



# St Pius X RC Primary School

## Inspection Report

**Unique Reference Number** 111718  
**LEA** Middlesbrough  
**Inspection number** 278761  
**Inspection dates** 16 February 2006 to 17 February 2006  
**Reporting inspector** Mrs Jackie Barnes

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

<b>Type of school</b>	Primary	<b>School address</b>	Amersham Road
<b>School category</b>	Voluntary aided		Park End
<b>Age range of pupils</b>	3 to 11		Middlesbrough, TS3 7HD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01642 314453
<b>Number on roll</b>	227	<b>Fax number</b>	01642 287287
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Father David White
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mrs Catherine Percival

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 16 February 2006 - 17 February 2006	<b>Inspection number</b> 278761
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This school is situated about two miles from the centre of Middlesbrough and mainly serves families from a well established housing estate, with a mix of local authority and owner occupied properties. Although many parents have paid work, entitlement to free school meals is well above average. English is the home language of almost all pupils. Children start school with different skills and knowledge, but overall their achievement is a little below the expectations for their age group. Throughout the school an average number of pupils have learning difficulties and/or disabilities. A new headteacher was appointed at the beginning of the school year and a new deputy headteacher is due to start in the next few weeks.

## **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, a judgement with which the school agrees. It has the confidence of its parents and good capacity to improve further, as reflected in its improvement since the last inspection. Pupils are well behaved, have positive attitudes, enjoy learning and develop their personal skills well. Most make satisfactory progress and attain the standards expected for their age, although some are capable of achieving higher standards. Teaching is systematic and supportive, but not sufficiently challenging for some pupils. The planning of some lessons does not effectively build on the information about what pupils know and can do. Pupils are well cared for and taught how to live safe and healthy lives. The curriculum provides satisfactory opportunities for personal growth and learning. Leadership and management have undergone changes recently, and subject leaders do not yet have enough impact on their subject. However, under the leadership of the new headteacher, whole school initiatives are beginning to have a positive effect on improving pupils' achievement. Value for money is satisfactory.

not applicable

### What the school should do to improve further

- Raise standards throughout the school, especially for the most capable pupils.
- Make sure that teachers use assessment information effectively to plan lessons that challenge all pupils to do as well as they can.
- Develop strategies so that subject leaders improve standards in their subjects.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory overall. From a little below average attainment when they start school, children in the Foundation Stage make good progress and almost all reach the expectations for their age by the end of the reception year. In the next two years, most pupils make satisfactory progress. By Year 2, national assessment results are about average overall, with the best results in writing and the weakest in mathematics. Almost all pupils achieved the expected Level 2 but few achieved the higher Level 3. Progress slows slightly by Year 6 although it is generally satisfactory, except for the most capable pupils. Results in the 2005 national assessments for Year 6 were close to average overall, although they had declined slightly against national trends and the school's ambitious targets were not met.

Pupils' progress in lessons, although satisfactory overall, varies considerably across year groups and subjects. This variability results mainly from the differences in the knowledge and skills of individual teachers, especially knowing how to build systematically upon pupils' previous learning. There are some pupils in every year group capable of achieving higher standards. Pupils with learning difficulties and/or disabilities make good progress and reach suitably high standards.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Most parents agree and so do the pupils. Spiritual, moral and social development is supported by the faith community and pupils make good progress. They care about each other, are polite and know the importance of good manners which they take pride in demonstrating. Cultural development is satisfactory but not enough is done to help pupils gain a deeper understanding of the multicultural society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, but there is not enough good teaching to ensure the school can fulfil its plans for better standards. Teaching in the nursery and reception classes is currently good, with recent changes having a positive impact on children's learning. The new arrangements successfully include more practical activities related to the needs of young children that are helping to increase the pace of their progress.

In other year groups resources in lessons are carefully prepared by staff, the management of pupils' behaviour is good, and relationships with pupils encourage them to share their ideas with confidence. In a few lessons the teachers' planning is clearly focused on what the pupils are intended to learn, and the activities provided keep them motivated throughout the lesson. In these circumstances, pupils make good progress. However, in most lessons the planning of pupils' learning is too general and does not always provide the level of challenge needed to ensure that every pupil makes the good progress needed to raise standards. This is mainly because the school's much improved information about what pupils know and can do is not yet systematically linked to the planning for the next stages of their learning in lessons. Pupils with learning difficulties work hard and make good progress. They have the benefit of clear arrangements for planning and checking their learning, and are often well supported by teaching assistants in lessons.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. The school makes the expected provision for all subjects and other activities suitable for primary school pupils, including visits to places of interest and opportunities for sport. Literacy and numeracy lessons are given high priority in the timetable, as is learning about healthy lifestyles and how to keep safe. The curriculum in the Foundation Stage has improved, with an increased emphasis on developing children's communication and language skills. Overall the provision enables most pupils to achieve the standards expected for their age, and encourages them to

enjoy school and develop their personal skills. However, the school's new assessment and planning procedures are still in the process of being developed and are not yet fully effective in making sure every pupil makes the best of the opportunities provided. As result, some pupils are not achieving as well as they could. The school has already recognised this and plans are in hand for improvement.

## **Care, guidance and support**

### **Grade: 3**

The staff take good care of pupils, and the school gives due attention to welfare and safety procedures and to ensuring pupils have a good knowledge of how to look after themselves. Parents and pupils agree. The school is particularly successful in helping pupils to dismantle any personal barriers to learning, and gain confidence in their ability to achieve. As a result their attitudes to learning are good. The school is at an early stage of making the most of these positive attitudes to improve standards and progress. Marking of pupils' work has recently begun to provide more guidance on what pupils need to do in order to improve, and in some lessons they are taking more responsibility for their own work. There remain opportunities for further improvement which the school has accurately identified.

## **Leadership and management**

### **Grade: 3**

Leadership and management of the school are satisfactory. The school is undergoing considerable turbulence in staffing and currently has three year groups taught by supply or temporary teachers. However, as a new headteacher has been in place for a term and a deputy headteacher has been appointed to start in a few weeks, the senior management posts are now confirmed. The headteacher has already set a clear direction for the school. New initiatives have been well supported by the staff, and there are clear signs of improvements in pupils' progress. These are mainly evident with small groups of pupils who have been part of initiatives, such as the increase in the reading competence of boys who were underachieving. In addition, the teaching and learning arrangements in the Foundation Stage have been successfully updated, as have the physical environment of the school and the increased involvement of parents. The impact of managers on standards within their subjects remains underdeveloped, mainly due to staffing issues which are soon to be resolved.

The school's self-evaluation includes an annual review which involves the local authority and takes account of the views of parents and pupils. The latest findings of the review are an accurate assessment of the school's strengths and weaknesses, with a good analysis of pupils' progress and attainment. The current school improvement plan is due to be amended as it does not fully reflect these recent findings. Governors have a reasonable understanding of the school, fulfil their obligations, and are supportive but not sufficiently challenging.

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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>	<b>School Overall</b>	<b>16-19</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	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	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	2	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	3	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Mrs Catherine Percival

St Pius X RC Primary School

Amersham Road

Park End

Middlesbrough

TS3 7HD

16 February 2006

Dear Children

Thank you for making the inspectors so welcome when we were in your school. You helped us to understand that you enjoy school, especially visits to places of interest, and that you appreciate your teachers. You said you felt safe in school and knew who would help you if you had a problem. Almost all of you have good attendance, and are getting better at arriving on time. You look after each other, are well behaved and keen to learn, although some of you feel you could manage harder work. Your school is a happy place and your teachers look after you well. Your headteacher has helped to make sure that the school looks good and that you have the opportunities to be successful.

We feel that many of you can be even better at your work than you are now. So we have asked your school to make sure that in your lessons you are helped to make quicker progress.

Best wishes to you all.

Yours sincerely

J M Barnes

Lead Inspector