

# St Charles's Catholic Primary

The Carriage Drive, Hadfield, Glossop, SK13 1PJ

**Inspection dates** 1–2 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Pupils' progress in mathematics and reading is consistently good.
- Pupils enjoy their learning because teachers value their uniqueness. The leadership team has brought about a caring family ethos where the aim for high achievement is shared by the whole school community.
- Teaching is good overall with some outstanding aspects. Teaching assistants make a valid contribution to pupils' learning as their knowledge of both the pupils and the subjects they teach is strong.
- The school supports pupils who need extra help in learning well and these pupils make good progress.
- Partnerships within the local cluster of schools are helping to accelerate pupils' progress.
- Parental confidence in the school is high. Most parents say that they have good partnerships with staff.
- Behaviour in and around the school is good. In lessons pupils are attentive and enjoy learning, as evidenced by improved attendance rates.
- Pupils feel safe due to the secure systems put in place to ensure their well-being.
- The senior leaders, supported by governors, evaluate the school's strengths and areas for development accurately. They take swift action to ensure all pupils make good progress.

### It is not yet an outstanding school because

- Pupils' achievement in writing has not been as good as in mathematics and reading.
- Children in the Reception class and pupils in Year 1 are not always helped to form letters correctly, and this hinders progress in writing as they move up the school.
- In Year 1 undemanding work occasionally dampens pupils' enthusiasm for learning, especially in mathematics.
- Although marking has improved considerably, it is not always helpful in showing pupils what they need to do next to improve their work.

## Information about this inspection

- The inspectors observed 14 lessons taught by seven teachers.
- Documentation was analysed including that related to teachers' planning, safeguarding, behaviour, attendance, the school's systems for improving teaching and learning, and how the money allocated for pupil premium and sports funding is spent.
- The inspectors took account of 27 responses to the online Parent View survey and emails from parents. Responses to an inspection questionnaire from 10 members of staff were analysed.
- Discussions were held with the headteacher, staff, a representative from the local authority, the Chair of the Governing Body, pupils and parents.

## Inspection team

Bogusia Matusiak-Varley, Lead inspector	Additional Inspector
Helen Owen	Additional Inspector

## Full report

### Information about this school

- St Charles's Catholic Primary School is a below-average-sized primary school.
- Most pupils are from White British backgrounds. None are currently at the early stages of learning to speak English as an additional language.
- A below-average proportion of pupils are supported by the pupil premium (additional government funding for pupils who are known to be eligible for free school meals or looked after by the local authority).
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The school is inclusive. Many of the pupils who join partway through their primary school education have struggled in other schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.

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

- Further improve achievement in writing by:
  - ensuring that teachers in the Reception class and Year 1 insist on correct letter formation and high standards of presentation
  - taking opportunities to challenge pupils more in writing
  - encouraging pupils to take more pride in their work by setting out their writing more neatly.
- Make learning in mathematics in Year 1 more exciting and relevant by giving pupils practical, real-life experiences.
- Make full use of marking to help pupils improve their work.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement is good. The school's own data show that more pupils are making accelerated progress this year than in 2013, and more are on track to exceed nationally expected progress in reading, writing and mathematics.
- Children in the Reception class make good progress in all areas of learning. While attainment on entry in speaking and listening and writing is below expected levels, they leave the Reception class as confident learners because of the good opportunities for learning through play. For example, children are taught how to look closely using magnifying glasses to detect features of minibeasts, which they then sort into categories.
- Pupils in Year 1 did well in their phonics (the sounds letters make) test in 2013, and the pupils who did not make the mark passed when they retook the test in Year 2.
- Pupils' progress in reading has been consistently good. Pupils are inspired to read regularly both at school and at home. Parents are very supportive of reading and the school has put on a wide range of workshops for parents to attend so that they can hear their children read at home. This has had an outstanding impact on pupils' love of reading and the high standards attained throughout the school.
- All groups of pupils achieve well in mathematics. Further support is given to the pupils who are on the cusp of getting higher levels. Good teaching and focused small group work is a contributory factor to pupils being able to articulate their mathematical thinking, recall number facts and reason logically when presented with problems.
- The school's published data for the end of Year 6 show that in 2013, pupils' achievements across Key Stage 2 were better in reading than in writing and mathematics. The progress data are slightly misleading, because several low attaining pupils had entered the school in Years 4 and 5 and did not have the opportunity to take full advantage of the good provision the school has to offer. Even so, progress in writing, although now good, remains the weakest area.
- Pupils who are eligible for the pupil premium make good progress. The school has been successful in closing the attainment gap compared to other pupils in reading and mathematics, which in Year 6 in 2013 was over a term in reading and nearly two terms in mathematics. In writing eligible pupils are on average just one term behind their classmates, compared to nearly four terms at this point last year.
- The progress of disabled pupils and those who have special educational needs is good due to the well-targeted support given to them.
- Pupils throughout the school enjoy sports and demonstrate good teamwork due to the good opportunities provided for them through judicious spending of the primary school sports funding.

### The quality of teaching is good

- Pupils learn well because the teachers make every effort to understand their individual needs and their barriers to learning. Through the Pupil Parliament, pupils' views are sought on what aspects of topics studied they would like to develop further. This personal engagement in learning contributes to pupils' good attitudes, interest levels and learning behaviours.

- Regular pupil progress reviews highlight any pupils in danger of underachieving, who then have personalised support in order to catch up. They are well supported by knowledgeable teaching assistants, who ensure that the support they provide builds on pupils' understanding to accelerate their learning and progress.
- Teaching of reading is good. Pupils use their knowledge of phonics securely when reading tricky words. In the youngest classes children sound out words and ensure that they look right in writing.
- Teaching in the Reception class is consistently good. Children's interest levels are used to develop learning opportunities through well-structured play.
- Homework is set regularly. The school has recently given parents guidance on helping their children with homework and improving their involvement in being true partners in learning.
- Thorough questioning generally keeps pupils interested in lessons. In a Year 5 English lesson they were bursting to share their newspaper account of the highwayman because they had successfully followed their teachers' instructions. However, in a Year 1 mathematics lesson pupils' enthusiasm waned when they were asked to complete worksheets without having sufficient practical resources.
- In the teaching of writing, pupils are not always challenged enough to become fluent in using new vocabulary, for example by writing in the style of different authors. The weak presentation of some pupils' written work, together with incorrectly formed letters in the Reception class and Year 1, is often not picked up and this also holds back progress in writing.
- Pupils' work is regularly marked and feedback is given, but this is not always linked to identifying what they must do in order to attain higher-level skills and accelerate progress even further.

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

- The behaviour of pupils is good. No disruptive behaviour was observed during the inspection. School records show that this is typical and there are very few incidents of unacceptable behaviour in spite of the fact that the school accepts pupils who having had behavioural difficulties.
- Pupils of all ages work well together and older pupils help out with the younger pupils through the buddying system. This has a strong impact on the good gains made in reading and behaviour.
- The school's work to keep pupils safe and secure is good. Pupils understand different forms of bullying, including cyber-bullying. They know the systems for reporting any instances of bullying, and staff are vigilant and respond appropriately. This was demonstrated in a recent incident where pupils followed school procedures and informed the headteacher of a potential risk.
- The Pupil Parliament takes its responsibilities very seriously, such as seeking views of all pupils on important issues. This has a positive impact on pupils' emerging leadership skills.
- Pupils display confident attitudes in acts of collective worship, where they demonstrate their leadership skills in organising prayers. They learn about different faith practices through good

opportunities provided for the spiritual, moral, social and cultural development in different subject areas.

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

- Senior leaders, supported by the governors and the adviser from the local authority, have created effective systems of communication between all staff, including support staff. As a result they are very clear about what they need to do to further raise standards.
- The school uses effective evaluation systems, especially for monitoring teaching and learning and providing training to accelerate the rates of pupils' progress, some through links with other local schools. This is most evident in writing, where it has adopted a whole-school approach of pupils evaluating their own work according to the targets that they have been set by their teachers.
- Teachers' effectiveness in the classroom is clearly linked to pay and promotion. Responsible staff are making a difference to improving all aspects of pupils' education, as demonstrated in the successful initiatives taken to raise standards in writing and mathematics.
- The well-thought-out curriculum is extended by many additional activities such as residential trips for outdoor pursuits, theatre visits and classes for both parents and pupils in learning Spanish.
- Sports funding is spent wisely on additional resources to build on improving teachers' subject knowledge. Pupils take part in a wide range of sporting tournaments against other schools and are aware of the impact that healthy food has on a healthy body. They participate fully in physical education lessons and take a positive interest in healthy lifestyles.
- The opportunities for staff to improve their teaching skills through training are good, as reflected in the staff questionnaire responses.
- The school improvement plan, put together by subject leaders and 'link' governors responsible for specific aspects of the school, includes all the right areas that need improving.
- **The governance of the school:**
  - Governors are kept informed of the progress of different groups of pupils by having regular presentations from the headteacher. They work alongside subject leaders and visit classrooms to gain an independent view of the quality of teaching to target their financial resources. They evaluate how well teachers meet targets. They set challenging targets for the headteacher, based upon recommendations made by the external adviser, to ensure that all groups of pupils make equal progress in their learning. The spending of pupil premium is evaluated in relation to the impact that it has on eligible pupils' achievement, particularly through employing support staff who make a big contribution in raising standards in mathematics and writing. Governors have used some of the sports funding to further improve staff's knowledge of sport across the school. More equipment been purchased and staff have improved their knowledge of gymnastics and dance by working alongside sports coaches. The governors make sure national requirements for safeguarding pupils are fully met.

## 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>	112902
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	443941

This 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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Norman Garlick
<b>Headteacher</b>	Steven Williamson
<b>Date of previous school inspection</b>	23 June 2011
<b>Telephone number</b>	01457 852692
<b>Fax number</b>	01457 864576
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