

# St Bede's Catholic Primary School

Wortley Road, Rotherham, South Yorkshire, S61 1PD

**Inspection dates** 25–26 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The Early Years Foundation Stage gives children a good start to their education. They mostly start school with skills below those expected for their age, particularly in language and communication, and make good progress.
- Pupils make good progress as they move through the school and usually leave with broadly average standards of attainment. Pupils have positive attitudes to their learning. They are polite, confident and caring towards adults and their peers. They understand how to keep themselves and others safe. Pupils say behaviour is good and their parents and teachers unanimously agree.
- Attendance has improved in each of the last three years and is now slightly above the national average.
- The quality of teaching is good and sometimes outstanding. Teachers plan lessons adjusted to meet the needs of different abilities. Teaching assistants give very effective support, using resources and activities well to interest pupils.
- The curriculum is good and provides very well for pupils' spiritual, moral, social and cultural development.
- The headteacher, deputy headteacher and governors provide strong leadership and have a clear vision for improvement, which is shared by all staff. This has led to better teaching and achievement, and has set the school on an upward path.

### It is not yet an outstanding school because

- Teaching, although good overall, does not yet enable all pupils to make outstanding progress.
- Teachers do not always allow sufficient time for pupils to reflect on their learning and respond to marking so they are clear about what they need to do to improve their work.
- Pupils do not have enough opportunities to develop their independence and manage their own learning.

## Information about this inspection

- The inspectors observed 20 lessons, six of which were joint observations with the headteacher. One inspector watched a presentation by Year 5 pupils about the making of their movie 'Cooper's lost gold'.
- Meetings were held with senior leaders, subject leaders, members of the governing body, pupils and a representative of the local authority. Inspectors spoke to parents at the beginning and end of the school day.
- A meeting was held with pupils from Key Stage 2 and with members of the school council. Opportunities were taken to speak to children in the Early Years Foundation Stage and in Key Stage 1.
- A number of school documents were examined. These included information about pupils' progress, the school's self-evaluation, the school's improvement plan and pupils' work in their books. Inspectors heard some Year 2, Year 4 and Year 6 pupils read.
- The inspectors took account of the 47 responses received from the on-line questionnaire (Parent View) and 26 staff questionnaires.

## Inspection team

Pamela Hemphill, Lead inspector	Additional Inspector
Dominic Brown	Additional Inspector
Paul Copping	Additional Inspector

## Information about this school

- St Bede's is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of disabled pupils and those with special educational needs supported at school action plus, or with a statement of special educational needs, is below that found in most schools. The proportion supported at school action is similar to that seen in most other schools.
- The proportion of pupils from minority ethnic groups, including those who are learning English as an additional language, is below that found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast-club and after-school club.
- The headteacher and deputy headteacher have joined the school since the last inspection.

## What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that more pupils make better than expected progress by:
  - ensuring that marking of pupils' work always shows them how their learning can be improved and giving pupils enough time to reflect upon and respond to the advice given
  - developing greater independence in pupils and taking opportunities to give them more responsibility for managing their own learning, particularly in Key Stage 2.

## Inspection judgements

### The achievement of pupils is good

- The progress of pupils is improving at St Bede's Catholic Primary School. Parents who responded to the on-line questionnaire overwhelmingly consider their children to be making good progress. During the inspection good progress was seen in most of the lessons observed.
- The good breadth of experiences provided in the red and yellow units, together with skilled teaching and good support for children's individual learning needs, is ensuring that children make good progress in the Early Years Foundation Stage. As a result, most get off to a good start in Year 1 with skills and knowledge broadly in line with average attainment.
- Pupils progress very well in reading in Year 1. In 2012 pupils were above average in their understanding of letters and sounds, with every girl meeting the required standard and boys doing better than the national average.
- In Key Stage 1 the rate of pupils' progress in all subjects in 2012 was faster than average. At the end of Key Stage 1 results for reading have risen year on year for the last three years and are now above the national average. Writing has improved to above average and is set to improve again this year. In mathematics most pupils reach standards that are in line with those expected for their age.
- Recent strategies introduced by the headteacher to improve teaching are paying dividends. This was seen for example, in the improved attainment of pupils at the end of Year 6 in 2012 in English and mathematics. As a result, the proportion of pupils who made the expected rate of progress in reading, writing and mathematics through Key Stage 2 was above average. Progress is also accelerating in Years 4 and 5 because as the quality of teaching is improving.
- The school has recognised that the gaps between girls' and boys' achievement are in reading and writing and has looked into this. It has now introduced a wider range of books and more exciting writing activities which boys say they are enjoying and which are improving their progress. In Year 5 the movie project has inspired boys to write an action adventure story.
- Overall, pupils with special educational needs and disabled pupils achieve well. They make outstanding progress in reading and writing in Years 3, 4, and 5 and in writing in Year 6.
- Pupils supported through the pupil premium, including those pupils known to be eligible for free school meals do exceptionally well in their learning of letters and sounds in Key Stage 1. At the end of Year 6 in 2012, the attainment of eligible pupils in reading, writing and mathematics was in line with that of similar pupils nationally and they made the same good progress as other pupils in the school. The school successfully promotes equality of opportunity.

### The quality of teaching is good

- Teaching is good, and sometimes outstanding, and ensures that pupils make good progress.
- Good teaching and teaching assistant support in the Early Years and Foundation Stage engage children in a wide range of well-planned activities where they concentrate, develop ideas, learn letters and sounds, and develop good vocabulary. Children were observed to use mathematical vocabulary well in conversations.
- Lessons throughout the school are well-planned; there are high expectations and pupils understand what they are learning and why. Questions are often used skilfully to probe understanding and to extend learning.
- In topic work in Year 3 and Year 4 pupils had been inspired by a book the class has read about food from around the world. They developed and applied their literacy and geography skills and used clues to identify the countries and continents where a wide range of foods came from. They developed understanding of the distances food travels to get to shops in this country and used new vocabulary such as 'products', 'origin' and 'sources' to describe what they learned.
- Work in books and displays in classrooms and around the school show that pupils are given

many opportunities to read and write for an audience or with real purpose. There are fewer opportunities for using mathematical skills in other subjects and situations.

- There is a good quantity of work in pupils' books and teachers use information about what pupils learned in previous lessons to plan activities that are carefully matched to their needs.
- Some, but not all, marking of pupils' work gives helpful comments about how they have done and what they need to do to improve. However, teachers seldom provide enough time for pupils to reflect upon and respond to the advice given. Similarly, teachers offer pupils too few opportunities to develop independence and to take charge of their own learning. Both of these areas impede pupils from making even better progress.
- Pupils with special educational needs and disabilities do very well because they are given the right help by teachers and teaching assistants in lessons.

### **The behaviour and safety of pupils** are good

- Pupils say behaviour is good and poor behaviour rarely happens because lessons are interesting and they want to learn. Parents and staff agree, they expressed positive views about standards of behaviour in the school and inspectors saw good and occasionally outstanding behaviour in lessons, in the playground, in assembly, during a Year 5 presentation and during lunch.
- Pupils arrive on time at the beginning of the day, eager to learn. They have positive attitudes to learning that are reflected in attendance that has risen to just above the national average. The school is actively working with parents of pupils who attend less well and some of these have improved their attendance as a result.
- Pupils want to support their school, they welcome the responsibility that membership of the school council, acting as playground helpers, running the tuck shop, buddying younger pupils and acting as class monitors gives them. Such roles are teaching them to act responsibly and to help others.
- The school has high expectation for good behaviour through its rules which pupils understand and usually obey. If there is any poor behaviour in class this is recorded in the behaviour book. Pupils' respect for others is evidenced by the governing body minutes which show no instances of racist or other prejudice-based bullying.
- Pupils say they feel safe and know how to keep themselves and others safe through learning about road safety and safe use of the Internet.
- In the Early Years Foundation Stage children are kept safe and secure through secure learning environments where they can learn and play independently and, happily, with others.
- The breakfast-club and after-school club make a good contribution to pupils' social development.

### **The leadership and management** are good

- The headteacher, ably supported by the deputy headteacher, has given exceptional leadership to establish vision and clear direction. Improvements have been made through effective evaluation of the school's strengths and areas for development, strategic planning supported by governors, and the teamwork of staff to tackle teaching and achievement, particularly in mathematics. All staff give better attention to the progress of pupils.
- Teaching is carefully monitored by senior and subject leaders and teachers are given feedback to pinpoint areas to improve. This includes the need to increase challenge, particularly to more-able pupils in mathematics. As a result teaching has improved.
- Teachers' targets are based on their performance and the progress of pupils, with pay progression linked to achievement of these. Training is matched to the needs of teachers and, increasingly, is developing through collaboration in the local Catholic partnership.
- The curriculum strongly promotes pupils' spiritual, moral, social and cultural development. There are opportunities for pupils to learn about and celebrate their own and other cultures such as

Irish dancing, links with the local football club and learning about world religions. Pupils are taught to know right and wrong, and to be charitable.

- The school's creative curriculum is bringing subjects together that are engaging pupils. Through its focus on writing, Year 5 pupils wrote action adventure stories which, because of their high interest and enjoyment, developed into a bigger project to write a script and produce a movie for 'Cooper's lost gold'. Using their creative, enterprise and information and communication technology (ICT) skills, pupils worked very hard in school and at home to create the thousands of images needed. Pupils are rightly very proud of their achievement. The movie has been shown to parents, governors and the mayor who are amazed and delighted at the results.
- Pupils have good access to books in classrooms, key stage reading areas and the library. Pupils are enthusiastic readers, they say they read daily, there is always a class book and they regularly borrow books to read at home.
- The school has a strong ethos of inclusion and equality, evident in the way it carefully identifies pupils' needs and puts support in place so they can learn alongside their peers. Children are taught to recognise the effect of their actions on others. It teaches the appreciation of cultural diversity and 'to respect the values, beliefs and ways of living of others'. The school evaluates this aspect of its provision and has planned to improve pupils' contribution to their local community and to further develop both global dimensions and knowledge of the local area through the curriculum.
- The local authority has full confidence in the school leadership to continue to raise standards. It provides some support to the local Catholic school cluster through which the school collaborates with other schools to support its development.
- **The governance of the school:**
  - Governors have detailed knowledge about the school and are well-informed about teaching and achievement. New and serving governors receive planned training and updates to support them in their roles.
  - The impact of actions in the school development plan are regularly reviewed by the curriculum committee and reported to the full governing body. They play an important part in evaluating the school's work.
  - Governors challenge the school by using data to compare its performance to other schools in the local Catholic cluster and nationally. Governors make an effective contribution to managing staff performance and ensure that the headteacher and staff are held to account for pupils' progress. The governing body is very clear about the link between staff performance and salary progression.
  - Governors have ensured that pupil premium funding is spent well to overcome barriers to learning for eligible pupils, particularly in key areas of boys' writing, the inclusion of vulnerable pupils and access to a wider range of learning resources to engage pupils in their learning.
  - Governors carry out their statutory responsibilities effectively to ensure that safeguarding is managed and monitored well.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106945
<b>Local authority</b>	Rotherham

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin McDonagh
<b>Headteacher</b>	Amanda Wassell
<b>Date of previous school inspection</b>	28 June 2011
<b>Telephone number</b>	01709 740101
<b>Fax number</b>	01709 513586
<b>Email address</b>	st.bedesrc.junior-infant@rotherham.gov.uk

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