

# St Margaret Clitherow Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	113459
<b>Local Authority</b>	Torbay
<b>Inspection number</b>	378712
<b>Inspection dates</b>	28–29 September 2011
<b>Reporting inspector</b>	Rowena Onions

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 years
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	119
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Welsh
<b>Headteacher</b>	Matthew Tookey
<b>Date of previous school inspection</b>	4 June 2009
<b>School address</b>	Polhearne Way Brixham TQ5 0EE
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<b>Age group</b>	4–11 years
<b>Inspection date(s)</b>	28–29 September 2011
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## Introduction

This inspection was carried out by two additional inspectors. Nine lessons were observed and seven teachers were seen teaching. Meetings were held with pupils, governors and staff. The inspectors observed the school's work and looked at data about pupils' progress. In addition, inspectors considered the school improvement plan, reports from the School Improvement Partner and a range of other documentation. Fifty two responses to the parents' and carers' questionnaire were received and analysed, together with 64 pupil and 16 staff responses to their respective questionnaires.

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

- The progress made by more-able pupils.
- The effectiveness of assessment in shaping school provision and in helping pupils understand how to improve their work.
- The quality of care, guidance and support especially in helping new pupils settle into the school.
- The quality and impact of school self-evaluation.

## Information about the school

This smaller than average sized school serves its local area in Brixham. Almost all pupils are of White British heritage. Only a very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. An average percentage of pupils have a wide range of special educational needs and/or disabilities; these include behaviour, physical, moderate learning, and speech, language and communication difficulties. Since its last inspection the school has been involved in the strategic review of school places in Torbay. This review brought uncertainty about the future, and the number of pupils who would be educated in the school was only resolved in the latter part of the summer term. This term, the school roll has increased by 30 pupils and a new class has been formed. This increase in numbers means that, including those in Reception, over a third of the children in the school were new at the beginning of the term of the inspection. This year, children in the Reception Year and those in Year 3 are being taught in single-age group classes. Other classes contain two age groups.

**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 Margaret Clitherow is a good school. Good leadership has enabled the school to manage well the natural anxieties of staff, parents, carers and pupils during the recent period of uncertainty. Parental confidence is high and pupils, including those who have only just joined the school, report feeling exceptionally safe and secure. It is a notable success that, although only in the fourth week of term, it is impossible to tell which pupils have been in the school for some time and which joined at the beginning of term. Headteacher, staff, governors and parents have worked as a team to ensure this. Despite the time and energy that the school has invested in the reorganisation over the last two years, the large majority of pupils continue to make good progress and achieve well. The strength of school teamwork, the maintenance of good outcomes and the development of aspects of the school, for example of the Early Years Foundation Stage, provide evidence that the school has good capacity for sustained improvement.

The pupils are a happy, well behaved group of young people. Through initiatives like the school council, they play a good part in helping in the day-to-day running of the school and they talk intelligently about aspects of school they feel could be improved. The school curriculum is very effective in helping pupils to develop personally. For example, activities such as sailing and problem solving on the beach, have led them to gain an understanding of the need to assess risk and to act accordingly. This type of activity also greatly enhances their enjoyment of school. Pupils are actively and very successfully supported in gaining a real sense of being part of their local community and in gaining increasing insight of its traditions and culture. Students from across Europe and beyond come to spend time in the school and give pupils good knowledge of a wider world community. However, because the strand of community cohesion provision with respect to diversity in Great Britain is less well developed, pupils' knowledge and understanding of this is limited.

Teaching is good. Lessons are well planned, ensuring that there is clarity in the way skills and knowledge are developed over the session. Teachers use their good knowledge of the levels their pupils are reaching to plan lessons that challenge most pupils appropriately. However, on occasion, a small number of more-able pupils do not make the progress they should. As a result, attainment in both English and mathematics has been broadly average over the last three years because the school has a smaller than average percentage of pupils gaining higher levels of attainment. Teachers use a good mix of methods of teaching, including good opportunities for pupils to discuss their thinking. However, on occasion, teachers take too long teaching the whole class together at the beginning of a lesson and this restricts the

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time pupils have to work independently. A number of pupils expressed frustration at not always being able to complete the work set. Additionally, these beginning parts of lessons are not always sufficiently challenging for more-able pupils and consequently they are not making best use of their time. Through good questioning in lessons and through teachers' marking, pupils are provided with good advice on how to develop their thinking and improve their work. However, there is not always sufficient time allocated for pupils to respond to marking by making the suggested improvements and thus its impact is less than it could be. There is good care, guidance and support for all pupils and the school is particularly successful in supporting pupils with complex needs, including some pupils who have difficulty controlling their behaviour.

The school has built up an accurate picture of its strengths and weaknesses and development planning has been appropriately linked to this. The relatively new governing body has played a good part in helping to develop a strong shared view of the strategic direction the school should take and in developing the school plan for working towards this. However, at present, they are not sufficiently systematic in gaining first-hand information about the school to play a full part in helping the headteacher to monitor provision.

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

- Raise attainment, in particular through increasing the number of pupils who gain higher levels, by:
  - increasing the time pupils have for independent work by reducing the time taken in whole class teaching
  - giving pupils more opportunity to respond to the comments teachers make when marking their books
  - ensuring more-able pupils are appropriately challenged in all parts of lessons.
- Strengthen governance by:
  - ensuring that governors fully understand the school's strengths and areas for development, for example, by taking part in regular discussions with pupils and staff and observations of the school's work.
- Increase pupils' knowledge and understanding of cultural diversity in Great Britain by:
  - providing more opportunities for children to learn about the different ways of life, cultures and faiths of people living in Great Britain.

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

Pupils have good attitudes to school and to learning. They make every effort to achieve as well as they can. They are particularly well motivated when activities are linked with work in other subjects, for example in a Year 4/5 lesson when pupils' reading skills were developed through being a 'detective' in finding historical facts

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from a text. Pupils also speak very enthusiastically about opportunities to learn outside the classroom, such as when they made shelters on the beach while taking part in a 'Sea School' project. Improved tracking of pupils' progress has been very productively used to plan interventions for pupils who are not making expected progress and this has ensured that a greater than average percentage of 2011 Year 6 pupils made the expected two levels progress since they were in Year 2. The school is particularly successful in promoting the progress of less-able pupils and those with special educational needs and/or disabilities and a higher than average proportion of pupils reach the expected Level 4 by Year 6.

The wide range of different sporting activities that pupils are offered, including skiing, tennis and sailing, means that they are very enthusiastic about taking exercise to keep themselves fit. Although they are very knowledgeable about what they should eat, some pupils are not as willing to make this part of their everyday lives. Pupils are very respectful of each other, listening well to others in class and valuing each other's opinions. This, and their obvious knowledge of right and wrong, seen in the way they conduct themselves, exemplifies their good social and moral development. Attendance has risen significantly over the last year in response to the school's work to promote the value of full attendance and is now above average. Pupils are able to apply their basic skills in reading and writing to work in other subjects. The recent focus on the development of the information and communication technology (ICT) curriculum means that pupils have well-developed ICT skills. Their basic skills, together with their good attitudes to work and their ability to work cooperatively and independently, is preparing them well for their future lives.

*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>	3
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>1</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>	2
<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

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## How effective is the provision?

Teachers regularly design lessons that will interest and motivate pupils. Parts of lessons conducted outdoors, for example when a Year 1/2 class worked outside using big coins to make different sums of money, are particularly popular and successful. Teaching assistants are skilled and well deployed, especially when they are supporting lower attaining pupils and those with complex difficulties. Teachers use questioning well to deepen pupils’ thinking as well as to gauge their understanding. Pupils report that the targets periodically set for them are useful in helping them concentrate their efforts. They appreciate the efforts their teachers make to help them improve when they mark their work. However, because they often do not have time to amend the work in the light of teachers’ comments, they do not use these as productively as they could. The curriculum is well designed in ensuring that pupils develop good basic literacy, numeracy and ICT skills. Opportunities to link subjects together are increasing, giving relevance to what is learned, but the school is correct in identifying the need to extend this further. There are extensive and varied opportunities for pupils to broaden their experiences, for example, through a whole school day based on the culture of Brazil or through taking part in a nativity at a local farm. Because of the individual nature of the good care and guidance provided, pupils feel exceptionally well supported and report that there is always someone to turn to if there is a need. Parents and carers are very appreciative of the care provided for their children. The school has forged very positive links with a range of other professionals, which allow them to provide strong support for pupils with a wide range of additional difficulties including those who are more personally vulnerable. A number of successful initiatives have been put in place to improve attendance and the school has good plans for ways in which this can be further addressed.

*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>2</b>

## How effective are leadership and management?

The headteacher, has ensured that the school has continued to function as an educational community over a period when discussions about reorganisation have caused both staff and the local community to be concerned about the future of the school. The development of the senior management team is a significant move forward since the time of the last inspection. This group has supported the headteacher well and enabled improvements such as the development of ICT, the

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Early Years Foundation Stage and the way pupils’ progressed is tracked, to continue. School self-evaluation has accurately identified a range of aspects of the school that could be strengthened. The structure of school development planning is good and has successfully underpinned a number of developments, including the strengthening of whole school provision in the teaching of phonics. However, the current plan is extensive and this inevitably means that some of the targets the school has set for itself have not been met. The governing body has increased its role significantly since the last inspection but is not yet systematic in linking its visits to the school to specific aspects, for example those mentioned in the development plan, to ensure it can help the headteacher in evaluating provision. The safeguarding of pupils while they are at school, and on visits or trips, is effective and ensures the safety and well-being of all, including the most vulnerable. All statutory requirements are met and systems are in place to record child protection concerns and actions. However, the school has only recently begun to efficiently record recruitment and selection information, including Criminal Record Bureau checks, in a way that is coordinated, secure and accessible by senior leaders when support staff are not available.

The school works very successfully in tackling any discrimination. Governors and staff are committed to ensuring pupils have equality of opportunity and there is good use of data to check that all groups make equally good progress. The need to increase the number of pupils attaining higher levels has, for example, been identified and the school is working to secure this. Provision to promote community cohesion has been enhanced by strong community links, for example, when pupils took part in a local fishing festival as well as those through the Church. There have been some planned opportunities to extend this to the wider community, for example, through links with a school in Kent, but this is a weaker aspect of provision which requires development. Strong parental support was evident when they worked with staff and governors over the summer holiday to make sure that the new classroom was prepared by the start of term. The school has numerous local partners to help extend the curriculum in ways that would otherwise be impossible, and these links provide very good 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>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>



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<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>2</b>

## Early Years Foundation Stage

Attainment on entry to the school has been dropping a little each year. Although very variable, overall, children now enter the school with levels of skills and knowledge that are below those expected for their age. The Reception class provision has been very effectively improved over the last year and this demonstrates good capacity to improve further. The well-planned curriculum and some outstanding teaching provide children with a wide range of indoor and outdoor activities which promote good learning and a very pronounced enthusiasm for school. For example, the enthusiasm and concentration with which children washed and hung out to dry dolls’ clothes, made letters from cooked spaghetti, and dug in the earth to find numbered pebbles, was remarkable. Even at this very early stage of the term, children were very happily settled and showing an ability to work independently. Good leadership has ensured that the new outside area is both well equipped and used well. Very skilled teaching, classroom organisation and very strong teamwork between the teacher and the teaching assistants mean that the children are making increasingly good progress. As a result, by the end of the year, many of the children attain the skills and knowledge expected for their age and a good number have attainments in excess of this.

*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

An average number of parents returned the inspection questionnaire. They particularly like that their children are kept safe, helped to lead healthy lifestyles and that they like school. Inspectors’ judgements match these positive opinions. Many parents and carers are positive about the way the school has been led through the period of uncertainty, although a small minority feel that their concerns were not fully considered. Inspection evidence shows that the school did as much as it could to meet parents’ and carers’ concerns, many of which were about matters beyond the school’s control. A small number of parents and carers feel unacceptable behaviour is not well managed. Inspection findings are that most pupils behave well and that there are good systems for ensuring this.

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

Ofsted invited all the registered parents and carers of pupils registered at St Margaret Clitherow Catholic Primary School 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 119 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	69	15	29	0	0	1	2
The school keeps my child safe	29	57	21	41	1	2	0	0
The school informs me about my child’s progress	20	39	27	53	2	4	0	0
My child is making enough progress at this school	22	43	25	49	2	4	1	2
The teaching is good at this school	25	49	23	45	0	0	1	2
The school helps me to support my child’s learning	28	55	22	43	1	2	0	0
The school helps my child to have a healthy lifestyle	25	49	25	49	0	0	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)	17	33	28	55	1	2	1	2
The school meets my child’s particular needs	21	41	25	49	2	4	1	2
The school deals effectively with unacceptable behaviour	11	22	27	53	5	10	1	2
The school takes account of my suggestions and concerns	14	27	24	47	4	8	3	6
The school is led and managed effectively	14	27	25	49	4	8	1	2
Overall, I am happy with my child’s experience at this school	33	65	17	33	0	0	1	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



30 September 2011

Dear Pupils

**Inspection of St Margaret Clitherow Catholic School, Brixham TQ5 0EE**

We really enjoyed our time in your school and want to thank you for the polite, helpful way you spoke with us. We agree that your school is good.

These are some of the things we liked best.

- The good progress you make in English and mathematics.
- The work your headteacher, staff and governors have put into making sure that the large number of you who are new to the school have settled in very quickly.
- Your good behaviour and the way you respect each other.
- The good start given to children in the Reception class.
- The contribution you make in helping your school community run well and the way you make a contribution to the community in Brixham.
- The good teaching you receive that helps you to be interested in your work.
- The way your teachers and other staff take care of each and every one of you which makes you feel exceptionally safe and secure.

To make things even better we have asked your school to do these things.

- Raise attainment by:
  - giving you more time to complete the work you are asked to do in lessons
  - making sure that all of you are fully stretched in each lesson
  - providing you with opportunity to act on the comments teachers make when they mark your work.
- Give you more opportunities to learn about the many different ways in which people live in Great Britain.
- Ask the governors to organise more ways to find out about the school for themselves.

You can help to do these things by continuing to work as hard as you can. Thank you again for the way you made us feel so at home in your school. We wish you every success in the future.

Yours sincerely

Rowena Onions  
Lead inspector

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