

Our Lady of Mount Carmel Catholic Primary School

Sandringham Road, Intake, Doncaster, DN2 5JG

Inspection dates 18–19 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's expert leadership has been the key reason why the school has moved forward so much since the previous inspection.
- Other leaders, staff and governors are all playing their part in making sure that every aspect of the school, such as teaching and pupils' achievement, is continuing to improve.
- Pupils make good progress as they move up through the school. Whatever their starting points or circumstances, all groups learn well because leaders and staff make sure that they get the support they need.
- Teachers are skilled at planning work that is just hard enough for the different pupils in each class. Excellent relationships with staff encourage pupils to do their best to meet teachers' high expectations.
- By the end of Year 6, pupils are mature, articulate and responsible, prepared to stand up for what they believe is right. Behaviour throughout the school is impressive and pupils feel entirely safe here.

It is not yet an outstanding school because

- Some aspects of teaching still need to be improved in order for teaching to be outstanding overall. Teachers do not always check that pupils have followed the advice given when work has been marked; the pace of learning sometimes dips during particular parts of lessons; and outdoor activities in the Reception Year are not as effective as those indoors.
- Achievement in mathematics is not quite as strong as that in English. Marking is not as helpful and pupils do not have enough opportunities to solve problems and use their mathematical skills.

Information about this inspection

- The inspectors observed 12 lessons involving eight teachers. Two of the observations were conducted jointly with the headteacher.
- Meetings were held with groups of pupils, staff and the Chair of the Governing Body. The lead inspector had a telephone conversation with a representative of the local authority.
- The inspectors took account of 31 responses to the on-line questionnaire (Parent View), the school's most recent survey of parents' opinions, and informal discussions with parents as they brought children to school.
- They looked at a variety of documents including assessments of pupils' attainment and progress, samples of pupils' work books, and records relating to behaviour and safety.

Inspection team

Rosemary Eaton, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

Full report

Information about this school

- This school is smaller than the average size primary school.
- The proportions of pupils supported through school action (1.9%) and at school action plus or with a statement of special educational needs (2.9%) are below average.
- Although the proportion of pupils whose first language is not English is small (6.2%), it is greater in the Reception Year.
- At 12.9% the proportion of pupils known to be eligible for the pupil premium is below average.
- In 2011 the school met the current floor standards which set minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so it is outstanding overall and never less than good by:
 - maintaining a fast pace of learning during every part of each lesson
 - requiring pupils to act on the advice given by teachers when books are marked
 - ensuring that outdoor activities and resources for Reception Year children are as stimulating and effective as those indoors.
- Raise achievement in mathematics so that it matches that in English by:
 - providing more opportunities for pupils to solve problems during mathematics lessons
 - planning activities that require pupils to apply their mathematical skills in other subjects
 - ensuring that marking in mathematics is as consistently helpful as that in English and other subjects.

Inspection judgements

The achievement of pupils is good

- Children begin the Reception Year with skills that are typically in line with the expectations for their age. By the end of Year 6, attainment is above average. It has improved since the previous inspection particularly in writing. Attainment in mathematics is usually closer to average.
- Pupils make good progress during the Reception Year and in Key Stages 1 and 2. Progress is generally most rapid in reading and tends to be slower in mathematics.
- Pupils with disabilities and those with special educational needs make good progress. Staff quickly identify what each pupil finds difficult. Extra help is organised carefully so pupils do not miss out on lessons with their teacher.
- Individual arrangements lead to the good progress made by pupils learning to speak English as an additional language. For example, a group of children in the Reception Year were read a story in Polish. Because they already knew the plot and recognised illustrations, they were later able to join the rest of the class in answering questions in English and they made good progress in communication and reading.
- Pupils known to be eligible for the pupil premium also make good progress. The school spends the additional funds in a number of ways, depending on the needs of particular pupils. As a result, the gap between the attainment of these pupils and others in the school is narrowing.
- When reading and writing, pupils make good progress in learning to use the sounds made by letters (phonics) in order to tackle unfamiliar words. Year 6 pupils read accurately with expression and enthusiasm.
- Throughout the school, pupils use their speaking, listening, reading and writing skills well to help them learn in other subjects. They write as effectively in subjects such as science as they do in English. Pupils tend to be less confident when using their numeracy skills.

The quality of teaching is good

- Relationships between pupils and adults are of the highest order. Teachers are always on the lookout for ways to boost pupils' self-esteem and pupils comment that staff are 'committed to us'.
- When planning lessons, teachers make full use of their detailed awareness of what different pupils know, understand and can do. Because they have such high expectations, they make sure that all groups of pupils have to try in order to succeed at their tasks, but are not discouraged by work that is too hard.
- Teachers usually choose activities, materials and equipment very carefully to enable pupils to learn well. However, in the Reception Year, the outdoor area does not encourage children to be as creative as they are in the stimulating indoor classroom. There are some, but not enough, good examples of teachers throughout the school setting pupils problems to solve during mathematics lessons.
- Often, work in one subject is linked well to that in another or to a topic such as, 'The Second World War'. This gives pupils chance to practise skills and helps them to see the point of what they learn. They have particularly plentiful opportunities for writing, drawing, designing and making during a range of different subjects but far fewer when it comes to using their mathematical skills.
- Pupils speak enthusiastically about lessons but say, rightly, that sometimes there is 'too much talking and not enough time to do the activity'. Most lessons move along at a cracking pace. Occasionally, however, learning slows down when pupils spend too long listening to the teacher's instructions or are not moved on quickly enough to the next part of the lesson.
- Teachers mark pupils' books conscientiously. They always add encouraging comments and particularly when marking writing, they point out what pupils need to do in order to make their

work better. In mathematics, answers are corrected but there is less to show pupils how to improve. When teachers do give advice or ask pupils to have another attempt at a calculation or piece of writing, there is often no sign that the pupil has been expected to take heed of the helpful comment.

The behaviour and safety of pupils are outstanding

- Pupils show by the way they pay attention in lessons and contribute keenly to discussions that they really do want to learn. They enjoy learning and particularly like helping to decide what they will learn about and doing their own research.
- Parents, staff and pupils have extremely positive opinions about behaviour in the school and report no concerns about pupils' safety.
- Behaviour is equally impressive during lessons and when pupils are moving round school or playing. Consequently pupils are able to learn without interruption and enjoy their playtimes.
- Being well mannered and considerate becomes natural to these pupils because they are set such good examples by staff and are taught to appreciate and care for others. Year 4 pupils listened with great pleasure as they each described why they are special. As children stated that they considered themselves to be good friends or fast runners, for example, others made supportive comments such as: 'Yes, he is!'
- Staff take many different steps to encourage pupils to behave well and get along together. For example, they are required to work with different partners in order to learn more about the children in their class, appreciate things they have in common and respect differences. Pupils explain that this is good preparation for life outside and beyond school.
- Pupils who initially find it hard to control their behaviour are soon able to learn alongside others without causing disturbances.
- The school's records confirm that bullying is very rare. Pupils are clear about the difference between falling out with friends and bullying. They know about different types of bullying, including cyber-bullying, and that they must report any concerns. They are confident that staff or the headteacher would sort these out.
- Pupils take a very strong moral stance and are certain that name-calling, rude remarks and poor behaviour are not to be tolerated.
- Pupils are taught to take some responsibility for their own safety. They learn to use roads safely and how to help to prevent fires at home.

The leadership and management are good

- Since the previous inspection, the headteacher's outstanding leadership has led to marked improvements in every element of the school. He ensures that staff and governors share his determination to make the school outstanding, and their own role in this. For example, teaching assistants appreciate their impact on individual pupils and the performance of the whole school.
 - The deputy headteacher and other senior leaders play a full role in driving the school forward. They take part in the frequent meetings with each class teacher to discuss the progress made by pupils, which in turn helps to pinpoint targets for the teacher's performance and school priorities. These leaders contribute to observations of lessons in order to check on the quality of teaching. Other leaders are starting to become involved in work such as this.
 - Teachers' performance is linked closely to their responsibilities, place on the salary structure, and staff training and support. The success of this work is seen in the improvement in teaching, particularly of writing, since the previous inspection.
 - Since the last inspection, closer attention has been paid to checks on the progress of different groups of pupils, no matter how small these groups may be. Leaders use this information to help them provide all pupils with equal opportunities. For example, identified pupils are given priority
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when it comes to deciding who attends certain activities, such as coaching in multi-skills by members of a local football team.

- The curriculum is well matched to pupils' needs. For instance, the Year 1 curriculum is based on what children have become familiar with in the Reception Year. Choosing their own learning and learning through play help pupils transfer smoothly from the Early Years Foundation Stage to Key Stage 1.
- Spiritual, moral, social and cultural development is a very strong and successful feature of the school. Pupils are regularly encouraged to explore their feelings and consider those of others, as in a Year 5 lesson about a book based on experiences in the Second World War.
- The local authority keeps a close eye on the performance of this good school and provides support in specific areas when this is requested.
- **The governance of the school:**
 - Governors are well informed, including through visits to classrooms, discussions with teachers and examination of assessments of pupils' achievement. A particular strength is governors' readiness to probe leaders for more information, for example, about the progress made by different groups of pupils. They contribute to improving teaching and learning by checking that planned actions have taken place and are having the intended impact. Governors support other schools by allowing the headteacher time to share his expertise with their leaders.

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	106761
Local authority	Doncaster
Inspection number	400857

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Claire Browning
Headteacher	Michael D’Rozario
Date of previous school inspection	12 May 2010
Telephone number	01302 349743
Fax number	01302 739408
Email address	staff@olmcprimary.co.uk

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