

St Philip Neri with St Bede Catholic Primary School

Rosemary Street, Mansfield, NG19 6AA

Inspection dates

2–3 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From starting points that are below average, pupils make good progress. Their attainment in English and mathematics rises to average by the end of Year 6.
- Pupils are taught well. The activities set in lessons are demanding, and they receive good advice on how to improve their work further.
- Behaviour is good. Routines and expectations are well understood. Pupils feel safe in school and do not fear bullying or harassment.
- The school is led and managed well. The quality of teaching is closely checked, and the resulting feedback and focused training have brought about marked improvements since the last inspection.
- The governing body provides a good level of support and challenge to the headteacher.
- Pupils' spiritual, moral, social and cultural development is a particular strength. Pupils from different backgrounds and cultures get along very well.

It is not yet an outstanding school because

- Although achievement is good, not enough pupils exceed the nationally expected rates of progress, particularly in English, for it to be outstanding.
- Despite some improvements, attendance is only average because some families take extended holidays abroad during term time.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 24 lessons.
- They held discussions with parents and carers, school staff, representatives of the governing body, a local authority officer, and pupils.
- Inspectors scrutinised a range of documents covering safeguarding, attendance, behaviour, pupils' progress and attainment, and the school improvement plan. They also examined the work in pupils' books.
- The views of 68 parents were analysed through the Parent View website.

Inspection team

Richard Marsden, Lead inspector	Additional Inspector
Aune Turkson-Jones	Additional Inspector
Colin Lower	Additional Inspector

Full report

Information about this school

- The school is larger than the average primary school.
- The proportion of pupils from minority ethnic groups is above average, as is the proportion who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportion of pupils supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the current government floor standards, which set the minimum expectations for attainment and progress.
- The current headteacher joined the school since the last inspection.

What does the school need to do to improve further?

- Increase the proportion of pupils who exceed the nationally expected rates of progress in English by:
 - demanding accurate spelling and grammar in all subjects, not just English
 - increasing the opportunities for pupils to practise extended writing
 - ensuring that the marking of pupils' work in all classes is as effective in promoting improvement as it currently is in the best.
- Improve attendance by reducing the number of extended holidays taken during term time.

Inspection judgements

The achievement of pupils

is good

- When children join the school in the Early Years Foundation Stage, their skills in English and mathematics are below national expectations. They make good progress so that, by the end of Year 6, attainment is broadly average. Some pupils make outstanding progress, particularly in mathematics.
- Parents and carers, and pupils themselves, say that progress is good. There are no significant variations in the achievement of boys and girls. Pupils known to be eligible for free school meals also achieve well. Extra funding through the pupil premium is well used to ensure that their learning needs are met.
- Disabled pupils and those who have special educational needs achieve well. Their needs are swiftly and accurately identified and they receive strong support in lessons or in small-group or individual activities with an adult nearby. Pupils of minority ethnic heritage also make good progress.
- Standards of reading are average. The more-able pupils in Years 2 and 6 read fluently and with good expression, demonstrating skills above those expected for their age. Less-able pupils in these years show a sound grasp of the principles of reading and how they have been taught to cope with unfamiliar words. Pupils talk readily about what they enjoy reading and why.
- In a typical mathematics lesson, pupils paid careful attention as the teacher explained various mathematical terms. As a result of the crystal clear explanations and the carefully planned practical work which followed, pupils made rapid progress and gained confidence in their understanding of the new terms.

The quality of teaching

is good

- Teachers' planning takes careful account of what pupils already know, understand, and can do. This ensures that tasks provide a good level of challenge, engage the interest of both boys and girls, and motivate them well.
- Teachers' explanations are clear. They question pupils skilfully in lessons to check understanding. They reshape tasks and explanations to ensure that all pupils are clear about what to do, and learn at a good pace.
- The needs of disabled pupils and those who have special educational needs, and pupils who speak English as an additional language, are identified early. Their progress is tracked meticulously. They receive high-quality support from teachers and teaching assistants, either within lessons or in frequent one-to-one or small group activities nearby. Despite some parental concerns, this support is not at the expense of attention given to other pupils.
- Activities in lessons are lively and varied. Teachers use computer technology, visual aids, games and competitions, group and pair activities, and many 'hands-on' tasks, so that pupils do not have to sit and listen passively for long periods of time.
- Teachers relate tasks to real life. Older pupils were observed measuring and recording their heart rates as a basis for developing mathematical skills, and younger ones enjoyed using real money in counting activities. Homework is used well to reinforce work done in class.

- In the Early Years Foundation Stage, games and role play enhance learning, both indoors and out. Staff interact constantly with children, taking every opportunity to develop their social, observational and language skills.
- Teachers' subject knowledge is strong, and in all classes they convey high expectations of what pupils should achieve. They insist on the use of correct technical terms such as 'alliteration', 'chronological order' and 'inverse mathematical operation'.
- Teachers promote mathematics and computer skills very effectively across different subjects. The need for accurate spelling and grammar, however, is not stressed as strongly in other lessons as it is in English lessons, and opportunities for pupils to practise extended writing in different subjects are not fully exploited.
- Teachers' marking of pupils' work is good, and in some cases outstanding. At its best it very clearly shows pupils not only how well they are doing against their personal targets, but also the next steps they need to take to improve their work. In some classes, however, marking is not as effective in giving pupils the kind of information which promotes rapid improvement.

The behaviour and safety of pupils are good

- Good behaviour, consideration for others and positive attitudes to learning are the norm. This enables teachers to teach effectively and pupils to learn rapidly. Clear routines and high expectations are communicated from the start of the Early Years Foundation Stage, where children respond well because of the warm encouragement they receive from staff.
- Relationships between adults and pupils show high levels of mutual respect. Pupils are proud to serve their school by taking on jobs and responsibilities such as being prefects, junior sports leaders and school council members. Older pupils show sensitivity to the needs of younger ones.
- Pupils and their parents and carers are confident that pupils are safe in school. Pupils show a good awareness of different types of bullying, including internet-based bullying. They have confidence that the school will respond well to any such instances if they should arise.
- The school's behaviour policy is well understood by pupils and is applied consistently by all staff, ensuring good behaviour management. Parents and carers express satisfaction with the way the school manages any unacceptable behaviour from individual pupils and ensures that it does not disrupt the education of others.
- Attendance rates are no higher than average. A clear system of rewards and sanctions contributes to good attendance by most pupils, but a few families take extended holidays in term time. The school is working hard to address this.
- The school gives good support to pupils whose circumstances have made them vulnerable. This support has enabled such pupils to maintain high standards of attendance, behaviour and work, and make good progress in line with that of their peers.
- Pupils from different cultures and backgrounds get along noticeably well together. Pupils give thoughtful responses when given the opportunity to reflect on spiritual or moral issues during assemblies and whole-school liturgies, and in lessons. They show respect for, and interest in, the views of others.

The leadership and management are good

- Ambitious leadership and high expectations by leaders and managers are reflected throughout the school. Accurate and well-focused self-evaluation enables the school to keep all aspects of its work under constant review. School improvement plans are realistic and sharply focused. They illustrate well the school's ambition to seek ongoing improvement, although they have not yet had a full impact in improving pupils' key literacy skills.
- Strong management of the performance of staff has brought about improvements in teaching and learning since the last inspection. Staff training has led to marked improvements in children's progress in the Early Years Foundation Stage. It has also improved the way in which teachers tailor work to pupils' individual needs and use their marking to promote pupils' progress rather than merely measure it.
- Pupils are taught a broad and interesting range of subjects. Special events provide inspiring and memorable experiences, such as Ethiopia Week, held in conjunction with the school's overseas links, and the visit during the inspection of a Paralympic gold medallist.
- Out-of-school activities are many and varied. They include music and drama, sport, in which the school has had notable success at regional level, as well as visits of many kinds. There are residential trips for older pupils where they enjoy adventurous and confidence-building outdoor activities.
- Equal opportunities are rigorously pursued. No pupil, regardless of background or need, is denied access to anything the school has to offer. Leaders ensure that there is no discrimination whatsoever against anyone.
- The local authority supported improvements to the Early Years Foundation Stage after the last inspection, and has more recently provided helpful training for governors in child protection and safer recruitment.
- Child protection and safeguarding have a high priority. Leaders ensure that these areas are kept under meticulous review to ensure that legal requirements are met and that good practice prevails.
- **The governance of the school:**
 - is well organised and well informed, so that governors have a good understanding of the school and its context
 - ensures that the headteacher is well supported and held to account
 - involves regular formal visits to the school by governors to review aspects of the school's work with leaders in the quest for further improvement
 - involves many informal visits to the school by governors, so that they keep in close touch with the day-to-day work of the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122821
Local authority	Nottinghamshire
Inspection number	403500

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Richard Gray
Headteacher	William Lewis
Date of previous school inspection	19 November 2007
Telephone number	01623 489010
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