

St Louis Catholic Primary School

Welshmill Lane, Frome, Somerset, BA11 3AP

Inspection dates 8–9 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils achieve well. The needs of all groups of pupils are met well.
- Children make good progress in the creative Early Years Foundation Stage.
- Pupils make good progress to reach above average standards in English and mathematics by the end of Key Stage 1 and Key Stage 2.
- Teaching is good and some is outstanding. Teachers make sure that pupils enjoy learning and, as a result, most have positive attitudes.
- Pupils behave well, are respectful to each other and have good relationships with the adults in the school.
- Parents rightly say their children are safe in the school and are pleased with the quality of care their children receive.
- Leaders know how well the school is performing and what needs to be done to improve. They check the quality of teaching and the progress of individual children thoroughly.
- The interesting range of activities offered by the school makes a strong contribution to pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Some teaching does not always offer enough challenge and at times pupils do not have enough time to work by themselves. As a result, occasionally, the rate at which pupils make progress slows.
- The marking of pupils' work, the guidance on how they can improve and the opportunities they have to respond to teachers' comments are not consistent in all classes.
- Strategies for communicating with parents do not enable parents to be as well informed or to contribute to all areas of school improvement as well as they could.

Information about this inspection

- The inspection team observed 16 lessons or part lessons, attended an assembly and listened to groups of pupils read.
- Two lesson observations were carried out jointly with the headteacher.
- The inspection team scrutinised the 49 responses to the on-line Parent View survey, along with letters sent to inspectors, comments from parents before and after school and the returns from the school's own recent parental questionnaire.
- Questionnaires completed by 23 staff were analysed.
- Meetings took place with staff, pupils, governors, and a telephone discussion was held with a local authority representative.
- The inspection team observed the school's work and scrutinised pupils' books, records of pupils' progress, the school's checks on teaching and learning and their development plan, behaviour, attendance and safeguarding documents.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Geoff Mason

Additional Inspector

Full report

Information about this school

- St Louis Catholic Primary is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked after children and pupils with a parent in the armed services) is well below average.
- The percentage of pupils from minority ethnic groups is well below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The percentage of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast club run jointly by the school and the neighbouring First school.
- The school has had a considerable turnover in staffing in recent years.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement to outstanding by making sure that:
 - work is at precisely the right level for pupils of different abilities so that it is sufficiently challenging
 - marking always includes next steps and pupils have more opportunities to review their own work and to respond to teachers' marking
 - pupils have sufficient time in lessons to work by themselves.
- Extend the opportunities for parents to be better informed about the progress their children are making and to become more actively involved in the work of the school in order to make a positive contribution to further improvements.

Inspection judgements

The achievement of pupils

is good

- Most children start school with skills that meet those expected for their age. Lively teaching captures the children's imagination and inspires them to try hard. This means that they make good progress in the Early Years Foundation Stage.
- Pupils continue to make good progress, so by the end of Key Stage 1 their attainment is above average in reading, writing and mathematics. In 2012 a higher proportion of Year 1 pupils achieved the standard expected in the phonics (the sounds that letters make) check than in other schools.
- Pupils make good progress in their early reading because the teaching of phonics is effective. Older pupils have a wide range of books in school and enjoy reading. The best readers are fluent and read with expression. They are developing opinions about favourite types of books and authors. Less confident readers are well supported in small group and individual sessions.
- Pupils in Years 3 to 6 achieve well overall. Results of national tests have generally been above average in reading, writing and mathematics.
- School records, work in pupils' books and observations by inspectors show that pupils currently in the school are making good progress and are on track to reach above average standards in English and mathematics at the end of Key Stage 1 and Key Stage 2.
- Disabled pupils and those who have special educational needs, pupils from minority ethnic groups and those new to learning English make at least good progress. This is because their needs are closely identified and they receive good teaching with specific additional support from skilled teaching assistants.
- The small number of pupils who benefit from the pupil premium make similar progress to other pupils in the school because money is spent wisely on meeting their individual needs, support is given to help them in class and in small groups, and the effectiveness of this support is checked to make sure it works. In the 2012 national tests these pupils were two terms behind the others in English and half a term behind in mathematics. This gap in achievement between these pupils and other pupils in the school is closing.

The quality of teaching

is good

- Teaching is typically good and at times it is outstanding. As a result, pupils make at least good progress in their learning.
- Teaching in the Early Years Foundation Stage is good. Exciting topics which interest and challenge the children extend their reading, writing and mathematical skills well.
- Strengths of teaching are the clear routines in lessons and the positive relationships between teachers and pupils. Teachers have good subject knowledge and they explain clearly to pupils what lessons are about, linking learning with what pupils have learnt previously.
- Where teaching is strongest, pupils make excellent progress in understanding and applying new skills. This was seen, for example, in a Year 6 mathematics lesson where pupils were challenged to measure and cost the best value solution for covering the classroom floor. Pupils worked enthusiastically in groups, organising their roles and deciding the mathematical calculations they would need to perform. Skilful intervention by the teacher and high expectations of what the pupils could achieve moved pupils' learning on rapidly.
- When teaching is less strong, teachers do not move pupils on to new learning quickly enough to challenge them and independent work is sometimes too easy. Pupils do not always have enough time to work by themselves. Consequently, not all pupils make the rapid progress of which they are capable.
- Books are marked regularly with positive comments. However, not all marking gives pointers for

improvement or next steps and pupils are not given enough opportunities to respond to teachers' marking.

- Disabled pupils and those who have special educational needs, and those new to learning English, are given precisely tailored support by their teachers and teaching assistants which helps them to make at least good progress.
- Pupils eligible for pupil premium funding receive high quality additional support in class, in small groups and individually. This support effectively helps them with their learning and emotional and social development.
- Staff foster pupils' spiritual, moral, social, and cultural understanding well with frequent reminders about how to work together, value differences and to be patient with others.

The behaviour and safety of pupils are good

- Behaviour observed in lessons by inspectors was good and sometimes outstanding. This has a positive effect on pupils' good achievement.
- Pupils behave well around the school, showing good manners and courtesy towards each other and adults. They are especially welcoming to those pupils who join the school during the school year.
- Behaviour is judged as good rather than outstanding. Occasionally, instances of silly behaviour arise in lessons when pupils are not fully involved in learning because the tasks set do not fully challenge them.
- Pupils enjoy a range of responsibilities in their classrooms and around the school, such as acting as 'Red Hats' to support younger pupils at lunchtime and in the playground. Such roles teach them to act responsibly and support each other.
- In the Early Years Foundation Stage, children are safe and secure. They confidently learn to share equipment and to play happily together and independently.
- Pupils generally work well together and their social skills are encouraged by group work and helping each other in class.
- Pupils have a well-developed sense of right and wrong and older pupils talk about their responsibility towards ensuring their own and each other's happiness.
- They are knowledgeable about safety and show consideration for each other when, for instance, they play sensibly in the playground.
- Pupils say, and their parents agree, that they feel safe and understand how to keep safe. Pupils say teachers and support staff have helped them to understand how to take care on the roads or when using the internet.
- Pupils are aware of different forms of bullying such as name-calling and cyber-bullying. They say that bullying is rare in school and is always sorted out quickly by the teachers.
- The breakfast club, attended by a small number of pupils, makes a good contribution to pupils' personal development.
- Attendance is average and improving because staff are vigilant in dealing with absence and because most pupils enjoy their lessons and want to be in school.

The leadership and management are good

- Senior leaders have correctly identified the school's strengths and weaknesses. They work closely with staff and governors to carry out appropriate action plans. As a result, the quality of teaching and pupils' learning has improved since the last inspection.
- Senior leaders regularly check the progress of each pupil and monitor the quality of teaching.

They use this information to set targets and hold teachers to account for pupils' progress.

- The school offers a range of topics and activities which capture the pupils' interests well and the curriculum is enriched by visits, residential trips and a good range of sporting, musical and creative activities. Consequently, the curriculum meets the needs of all groups of pupils well and makes a good contribution to their spiritual, moral, social and cultural development.
- Pupils throughout the school are given equal opportunities to succeed and staff make sure there is no discrimination.
- School staff have developed good links with most parents, as well as with a range of external agencies, to see that pupils receive the help and support they need. However, senior staff and governors acknowledge that they could do more to enable parents to work in closer partnership with the school to explore how the school can improve further.
- The local authority gives 'light-touch' support to the school, because it has confidence in the school's leadership and its ability to provide a quality education.

■ **The governance of the school:**

- The governors attend training and make regular visits to the school which provide them with the skills and knowledge to question and challenge senior leaders about how well the school is performing when compared to other schools nationally. They know about the quality of teaching and pupils' achievement. They are very supportive of the headteacher and staff, and share their ambition for the school to be successful. Governors make sure that safeguarding policies and child-protection procedures fully meet statutory requirements. They are well informed about the management of teachers' performance, including that of the headteacher, and they review teachers' pay accordingly. They know what the school is doing to reward good teaching and to tackle any underperformance. In conjunction with the headteacher, they manage the school's finances efficiently, including the use of pupil premium funding.

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

Unique reference number	123844
Local authority	Somerset
Inspection number	402204

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

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Anthony Dixon
Headteacher	Richard Triggs
Date of previous school inspection	11–12 November 2009
Telephone number	01373 463728
Fax number	01373 453465
Email address	office@st-louisrc.somerset.gov.uk

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