve these issues.

The school is well led and managed. The headteacher's very clear sense of purpose, allied to a strong senior management team and governing body is reflected in the commitment of all staff to raising standards. Parents are right to have great confidence in the school. As one parent said, 'I have been delighted with the progress our daughter has made at school and feel that she is a well rounded and happy child'. A sentiment echoed by many other parents. Staff show a real sense of teamwork. The school knows itself well through accurate self-evaluation. It shows determination to resolve its issues. Exemplary work with others improves pupils' opportunities to learn; for example, outside agencies' support for pupils with learning difficulties and disabilities, and innovative work with visitors such as an aero-engineer and research scientist.

Satisfactory improvement has been made since the previous inspection although it has been hampered by an unsettled period of staff absence and changes. Good improvement has been made in enhancing the accommodation. Recent success at the end of Key Stage 2 is marked by the strengthening of senior management and the team of adults working in the classroom. The capacity to improve further is good. Good value for money is provided.

What the school should do to improve further

- Improve the consistency of teaching, learning and the rate of pupils' progress.

- Monitor differences in the attainment of boys and girls across the school and of higher attaining pupils at the end of Key Stage 1 to identify any weaknesses and put in place the necessary remedies.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. Parental comments show their satisfaction at the good progress that most of their children make in lessons. Attainment on entry to the Foundation Stage is below expected levels. Children make good progress and attain the learning goals set for their age by the time they enter Year 1. Pupils make satisfactory progress in Years 1 and 2 and attain broadly average standards. Some more able pupils do not do as well as they should.

Progress accelerates rapidly in Years 5 and 6, because of very good teaching. Following a dip in performance in the 2005 national tests, challenging 2006 targets were comfortably met. Boys attain higher standards than girls, although there is generally no significant difference in the progress they make. This is because girls start in school at a lower level than boys do. Throughout the school, good provision for pupils with learning difficulties and disabilities helps them to make good progress.

Personal development and well-being

Grade: 2

Personal development, including pupils' spiritual, moral, social and cultural development, is good. Behaviour is good. Pupils are polite, considerate and confident. On the few occasions when behaviour is less positive, pupils are helped quickly by good school support. Attendance is satisfactory. Pupils enjoy their lessons. They know how to keep safe and healthy. For example, fruit is eaten at break and good quality playground toys encourage energetic activity. Strenuous exercise is taken through physical education lessons and the school's many clubs. Pupils make a positive contribution to the community. They raise money for charity and last year planted over 200 trees locally. Year 6 become a circle of friends to those who need one. Pupils have someone to turn to and know staff resolve difficulties quickly. Pupils know that the school takes account of their views. For example, the school council plays an important part in improving the school. Pupils understand good citizenship. The 'Golden Ticket' is very popular because pupils enjoy reporting the positive actions of others. Good basic skills prepare pupils well for the world of work.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with examples of outstanding and satisfactory teaching. Lessons are typically well planned, ensuring that pupils are interested and engaged in their learning. Usually, higher attaining pupils are well challenged and live up to teachers' high expectations. Teachers and skilled support staff provide well for pupils who find learning difficult. Relationships are positive at all times. Pupils enjoy learning. This is a measure of skilled teaching and sensitive, but firm, school strategies for managing pupils' behaviour. The pace of lessons is typically brisk and purposeful. Sometimes when the pace of lessons is less brisk, although pupils are well engaged, higher attaining pupils are not as effectively challenged, particularly in Key Stage 1. Very occasionally work is mismatched against prior attainment. Marking is always done but its quality is not consistent. At its best, the teacher acknowledges pupils' efforts, recognises the success of the work and finds ways of stretching pupils further. Other times, work is acknowledged by a tick but without supportive comment.

Curriculum and other activities

Grade: 2

The curriculum is good. This is acknowledged in the views of pupils who find their work stimulating. It meets national requirements and works successfully to implement national initiatives. A sharp focus on the acquisition of basic skills equips pupils well for the future. Learning is enriched through activities out of school hours, visits out of school and visitors into school. The local and wider environments are used effectively to enhance learning. Valuable links with local businesses and industry spur on learning. Pupils with learning difficulties and disabilities are very well catered for. Pupils relish the work of the recently inaugurated out of school club. Good provision for pupils' personal development provides opportunities for them to learn how to meet the challenges of life. While children in the Foundation Stage enjoy a good curriculum, their access to outdoor experiences is restricted, largely because of local vandalism.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The arrangements for the safeguarding of pupils meet requirements. Efficient procedures keep pupils safe and healthy. Relevant child protection procedures are in place. Good links with outside agencies ensure that the needs of vulnerable pupils are met. Considerable efforts are made to improve attendance. Pupils with learning difficulties and disabilities progress well because the provision for their needs is a strength of the school. Skilled teaching and good resources ensure that pupils are supported effectively. The good individual learning plans are written so that pupils can understand what they need to do to improve. However, where they contain too many targets, they overwhelm the pupil. Good measures are

in place to keep track of pupils' progress and to set targets for future learning. These measures have been successful in Key Stage 2 and are beginning to make a positive difference in Key Stage 1.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's strong vision and sense of purpose is successfully reflected in the growing strengths of the senior management team. Subject leaders are given the time and support to ensure that they do their job effectively. Staff acknowledge the high degree of openness and commitment that supports the maintenance of the school's strong Christian ethos. The school operates smoothly and efficiently. It presents a safe and healthy environment for adults and pupils to work in. Although they acknowledge their developing role, governors share the commitment of staff and have a secure understanding of the school's strengths and areas for improvement. They challenge the school and participate in strategic forward planning. Arrangements for reviewing, evaluating and developing the school are good. Efficient strategies support the performance management of all staff, those actively engaged in the classroom and those responsible for school administration.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

St Mary's Roman Catholic Voluntary Aided Primary School, Bridlington

George Street

Bridlington

YO15 3PS

12 January 2007

Dear Children

Thank you for all the help you gave us during our recent visit to your school. You showed great enthusiasm, both in your lessons and in the talks we had with you.

You made it clear to us that you know that you are safe, encouraged to be healthy and enjoy your lessons. Because you are thoughtful and sensible, and because your work is good, you are laying down a very secure foundation for your future. Your progress is good because your teachers plan interesting things for you to do and you have many exciting things to do outside lessons. You and your parents told us that your school keeps a careful eye on you, in the way it cares for you and watches over your progress. The test results for Year 6 were much better in 2006 and this year's Year 6 is on track to do as well. Well done! Well done also in your tree planting. You planted 200 – one for each person in the school; and keep on growing and eating those potatoes. They will provide some of the nutrients you need to stay healthy.

- Yours is a successful school and while we are praising you for your part in that, praise is also due to the hard teamwork of the adults in your school who keep the school running smoothly.

There are a few things we have asked the school to do in order to make your achievement even better. One is to make sure that progress is good all the way through the school. It is sometimes quick and sometimes a bit slow. Another is to watch how well girls do because boys have done a little better recently. You have a part to play in this by making sure that you maintain your effort and continue to do your best.

Once again, we thoroughly enjoyed our interesting visit and the mature way you welcomed us. Thank you very much.

Yours sincerely

Geoff Cooper

Lead inspector