

# St Charles's Catholic Primary

## Inspection report

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<b>Unique Reference Number</b>	112902
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	363801
<b>Inspection dates</b>	23–24 June 2011
<b>Reporting inspector</b>	Lois Furness

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Norman Garlic
<b>Headteacher</b>	Steven Williamson
<b>Date of previous school inspection</b>	24 June 2008
<b>School address</b>	The Carriage Drive Glossop SK13 1PJ
<b>Telephone number</b>	01457 852692
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<b>Email address</b>	info@st-charles.derbyshire.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspection team observed parts of 17 lessons taught by seven teachers. Meetings were held with staff, the Chair of the Governing Body, groups of pupils, and parents and carers. School documentation including the school improvement plan, monitoring and evaluation reports, assessment records, safeguarding documentation and the recent reports of the School Improvement Partner were scrutinised, as well as examples of pupils' work. In total, 63 parents' and carers' questionnaires were analysed. The team also analysed 120 responses to the Key Stage 2 pupil survey, and 15 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do more-able pupils in English and pupils with special educational needs and/or disabilities make sufficiently good progress?
- Is the curriculum appropriate for boys throughout the school?
- Have the weaknesses identified in the previous inspection report such as provision for science, the use of assessment, and boys' attainment in the Early Years Foundation Stage been successfully addressed?
- How good is pupils' understanding of the diversity of people living within the United Kingdom?

## Information about the school

In this broadly average-sized primary school the majority of pupils are of White British heritage. There are a very few pupils who speak English as an additional language but none are at the early stage of learning English. A below average number of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is well-below average, although the proportion of those with a statement of special educational needs is broadly average. Provision for the Early Years Foundation Stage is in a Reception class.

The school has attained a number of externally accredited awards, including Healthy Schools status, Activemark, the International School Award (Intermediate level) and is involved in the 'Sustainable Schools' framework managed by the local authority.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Charles Catholic Primary School provides a good education. There is a strong family atmosphere where pupils feel safe and are happy to learn. Key to this is outstanding care, guidance and support, which results in good relationships, good behaviour and a community where all get on well together. This begins in the Early Years Foundation Stage, where children make good progress in their personal, social and emotional development. The vast majority of parents and carers are happy with the quality of education provided. This comment, typical of many, reflects the parents' and carers' positive opinions of the school's work: 'St Charles is a lovely school with very caring and approachable staff'. Collective worship is central to school life and pupils' spiritual and moral growth are outstanding through the excellent opportunities for prayer and reflection.

Within the classroom teachers make good use of assessment information to ensure work matches the range of pupils' needs. The use of assessment has improved since the previous inspection, when it was identified as a key priority for development. The sharing of learning objectives, so pupils are clear about intended learning is a strength of all lessons observed. Progress is good throughout the school resulting in attainment in English and mathematics that is above average by the end of Year 6. This good progress is a result of good teaching. However, although more pupils attain Level 5 than the national average in both subjects, more-able pupils are not given sufficient opportunities to use their initiative, especially during the starts of lessons, so that they can make even faster progress. Additionally, there are not enough opportunities for these pupils to write more extended pieces of work, particularly in subjects such as history and geography. The marking of pupils' work is regular with helpful comments, but teachers do not always ensure that comments are followed up by pupils. Most marking is of high quality but some does not clearly link to targets nor identify what pupils need to do to move to the next step in their learning. Pupils are becoming increasingly involved in assessing their own work but as yet this is not consistent throughout the school.

Leaders and managers have a clear understanding of the strengths and areas for development and self-evaluation is good. The relatively new governing body is developing its role, through regular visits to the school and involving itself well in many activities. The school's track record since the last inspection in maintaining above average attainment, in improving pupils' opportunities for problem solving and investigative work in science and in closing the gap between boys' and girls' attainment in the Early Years Foundation Stage, shows the school's capacity for further improvement is good.

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

- Accelerate the progress of more-able pupils, especially in writing, by:

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- increasing the opportunities for pupils to write more extendedly, in subjects such as geography and history
- ensuring pupils are well challenged during all parts of lessons
- raising teachers' expectations of more-able pupils so that they are given more opportunities to use their initiative.
- Increasing pupils' involvement in their learning by:
  - ensuring marking comments link to targets and identify clearly both the strengths in pupils' work and how to improve
  - providing time for pupils to respond to the useful comments made by teachers
  - extending the good practice of pupils' assessing each other's work and using this information to improve their own work.

**Outcomes for individuals and groups of pupils****2**

Attainment in English and mathematics is above average by the end of Year 6 and progress is good. As a result, achievement is good. Pupils behave well, display positive attitudes and are keen to do their best. They enjoy learning, especially when they are involved in activities that build upon first-hand experience or encourage them to use their imagination. This was seen in Year 6, as pupils eagerly discussed words to describe characters in Peter Pan. Good vocabulary emerged as pupils described Wendy, Captain Hook and Smee. However, at times more-able pupils do not progress as well as they could. Although independent work is well planned for them in the main part of the lesson, during introductions they too often wait while the whole class is involved in consolidating their knowledge. Pupils with special educational needs and/or disabilities show good progress and achievement. This is because work is carefully planned to meet their individual needs. There were no differences noted between boys' and girls' attainment during the inspection. Pupils' good basic skills and the many opportunities for them to cooperate and apply these skills in real-life contexts help to prepare them well for their future economic well-being. Attendance is broadly average.

Pupils know a great deal about healthy eating and they say the input from a member of Stockport County football team has helped them to understand more about the importance of leading a healthy lifestyle. They are very proud of their vegetable garden and regularly eat the produce, for example strawberries. Older pupils speak confidently about the measures taken to keep them safe and say that adults will listen to any of their concerns, resolving issues fairly. Pupils make a good contribution to school life, taking on roles such as playground buddies or serving as members of the school 'parliament'. For example parliament members and buddies have taken action to ensure that all pupils are included in playground activities.

Pupils are encouraged to participate in fund raising on a local, national and international level such as the Glossop Jog, Good Shepherd Appeal and Comic Relief. They show an outstanding understanding of right and wrong and take an enthusiastic interest in other people's feelings and beliefs. The strong emphasis on sustainable education helps to develop pupils' sense of social and environmental responsibility. Pupils have a good understanding of different cultures and faiths throughout the world and within the United

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Kingdom. However opportunities to directly engage with pupils from different backgrounds are at an early stage of development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers use questions well to ascertain what pupils already know, to check what they have learnt and to adjust teaching during lessons. It is clear that much has been done to tailor work more closely to the differing needs of pupils through the improved use of assessment. Nevertheless, there are times when the pace, or difficulty, of work does not provide sufficient challenge for more-able pupils. Consequently, they do not push on as quickly as they could in every lesson. Teachers' marking often provides pupils with helpful feedback about their achievements and what they need to do to improve. However this is not consistent and not all pupils can explain how their targets help them to learn. Teaching assistants are deployed well during group activities, but are less effective during lesson introductions.

The school provides an interesting curriculum that is enriched by visits, partnerships, celebrations and events. Boys in particular enjoy the use of real life contexts and the many opportunities to use information and communication technology. Mathematics provision has improved through an emphasis on mental mathematics and problem solving skills. Science provision is also better as pupils now have regular opportunities to carry out investigative and experimental science activities. Spanish has been introduced across both

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key stages since the last inspection and all pupils have Spanish lessons each week. Clubs such as soccer, netball, art and craft, gymnastics, 'pins and needles', guitar and tin whistles, gardening and cooking effectively enrich the curriculum.

Pupils benefit from the outstanding care and support provided by all staff. Respect for others and positive encouragement are central to the school's work. A particular feature is the commitment to supporting pupils whose circumstances may make them vulnerable. The use of the Common Assessment Framework (CAF) is very effective in involving the family and outside agencies in supporting pupils' needs. This high quality care is appreciated by parents and carers as shown by comments in the parents' and carers' questionnaire returns.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher provides strong and helpful leadership. He is ably supported by the senior teachers who communicate high expectations to staff and set challenging targets for improvement. Good attention has been given to improving the school's tracking and assessment procedures. These actions help to sharpen the focus of teaching and learning and mean that school self-evaluation is accurate. There is good teamwork and cooperation between staff throughout the school. They are working hard and successfully to secure improvements to school provision.

Governance is satisfactory. The governing body has a clear understanding of its responsibilities, and ensures pupils and staff are kept safe. Arrangements for safeguarding meet all requirements. Staff are suitably trained and well-informed on all issues relating to child protection. However, the child protection policy lacks detailed information about who to contact if there are concerns. Governors regularly visit the school, meeting with staff and pupils. However this is a relatively new governing body, and is therefore developing its role of challenge and of being influential in determining the strategic direction of the school.

The school is a cohesive and inclusive community. Staff make sure all pupils are treated fairly and have equal access to the wide range of activities on offer. There is no discrimination here. Partnership work is good, as is the promotion of community cohesion. Local links are strong and communications with schools in other parts of the world have been established, for example in Spain. As a church school, there is also an important additional outreach, through its broader faith community. Links are developing with other schools within the United Kingdom with pupils with different cultural backgrounds. Parents and carers are kept well informed about events and activities through newsletters,

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curriculum meetings and the website. They are encouraged to express their opinions and points of view through newsletter slips, a suggestion box, and an 'open door' policy.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's skills on entry to the Reception class are broadly matching those expected for their age. Progress is good and on entry to Year 1 attainment is above average. Children settle quickly, learn school routines and behave well. They readily share equipment, take turns and listen to others. The indoor environment is stimulating and used well by children as was seen when children had great fun in the 'beach' area, sun bathing, surfing and collecting shells. The outdoor area is not as inviting and opportunities for outdoor learning are not always maximised. Even so, teaching is good, and assessment is used carefully to make sure children's needs are met. The gap between boys' and girls' attainment has been closed and this year, boys and girls show similar attainment and progress. Good leadership and management ensure children's health, safety and welfare. The quality of care is outstanding and all adults give a high priority to ensuring children's well-being. A thorough analysis of outcomes and provision ensures the leadership knows where strengths exist, and where improvements are needed.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The response rate from parents and carers to the Ofsted questionnaire was lower than the national average for primary schools. The vast majority of those who responded, or who talked to inspectors, expressed positive views and all responses on the questionnaire comment that their child enjoys school. Parents and carers particularly praised the leadership, how their child is kept safe and they are happy with their child's experience of school. A very small number of parents and carers raised individual concerns in their written comments. These included concerns about communication regarding their children's progress. The inspection team found that the school has two parents' evenings a year, one in the autumn and one in the summer term. There are plans to introduce another session and the headteacher says there is an open door policy whereby any parent and carer can come to the school to discuss any issues or concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Charles's Catholic Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	73	17	27	0	0	0	0
The school keeps my child safe	45	71	16	25	2	3	0	0
My school informs me about my child's progress	28	44	30	48	3	5	1	2
My child is making enough progress at this school	38	60	22	35	2	3	0	0
The teaching is good at this school	40	63	20	32	2	3	0	0
The school helps me to support my child's learning	34	54	22	35	5	8	0	0
The school helps my child to have a healthy lifestyle	37	59	23	37	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	56	25	40	1	2	0	0
The school meets my child's particular needs	38	60	19	30	4	6	0	0
The school deals effectively with unacceptable behaviour	37	59	21	33	2	3	2	3
The school takes account of my suggestions and concerns	35	56	25	40	2	3	0	0
The school is led and managed effectively	40	63	21	33	2	3	0	0
Overall, I am happy with my child's experience at this school	46	73	15	24	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 June 2011

Dear Pupils

**Inspection of St Charles's Catholic Primary, Glossop, SK13 1PJ**

Thank you for your warm welcome when I inspected your school with two other inspectors. We very much enjoyed our visit. Thank you for telling us about your work and all the other things you do. We were pleased to hear you feel safe in school and are confident that staff will always help you. We concluded that you go to a good school where you are taught well, and those who lead it are working hard to ensure it continues to improve. All staff are very keen for each one of you to succeed and they care, guide and support you outstandingly well. Your good behaviour contributes to the good progress you are making. You clearly have a good understanding of why it is important to eat healthily and take regular exercise. Thank you for letting us taste some of the strawberries you grow- they were absolutely delicious! You do lots to help others in school and in the local community. We think the members of the parliament and the playground buddies do a good job and make sure you all have someone to play with at break and lunchtimes.

Although you reach above average standards in English and in mathematics by Year 6 and make good progress, we found that some of you who are more-able could learn faster, especially in writing. We have suggested that teachers make sure you are all thinking hard during all parts of the lesson, especially during introductions, and you have more opportunities to use your initiative. This means 'think for yourselves'. We also think that your teachers could help you all make faster progress by giving you more advice about how to improve your work and then giving you the time to make these improvements.

You can help in all of this by continuing to work hard and particularly by remembering to ask your teachers if you do not quite understand what their marking is telling you to do. We hope you continue to enjoy learning, as much as you do now, and we wish you well for the future.

Yours sincerely

Lois Furness

Lead inspector

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