

St Charles' Catholic Primary School

The Carriage Drive, Hadfield, Glossop, Derbyshire SK13 1PJ

Inspection dates

6–7 February 2018

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| Overall effectiveness | Inadequate |
| Effectiveness of leadership and management | Inadequate |
| Quality of teaching, learning and assessment | Inadequate |
| Personal development, behaviour and welfare | Inadequate |
| Outcomes for pupils | Inadequate |
| Early years provision | Inadequate |
| Overall effectiveness at previous inspection | Good |

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and the governing body have not ensured that statutory safeguarding requirements are met, including in early years.
- Leaders and the governing body have not ensured that improvements have been rapid enough. The impact of their actions is not secure or sustained.
- Leaders and the governing body do not understand the current progress of different groups of pupils well enough.
- Leaders' plans for improvement do not set focused and ambitious targets to hold staff to account and help drive more rapid improvement.
- The governing body has not been effective in holding leaders to account for pupils' achievement and ensuring that the school meets all its statutory responsibilities.
- Middle leadership roles are not securely established. Middle leaders do not have the expertise to help drive rapid improvement.
- Teachers' expectations of what pupils can achieve in lessons and over time are not high enough. Too many pupils make inadequate progress.
- Teachers' and pupils' expectations of the quality and presentation of pupils' work are too low. Teachers do not insist on high enough expectations of the accuracy of pupils' spelling, grammar and punctuation.
- Pupils do not have a deep enough understanding of different religions and beliefs to prepare them for life in modern Britain.
- Teachers do not tackle quickly enough pupils' errors and misconceptions.
- Teachers' assessment of pupils' learning is often inaccurate. Teachers do not use assessment information well enough to plan next steps and ensure that activities are matched well to pupils' abilities.

The school has the following strengths

- The headteacher shows a willingness to tackle difficult and long-standing issues that have led to the decline in pupils' outcomes.
- The teaching of phonics is stronger than other aspects of English.
- The proportion of children achieving a good level of development at the end of early years has been above average for the last two years.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Leaders and those responsible for governance must urgently ensure that:
 - the school meets all statutory safeguarding requirements and record keeping is rigorous, including in early years
 - assessment of pupils' progress is accurate and used sharply to identify specific targets to help all pupils make consistently strong progress, regardless of their ability or background
 - their plans for school improvement clearly identify individual responsibilities, specific and measurable targets with clear milestones to achieve them, and who and how these will be checked to help drive more rapid improvement
 - middle and subject leaders have the skills they need to help improve standards in their areas of responsibility
 - they more effectively monitor and evaluate standards to hold teachers to account for pupils' progress
 - the governing body is more effective in holding leaders to account for the progress pupils make, including the use of the pupil premium and the funding provided to support pupils who have special educational needs (SEN) and/or disabilities, to ensure that all groups make accelerated progress.
- Improve the quality of teaching, learning and assessment so that pupils of all abilities and backgrounds make at least good progress by ensuring that all teachers:
 - raise their expectations of what pupils can achieve in their learning and the progress they can make in their lessons and over time
 - teach pupils to accurately and effectively apply the skills they learn in reading, writing and mathematics in all curriculum subjects
 - teach pupils how to use accurate spelling, grammar and punctuation in their writing in different subjects
 - use assessment information effectively, including in early years, to identify next steps in learning and match work accurately to pupils' abilities so that more pupils attain as well as they should, particularly at the highest levels
 - quickly tackle pupils' errors and misconceptions in all subjects.
- Improve pupils' personal development behaviour and welfare by ensuring that:
 - pupils' attitudes to their learning are consistently positive and they take pride in their work at all times

- pupils gain a deeper understanding of different faiths and religions to better prepare them for life in modern Britain.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The headteacher and the governing body have failed to ensure that the school meets its statutory responsibilities for safeguarding. The school has not maintained a thorough single central record of recruitment checks. Recruitment records and those relating to pupils' welfare are not sufficiently rigorous. Leaders and governors have not done enough to create and maintain a culture of safety at the school.
- Too many pupils make inadequate progress. Progress in reading, writing and mathematics in key stage 2 has been below, and often well below, the national averages for the last three years. There has been a significant amount of staff turnover. Leaders have not ensured that the quality of teaching and learning during that time has been good enough.
- Leaders have not ensured that assessment information is accurate. Their understanding and analysis of the progress made by different groups of pupils are not sharp enough.
- Leaders have not ensured that improvements have been rapid enough. Their plans are not effective in securing necessary improvements.
- Leaders do not hold staff sufficiently to account for the quality of pupils' work and the progress of different groups of pupils. Consequently, too many pupils do not make the progress they should.
- Subject and middle leadership roles and responsibilities are not securely established. Interim leaders do not have sufficient leadership expertise and too much is expected of the headteacher and the assistant headteacher. As a result, middle and subject leaders are not effective in securing the rapid improvements necessary.
- Leaders have not used the pupil premium funding well enough to accelerate the progress of disadvantaged pupils. Neither do they check the progress of these pupils carefully enough to evaluate whether the funding is having the maximum impact. The governing body has not been effective in holding the school to account for the impact of the use of the funding.
- Leadership of provision for pupils who have SEN and/or disabilities is not good enough. Leaders do not have a clear overview or plan to ensure that provision for these pupils is having the maximum impact. The acting coordinator has not been trained for the role. Leaders have not ensured that the SEN and/or disabilities report and school accessibility plans are up to date. The additional funding provided to support this group of pupils is not being used effectively to secure their good progress.
- Leaders are not as effective as they could be in reviewing the impact of the additional primary school funding for physical education (PE) and sport. They do not carefully analyse pupils' participation rates, nor the impact on pupils' health and well-being, to ensure that the funding has the maximum impact.
- The high level of support offered by the local authority has not been effective in securing school improvement. Local authority officers have not ensured that their recommendations have been acted upon fully to help bring about more rapid

improvement. Furthermore, the local authority has not checked that effective safeguarding procedures are in place.

- Leaders have not ensured that pupils' cultural development is as strong as it should be. Pupils' understanding of different faiths and religions is not secure. As a result, pupils are not as well prepared as they could be for life in modern Britain.
- The headteacher and her acting assistant headteacher are determined to improve the school. They are resilient under challenging circumstances.
- The headteacher has tried to tackle staff underperformance. This has contributed to a period of staff turnover and long-term absence. This has undoubtedly slowed the rate of improvement at the school.
- Parents and carers are positive in their views of the school. Many who responded to Ofsted's online questionnaire, Parent View, or spoke with inspectors commented on staff turnover, both positively and negatively. Parents say that the school is a caring place and comment on the 'family' atmosphere.
- Newly qualified teachers may not be appointed.

Governance of the school

- The governing body has failed to ensure that the school meets its statutory requirements in relation to safeguarding.
- The governing body has not ensured that the school maintains a website that is compliant with statutory requirements.
- The governing body does not have a sufficiently strong grasp of information about pupils' progress. The minutes of governing body meetings show that governors do not ask challenging enough questions to hold leaders to account for the limited progress made by different groups of pupils in different classes and subjects.
- The governing body is not effective in holding leaders to account for the impact of the additional funding the school receives for pupils who have SEN and/or disabilities, PE and sport funding, nor their use of the pupil premium to ensure that disadvantaged pupils make accelerated progress.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders and governors have not shown the attention to detail necessary to ensure the safety of pupils. Leaders and the governing body have not done all they could to minimise the risk to pupils over a prolonged period.
- Leaders and those responsible for governance have not ensured that the school maintains a single central record of recruitment checks. At the time of the inspection, leaders could not be sure that all staff had been properly vetted. The school is working to address this issue urgently, as a result of the inspection.
- Leaders are not sufficiently rigorous nor well organised in recording incidents which could affect the welfare and safety of pupils. Not all leaders who should, have a clear

overview of the actions taken.

- Leaders and the governing body have not ensured that the school's safeguarding policy, which was approved in July 2017, is up to date. The policy does not refer to current safeguarding guidance and does not include many key aspects, including making clear the school's procedures for reporting concerns. All staff have had training and are aware of their responsibilities to safeguard pupils. Some, however, are not as clear as they should be about the school's procedures and protocols for reporting concerns.
- Leaders take relevant actions where there are concerns about pupils' welfare. Pupils say that they feel safe in school. The very large majority of parents say that their children are safe. Pupils are taught how to keep safe when online. Pupils have confidence that any concerns they have will be addressed by staff.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not have consistently high enough expectations of what pupils of different abilities can achieve. Activities and teaching often do not provide sufficient challenge. Often, the focus of learning is unclear. As a result, too many pupils make inadequate progress and too few achieve at greater depth.
- Teachers' assessment of pupils' learning is not consistently accurate. Teachers do not use information about pupils' learning effectively enough to plan teaching and activities that are matched well to pupils' needs and abilities. In mathematics, for example, pupils of average ability and the most able pupils are often given the same work with no evidence of additional challenge for the most able. Teachers do not consistently teach pupils to use accurate spelling, grammar and punctuation, appropriate to their abilities, in their writing.
- Teachers are not rigorous enough in teaching pupils how to consolidate and apply key skills in reading, writing and mathematics in their work and in different subjects. Teachers do not ensure, for example, that previously learned phonic and reading skills are applied by pupils in their subsequent writing. Too often, teachers fail to address pupils' errors and misconceptions. This leads to pupils' insecure acquisition of key skills and understanding of concepts. As a result, too many pupils make inadequate progress.
- Teachers do not have consistently high expectations of the quality and presentation of pupils' work in different subjects. As a result, the presentation of pupils' work, particularly in key stage 2, is often poor and does not show rapid enough improvement.
- The teaching of phonics is improving. It is well structured and teachers have secure subject knowledge. However, teachers sometimes do not ensure that pupils have sufficient opportunities to consolidate their learning of phonics and accurately apply these skills in their writing.
- Some teachers enthusiastically promote learning and use questioning effectively to check pupils' understanding and develop their thinking. Inspectors observed in key stage 2, for example, how some teachers use their secure subject knowledge and understanding of pupils' learning to provide focused guidance and briskly move

learning on, challenging pupils to produce higher quality work. As a result, pupils made stronger progress than many others in the school.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. This is because leaders and those responsible for governance have not ensured, over time, that safeguarding arrangements are effective.
- Pupils are not as well prepared for life in modern Britain as they should be because their cultural development is not strong enough. When discussing different faiths and religions, older pupils do not show the maturity and understanding expected of pupils of their age.
- Some pupils' attitudes to learning are not as positive as they could be. Many lose focus when teachers do not match work well to their ability or do not provide work that is sufficiently interesting. This slows pupils' learning.
- Many pupils, particularly in key stage 2, do not consistently take sufficient care and pride in their work.
- Pupils told inspectors that they are taught in assemblies about different forms of bullying. A very small minority of parents did raise concerns regarding bullying, but inspectors could find no evidence to support this. Some pupils say that there is some bullying, but it is rare. Very few incidents are recorded in the school log. Pupils say that teachers respond quickly and try to resolve any concerns they might have.
- Pupils have a broad understanding of the importance of respecting others. One pupil said that 'it would be wrong to discriminate or be mean to people because they are different'.

Behaviour

- The behaviour of pupils requires improvement. Not all staff have consistently high expectations. Staff sometimes do not ensure that pupils are well behaved in all situations or fully apply themselves to tasks and concentrate in lessons. Some pupils do not behave sensibly at lunchtimes and in school corridors.
- Leaders' work to support the small number of families whose child is persistently absent has resulted in some improvement in attendance for these pupils. Leaders have also used some of the pupil premium to fund pupils' use of the breakfast club, which has had a positive impact. Leaders identify that improving attendance is an area of continued focus.
- Pupils have a clear understanding of the school's systems to promote good behaviour. They understand the 'good to be green' approach used by teachers. Pupils say that behaviour has improved since the headteacher joined the school. Pupils are polite and courteous.

Outcomes for pupils

Inadequate

- Many aspects of pupils' progress have been too slow for too long. Current pupils' work and the school's assessment information show that too many pupils make inadequate progress in reading, writing, mathematics and in other areas of the curriculum.
- In 2017, while attainment in reading and mathematics was stronger than in the previous year, the progress of pupils from their starting points, by the end of key stage 2, was below average in writing and mathematics and well below average in reading. Pupils' progress in reading and mathematics in key stage 2 has been below the national averages for the past three years. Progress in writing declined in 2017. Pupils' current work and school assessment information show that too many pupils, particularly in key stage 2, make poor progress from their starting points.
- The attainment and progress of the most able pupils are not good enough. In 2017, the proportions of pupils achieving at greater depth at the end of key stages 1 and 2, in reading, writing and mathematics, were below the national averages. Too often, teachers do not give pupils challenging enough work. Consequently, too few pupils progress to achieve at greater depth.
- The proportion of pupils achieving the required standard in the Year 1 phonics screening check has been well below the national average for the last two years. In 2017, less than half the pupils achieved the expected standard. Currently, pupils in key stage 1 show confidence in using their improving phonics knowledge and skills. Reading initiatives are promoting positive attitudes to reading. Pupils are less confident, however, in applying their phonics skills in their writing.
- The quality of pupils' work is inconsistent. Pupils' work across the school shows that they do not sufficiently practise or consolidate their English and mathematical skills. Pupils' writing is often let down by poor grammar, punctuation and spelling. In mathematics, work is often not challenging enough to help pupils make more rapid progress. For many pupils, particularly in key stage 2, their handwriting and presentation do not show rapid enough improvement.
- Leaders are not sharp enough in tracking the progress of different groups of pupils to ensure that their actions are rapidly diminishing differences. Often, the attainment and progress of boys are below those of girls. Generally, and over time, the progress and attainment of disadvantaged pupils are below those of other pupils and other pupils nationally.
- School assessment information shows that pupils who have SEN and/or disabilities do not attain or progress as well as they could.
- At the end of key stages 1 and 2, in 2017, the proportions of pupils achieving the expected standards in reading, writing and mathematics were similar to, or above the national averages. Attainment at the end of key stage 2 improved in these subjects.

Early years provision

Inadequate

- Provision in early years is inadequate because the school's safeguarding arrangements

do not meet statutory requirements. While inspectors identified strengths in early years, they also identified aspects that require improvement.

- Leaders are not sharp enough in using information about children's progress to identify strengths and areas for improvement. They do not create focused plans for how they will further improve provision in the different areas of learning to ensure that all children make the progress of which they are capable from their different starting points.
- Activities often do not have a clear learning focus and are not sufficiently challenging. Consequently, some children, particularly the most able, sometimes do not make the progress they could.
- Children generally have positive relationships with each other and follow instructions. However, some children quickly lose concentration. Teachers have not ensured that children are able to choose tasks and maintain concentration. Children are not as confident as they should be in persevering and exploring without direct adult support. Without guidance, some children quickly lose focus and this slows their learning.
- Teachers plan activities that offer a range of learning opportunities across the curriculum. Inspectors observed children, for example, following guidance given by the teacher, happily drawing around each other on large pieces of paper, and working together to measure their heights using bricks. Staff are often effective in using questioning to encourage and support children. Teachers develop well children's phonic knowledge.
- Leaders arrange meetings for parents in the summer term to support transition arrangements and have established a system to keep parents informed about their children's learning and development. The new 'wow' learning wall is an opportunity for parents to share children's achievements outside school and contribute to their children's ongoing assessments.
- School information suggests that most children enter early years with skills that are similar, and some below, those expected for their age. By the end of Reception Year, the proportion of children achieving a good level of development has been above the national average for the last two years. Children's learning journey records and school information show that many children, including those who are disadvantaged, are making secure progress. Children are increasingly well prepared for Year 1.
- The new leader of early years is rapidly developing her understanding of early years and has an accurate view of children's learning.
- Parents are generally very positive about the start their children have made in early years.

School details

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| Unique reference number | 112902 |
| Local authority | Derbyshire |
| Inspection number | 10041589 |

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

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| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 196 |
| Appropriate authority | The governing body |
| Chair | Martin Rolls |
| Headteacher | Bernadette Quirke |
| Telephone number | 01457 852692 |
| Website | www.st-charles.derbyshire.sch.uk |
| Email address | headteacher@st-charles.derbyshire.sch.uk |
| Date of previous inspection | 1–2 May 2014 |

Information about this school

- The school does not meet requirements on the publication on its website of information about the complaints procedure, the impact of the pupil premium funding, school accessibility plan or an up-to-date report on the provision for pupils who have SEN and/or disabilities.
- The headteacher took up post in September 2016. Since the previous inspection, there has been considerable instability in staffing.
- St Charles' Catholic Primary School is smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage. The proportions of pupils from minority ethnic backgrounds and of pupils who speak English as an additional language are below those seen nationally.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have SEN and/or disabilities is similar to the national

average.

- The school has a breakfast and after-school club.

Information about this inspection

- Inspectors observed learning in all year groups; 12 lessons were observed, some jointly with the headteacher. Inspectors looked at pupils' work, observed the teaching of early reading skills, listened to pupils read and spoke with them to evaluate the quality of their learning.
- Inspectors scrutinised a variety of documents relating to safeguarding, behaviour, attendance, the quality of teaching, learning and assessment, pupils' attainment and progress, and staff performance. Plans for improvement were evaluated as well as leaders' evaluation of the school's performance. Inspectors also considered documents relating to the work of the governing body.
- Inspectors spoke with parents informally at the start of the school day. They took account of the 33 responses to the Ofsted online questionnaire, Parent View, as well as the 56 responses to the pupil questionnaire and eight responses to the staff questionnaire.
- Inspectors held meetings with the headteacher, the assistant headteacher, who is also the coordinator for the provision for pupils who have SEN and/or disabilities, the leader of early years, the subject leader for English and the designated leader for safeguarding. They met with interim subject leaders, members of the governing body and spoke with two representatives from the local authority. Discussions explored a wide range of subjects, including safeguarding arrangements.
- Inspectors also considered the range and quality of information provided on the school's website.

Inspection team

John Lawson, lead inspector

Matthew Spoons

Her Majesty's Inspector

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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