

# St Mary's Catholic Primary School (Maltby)

## Inspection report

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<b>Unique Reference Number</b>	106940
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	356051
<b>Inspection dates</b>	12–13 October 2010
<b>Reporting inspector</b>	Derek Pattinson

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Aden Wass
<b>Headteacher</b>	Ms Catherine McLaughlin
<b>Date of previous school inspection</b>	29 January 2008
<b>School address</b>	Muglet Lane Maltby, Rotherham South Yorkshire S66 7JU
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, observed eight teachers in school during the inspection, and held meetings with governors, staff and groups of pupils. They looked at the school development plan, the latest report to governors from the School Improvement Partner, the most recent national and school data on attainment and progress, the latest attendance figures and pupils' work in all classes.

In addition, 56 questionnaires returned from parents and carers were analysed, along with 10 returned by staff and 88 by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Pupils' progress, especially in Key Stage 2.
- The quality of teaching and assessment and its impact on pupils' learning.
- Whether, and to what extent, pupils know how well they are doing and what they must do to improve.
- The effectiveness of leaders and managers in driving improvement and evaluating the school's work.

## Information about the school

This is a smaller-than-average school which largely serves the immediate area. The percentage of pupils from minority ethnic groups and who are in the early stages of learning English as an additional language are well below what is typical. Fewer pupils enter and leave the school between the Early Years Foundation Stage class and Year 6 than in most other schools. The percentage of pupils known to be eligible for free school meals is close to the national average. The proportion of pupils who have special educational needs and/or disabilities is above average.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory school. Particular strengths are the good quality provision of the Early Years Foundation Stage and pupils' knowledge of how to lead a healthy lifestyle. The vast majority of parents and carers and pupils hold the school in high regard and recognise that much attention is given to pupils' pastoral care and well-being. 'This is a happy and friendly school.' and 'Staff are very supportive of pupils and their families.' are typical comments. Most pupils behave well in lessons because they like their teachers and support staff, although a small number sometimes behave inappropriately. The curriculum is satisfactory but lacks excitement. This helps to explain why attendance is satisfactory rather than good, although the school works hard to promote it.

Pupils' academic achievement is satisfactory because teaching is satisfactory. Thus the overall effectiveness of the school is also satisfactory. Pupils reach average standards in English, mathematics and science by the time they leave, although weaknesses in writing and mathematics, mostly in Key Stage 2, slow progress. Pupils make better progress in Key Stage 1 than in Key Stage 2 because of better teaching and provision. The more-able pupils in both key stages do not always make the progress they should because work is not always at the right level. This is because assessment is not used effectively to improve pupils' performance and pupils often do not know how to improve. The school is a cohesive community. However, links with the wider world are at an early stage in helping promote cultural awareness and understanding. As a result spiritual, moral, social and cultural development is judged satisfactory.

Leaders have a too rosy view of some aspects of the school's work. Nevertheless, priorities to tackle the underachievement in Key Stage 2 are starting to bear fruit. Subject leaders are not yet fully accountable for standards and progress. The monitoring of the school's work, including teaching, does not focus sharply enough on learning to be of maximum benefit. The governing body supports the school satisfactorily, but is not yet involved enough in monitoring its work or in leading its development.

Marking, the one issue from the last inspection, is better than it was, although still inconsistent. The local authority is providing effective support to help secure improvement. Priorities for development are the right ones and are now being rigorously pursued. All staff have increasing ownership of what is needed to secure improvement. Governors are keen to make a greater contribution to the school's work and performance. These factors indicate that the school has satisfactory capacity for sustained improvement and provides satisfactory value for money.

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

- Raise standards and accelerate progress in writing and mathematics, especially in Key Stage 2 and for the more-able pupils by:
  - increasing opportunities to develop and use language and number skills through other subjects
- Substantially increase the amount of good teaching by December 2011 by:
  - sharing best practice
  - ensuring that pupils always have enough time to work independently so that they make faster progress
  - checking that work is always at the right level
  - ensuring that pupils always know what they are learning, what they have learnt and what they need to do next
- Make better use of assessment information to help inform planning, accelerate progress and raise standards by:
  - using information about pupils' performance more effectively
  - giving all pupils personal targets and checking often that they know how to achieve them
- Improve leadership and management by:
  - ensuring that the monitoring of the school's work, including of teaching, is rigorous, regular and focuses sharply on pupils' learning to help senior leaders more accurately evaluate all aspects of the school's performance
  - developing the role of subject leaders to ensure that they are fully accountable for standards and progress
  - developing the role of the governing body so that it more effectively challenges the school's performance and holds the school to account for what it achieves.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils enjoy many lessons but find some uninspiring. However, they are especially keen to learn when lessons interest and inspire them, such as in a Year 2 lesson where pupils wrote instructions about how to play conkers. They make good progress too when they have time to work at their own rate and work is at the right level. However, progress slows when they have to listen to the teacher for too long. Although most children enter the school with skills that are below what is typical, achievement in the Early Years Foundation Stage is good because of good leadership, teaching and provision. It is satisfactory overall across the school for all pupils, including those with special educational needs and/or disabilities, although the more-able pupils do not make the progress of which they are capable. Progress is uneven across Key Stage 2 where there was inadequate progress for some pupils until recently. However, there is now beginning to be

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a clearer focus on analysing data to identify precise rates of progress for individual pupils. As a result the slowly widening gaps in performance, evident last year, have been stopped. The school's targets to help raise standards are now challenging and realistic. Projections for the current Year 6, based on a more precise analysis of data, indicate that gaps in performance are now likely to narrow. Nevertheless, driving up standards in writing and mathematics remain important focuses for the school.

Most pupils behave well, although a small number can behave inappropriately when not directly supervised. They are very aware of the benefits of healthy exercise and feel safe and secure in school. Play leaders, buddies and gardeners provide evidence of pupils' satisfactory contributions to the school. Pupils have a voice too through the work of the school council, although there is scope for its further development. Links with the wider community to help promote community cohesion are satisfactory. Pupils' average standards for the important skills of literacy and numeracy mean that they are adequately prepared for the next stage of their education. Attendance is satisfactory, with the 'Early Bird Surprise Draw' helping to improve punctuality. Spiritual, moral, social and cultural development is sound. Spiritual development is enhanced well by an emphasis on religious values. However, pupils' understanding of cultural diversity is limited. Moral and social issues are given sound emphasis, helping to ensure that pupils know right from wrong and work and play well together.

*These are the grades for pupils' outcomes*

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

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## How effective is the provision?

Teaching is satisfactory overall, but stronger in Key Stage 1 than in Key Stage 2. As a result, progress is better in some classes than in others. Secure relationships, sound subject knowledge, effective control strategies and much use of encouragement and praise are features of most lessons. However, weaknesses in lessons prevent pupils from making good progress. For example, work is not always at the right level. Pupils sometimes have too little time to work independently because teachers talk too much. Often not enough is expected of the more-able pupils. Support staff are not always used to best effect. Pupils are not always clear what they are learning about or what they need to do to improve because assessment practices are at an early stage of development.

The curriculum enables pupils to develop knowledge, skills and understanding satisfactorily as they move through the school. Creativity is given sound emphasis and art work has a high profile. However, the school is at an early stage in breaking down barriers between subjects to help bring learning alive. Furthermore, literacy, numeracy and information and communication technology skills are not represented widely enough through other subjects to help pupils make best possible progress. Uninspiring worksheets are still used too frequently in some classes. Visits, such as to Cottam Nature Reserve and the Lyceum Theatre, visitors, such as a hairdresser, mechanic and chef who came during 'World at Work Week' and a range of after school clubs, including gardening and sports clubs, help enrich pupils' experiences. Popular French and music sessions extend pupils' learning.

The school provides a friendly, caring and supportive atmosphere. As a result most pupils feel valued and grow in confidence. There are sound arrangements to support pupils with special educational needs and/or disabilities. The school can point to some striking examples of individual success in its support of vulnerable pupils. Nevertheless, other groups, such as those with special gifts and talents and the most able are not always provided with appropriate challenge to help them make best possible progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The experienced headteacher demonstrates the ability to tackle important weaknesses. Priorities to drive up standards are the right ones and there is renewed rigour in the pursuit of higher standards. Leaders are beginning to obtain pertinent information about pupils and their performance. Nevertheless, they do not have a fully accurate picture of pupils' attainment and progress because performance data is not analysed closely enough.

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Subject leaders do not have sufficient opportunities to check pupils' progress. However, regular meetings to help accelerate pupils' progress are now more sharply focused. The monitoring of teaching and learning has improved but does not give enough attention to how well pupils learn, rather than how well teachers teach. The governing body meets its statutory requirements satisfactorily but is not yet involved enough in holding the school to account for what it achieves.

Partnerships with parents and carers are good and almost all believe, rightly, that their children are happy, safe and secure in school. Partnerships with a range of institutions and agencies, such as sports clubs and a nearby high school, and a developing enterprise partnership, make a sound contribution to pupils' learning and well-being. The school is inclusive and discrimination is not tolerated. However, the more-able pupils are not always challenged enough to help them to reach their potential. Safeguarding procedures meet requirements. The school is a cohesive community with strong local links. However, links with the wider world to help promote an understanding of cultural diversity, such as the link with a school in Gambia, are still developing. Resources are soundly managed thus ensuring that the school provides satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage, which is well led and is successful in laying down secure foundations for future learning. From mostly below-average starting points in the Nursery(F1) they leave Reception(F2) with skills broadly expected for children of their age, except in their grasp of language skills, which remain a priority for development. Good induction arrangements and very good relationships with parents and carers ensure that children settle quickly, join in and make friends. Relationships between adults and children are warm and friendly and teamwork is strong.



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As a result most children are happy, feel safe, are keen to learn and become increasingly independent, such as when they show delight digging up potatoes from the soil patch. However, occasionally in the Nursery(F1) adults do too much for children, which restricts the development of independence.

Leadership and management are good. Organisation is good inside and in the recently refurbished outside area. A wide range of stimulating resources promotes learning and creative play. Teaching is good. For example, clear instructions, planning which is responsive to children's changing interests, carefully chosen resources and the use of much encouragement enable children to make good progress. These strengths were seen when pupils practised their travelling and balancing skills in the hall, developing confidence, control and coordination. Assessment arrangements inform planning and ensure that learning is well matched to children's needs. However, electronic records to help further improve assessment arrangements are embryonic. Adults know the children very well as indicated through their excellent 'Learning Journey' booklets.

*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

Almost one third of parents and carers returned questionnaires. All agreed that their children enjoy school, are happy with their children's experience and that they are kept safe. The overwhelming majority indicated that the school meets their needs satisfactorily and helps them really well to live a healthy lifestyle. Parents and carers think the school is well led and managed and that the teaching is good. Inspectors judged both of these important aspects as satisfactory. Negative responses were very few with no trends emerging. Inspectors found no evidence to support the views expressed by a very small number of parents and carers that the school does not deal with unacceptable behaviour effectively, help them support their children's learning or that it does not take into account parents' and carers' views.

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

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Catholic Primary School (Maltby) 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 185 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	70	17	30	0	0	0	0
The school keeps my child safe	47	84	9	16	0	0	0	0
My school informs me about my child's progress	36	64	18	32	2	4	0	0
My child is making enough progress at this school	33	59	18	32	3	5	0	0
The teaching is good at this school	34	61	19	34	1	2	0	0
The school helps me to support my child's learning	33	59	20	36	3	5	0	0
The school helps my child to have a healthy lifestyle	37	66	17	30	1	2	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	63	19	34	1	2	0	0
The school meets my child's particular needs	34	61	19	34	3	5	0	0
The school deals effectively with unacceptable behaviour	25	45	26	46	3	5	0	0
The school takes account of my suggestions and concerns	27	48	24	43	4	7	0	0
The school is led and managed effectively	38	68	16	29	1	2	0	0
Overall, I am happy with my child's experience at this school	37	66	19	34	0	0	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.**



14 October 2010

Dear Pupils

**Inspection of St Mary's Catholic Primary School (Maltby), Rotherham S66 7JU**

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We enjoyed being in your school, visiting your lessons and listening to what you had to say. We judge that you go to a properly run school that is giving you a satisfactory education. Your parents and carers sent messages to tell me that they like lots of things about your school. I agree with most of what they had to say. You told me that you like your school too.

These are some of the good things about your school.

- You are happy and most of you behave well.
- You know very well about the importance of staying healthy.
- Children in the Early Years Foundation Stage get off to a good start.
- Your headteacher knows what to do to make your school a good school.

You make satisfactory progress as you move from Year 1 to 6. However, at the moment you make better progress in some classes than in others. To help you make good progress in every class so that standards rise, I am asking your headteacher, teachers and governors of the school to:

- give you more opportunities to write in different subjects and solve interesting problems that will challenge you in mathematics
- improve lessons so that they are all good, especially making sure they give you enough time to work on your own and at the right level, and that you know what you are learning and how to improve
- make better use of information that they get about how well you are doing, give you targets and check frequently that you know how to achieve them, and make sure you talk often about how well you are learning
- check regularly how well the school is doing so that they can find out what needs to be done to make it better.

You can help by always trying hard and by coming to school as often as you can.

Best wishes for the future.

Yours sincerely

Derek Pattinson

Lead inspector

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