

Saint Bedes Roman Catholic Primary School

Inspection report

Unique Reference Number	111679
Local Authority	Redcar and Cleveland
Inspection number	325429
Inspection date	13 March 2009
Reporting inspector	Derek Sleightholme

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	222
Government funded early education provision for children aged 3 to the end of the EYFS	48
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Jane Wordsworth
Headteacher	Mrs Karen Siedle
Date of previous school inspection	30 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Redcar Road Marske-by-Sea Redcar TS11 6AE
Telephone number	01642 485217

Age group	3–11
Inspection date	13 March 2009
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Fax number

01642 485217

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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

At Key Stage 1:

- provision for more able pupils
- the effectiveness of actions to raise attainment in mathematics
- the effectiveness of actions taken to raise boys' achievement.

Throughout the school:

- the effectiveness of leaders in promoting community cohesion.

Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is an average sized primary school. The proportion of pupils eligible for free school meals is well below average; so too is the number with learning difficulties and/or disabilities. Almost all pupils are White British, with very few at an early stage of acquiring English. The Early Years Foundation Stage unit provision covers Nursery and Reception Years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. 'My child adores school and we are thrilled with her outstanding progress.', is a typical comment that reflects most parents' positive views of the school. The headteacher, who provides inspirational leadership and outstanding direction, is supported by enthusiastic senior leaders and a very dedicated staff. Teamwork is exceptional and with the support of excellent governance, improvement since the previous inspection has been outstanding in terms of promoting pupils' academic and personal development. The school is very well placed to improve further.

Achievement is outstanding and all pupils achieve equally well. Action to raise the attainment of boys, and standards in mathematics at Key Stage 1 has been very effective. Current standards in Year 2 are above average in reading, writing and mathematics. Progress is even across all subjects. Current standards in Year 6 are significantly high in English, mathematics and science. The results of the 2007 Year 6 national tests were significantly high in all subjects. The 2008 Year 6 provisional results are once again significantly high in all subjects. More able pupils are challenged very well. The school has a six year trend of very high standards representing sustained exceptional achievement for pupils. This reflects school leaders unwavering focus on maintaining high standards, consistently high quality teaching, and provision of a rich and varied curriculum that stimulates pupils to learn.

Personal development and well-being, including pupils' spiritual, moral, social and cultural development are outstanding. Pupils are courteous, and polite. In the 'Red Nose Day' assembly, pupils reflect on others less fortunate than themselves. Through their Eco-committee, pupils promote saving energy and resources. Pupils love school, the activities it provides and the very good range of clubs. Attendance is above average and behaviour is impeccable. At the 'Fruity Friday' tuck shop, a facility suggested by pupils, they express a convincing case for the benefits of maintaining a healthy diet. Their enthusiasm for energetic exercise and sport has helped the school gain the Activemark. Pupils feel very safe at school. They know the fluorescent tunics worn by staff signal the presence of a friendly adult who will provide excellent support. Pupils have a real voice in their school, serving as councillors, prefects or playground friends. Pupils' excellent progress in basic skills, together with enterprise initiatives, helps them to prepare very well to cope with life ahead.

Teaching and learning are outstanding. Very imaginative and engaging teaching holds pupils' interest. Expectations are high and the pace brisk. Meticulous planning ensures activities are very carefully prepared to match the pupils' prior attainment. By the end of an excellent Key Stage 1 lesson about mathematical turns, pupils at lower starting points learned how to make a quarter turn while the more able were expected to think of a whole turn as 360 degrees. The curriculum is outstanding. Parents refer to their children looking forward to 'very exciting Creative Days'. A particular strength is the well organised topics that link learning across subjects very effectively. An excellent Year 6 history topic, provided pupils with a strong understanding of chronology by contrasting the history of local landmarks such as Redcar Racecourse with the much more recent Riverside Football Stadium. Aware of the school's monocultural setting, leaders have already identified the need to extend community cohesion by raising pupils' awareness of the richness and diversity of modern Britain. Outstanding care is founded on the warmth of relationships, mutual respect and implementing consistent approaches. One parent summed this up as 'very nurturing and family orientated'. Safeguarding meets requirements. Pupils with learning difficulties and/or disabilities benefit from very good, sensitive support

provided by skilled assistants. The exemplary weekly 'child spot' discussion provides a regular opportunity for staff to share information and decide on how support can be allocated. Academic guidance is excellent. Reflection weeks provide pupils with opportunities to reflect and consolidate previous learning and to talk to class teachers about personal targets.

Leadership, management and governance are outstanding. Leaders are ambitious, they set challenging targets for pupil performance and whole school development. The governors' formal monitoring link to track progress of one specific year group is just one of several exemplary monitoring practices that lead to accurate self-evaluation. Leaders promote community cohesion well. They have evaluated initiatives designed to strengthen pupils' understanding of their place in the school, local and wider communities. The 'International Day' is a good example of leaders' impact on developing this. For this activity, pupils with direct family links to different countries, helped others to learn about cultural diversity.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Provision is outstanding. When children enter Nursery their skills and abilities are broadly typical of what can be expected for their age. Teaching is outstanding because it helps children to make rapid progress through a range of stimulating adult led and child initiated activities. The Nursery and Reception unit is full of rich, vibrant learning experiences. The outdoor learning facilities are significantly better than reported at the time of the last inspection. Children are highly motivated by the wide range of challenging and interesting activities, both indoors and outdoors. They love taking part in role-play, for example, going into the mineshaft and 'living' in the miner's cottage. Outdoors, a child was completely absorbed, assuming the role of a pizza delivery person. Progress data shows children consistently make outstanding progress and by the time they leave Reception, the overwhelming majority exceeds the Early Learning Goals. Children enter Year 1 with above average standards.

Children's personal development is outstanding. They learn to interact with other children extremely well; they feel happy, safe and secure and are encouraged to be independent. Children quickly grasp an understanding of routines and feel very safe. They trust the adults who provide them with excellent care, guidance and support. The monitoring of children's progress is exemplary. It is used very effectively to inform planning that in turn contributes to high quality teaching. Communication with parents is timely and effective. Leadership is excellent. The leader has expert knowledge of the Early Years Foundation Stage curriculum and sets clear direction to a team of committed staff.

What the school should do to improve further

- Build on the pupils' very good cultural development by further promoting their understanding of the diversity of modern Britain.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 March 2009

Dear Pupils

Inspection of Saint Bede's Roman Catholic Primary School, Redcar and Cleveland, TS11 6AE

We inspect many primary schools and yours is one of the best we have visited. You attend an outstanding school! Thank you for helping us. We enjoyed meeting you, visiting your classrooms, looking at your work and talking to you about your school. You were friendly and polite. We were impressed by your excellent behaviour and good attendance.

These are the things we found out about your school during our visit. All the people who work in school are doing a good job and it is a happy, smiley place to be. You told us you feel very safe and know how to quickly access help. We know that you are provided with excellent care, support and guidance.

Your personal development is outstanding. We know you value being fit and staying healthy. You told us how much you enjoy school. We know you have a real voice in school and have helped to improve it. Your school leaders have devised an exciting teaching and learning programme for you and it stimulates you to do your best. You are set challenging targets because the staff know you can achieve very well and make rapid progress. You play your part by continuing to work hard in lessons. Consequently, you all make outstanding progress throughout the school. By the end of Year 2, you are above average and by Year 6, your standards are very high. Well done!

There is one thing the school could do better:

- help you to understand that life in modern Britain is often very different from the setting where most of you live.

Our very best wishes to you and all the staff who work with you.

Yours faithfully

Derek Sleightholme and Angela Charlton

Inspectors