

St Francis Catholic Primary School

Rye Piece Ringway, Bedworth, CV12 8JN

Inspection dates 4–5 December 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Improvements made since the last inspection have ensured that all pupils now make good progress from the time they join the school to the time they leave.
- Attainment at the end of Year 6 is now above average. Reading is particularly good.
- Teaching is usually good in all classes and there are some examples of outstanding teaching.
- Pupils are polite, well behaved and a delight to be with. They say that they enjoy school and know how to keep themselves safe. The school gives high priority to safety.
- All classrooms and areas around school are colourful and stimulating and help create a cheerful and purposeful learning environment.
- Actions taken by leaders and managers, including governors, have had a notable impact on achievement, teaching and attendance. This school is moving forward at a good pace and the things the school is doing mean improvements are well set to continue.

It is not yet an outstanding school because

- Not enough teaching is outstanding to support higher attainment and more rapid progress by pupils.
- Teachers do not always provide work which is exactly right for pupils of different abilities, or give the pupils time to respond to the comments made in their books.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 15 lessons, three of which were jointly observed with the headteacher.
- Discussions were held with pupils, teachers, the headteacher, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the 24 responses to the online questionnaire (Parent View) during the inspection together with previous survey information collected by the school. They also spoke to parents as they collected or brought their children to school.
- Questionnaires from 29 staff were received and their views taken into account.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including the school’s own self-evaluation, the school improvement plan, data on pupils’ current progress, leaders’ reports of lesson observations, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Renee Robinson

Additional Inspector

Full report

Information about this school

- The school is similar in size to most other primary schools.
- Most pupils are White British with a small number coming from a range of minority ethnic backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (funding made available by the government to help the pupils who are eligible for it reach the same levels as other pupils) is broadly average.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A nursery and before-school and after-school care club are on the school's site but run by a private company. These are inspected separately.
- Pupils are educated on the school's site. There is no alternative provision off the school premises.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - planning activities which are fine-tuned to meet the needs of pupils of different abilities
 - providing opportunities for pupils to respond to comments made in their books and use the guidance given by teachers to help them improve their work further.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are lower than those typically expected for their age. Children make good progress in the Early Years Foundation Stage and enter Year 1 in line with national average.
- Attainment over time in Key Stage 1 in reading, writing and mathematics has been typically above average. Although there was a dip in 2012, when attainment was broadly average, current Year 2 pupils are on target to again reach levels which are above average.
- Key Stage 2 attainment is now above average in both English and mathematics. Results fell in 2011, especially in mathematics, but actions taken by leaders led to significantly improved attainment at the end of Year 6 in 2012. School data shows that current year groups are on track to continue to achieve results which are above the national average.
- Pupils in Years 1 to 6 are now making good progress overall. There is no difference in the progress of pupils from different ethnic backgrounds. Teaching of good quality and initiatives such as 'Maths Passports', 'Maths Challenge' and 'Closing the Gap', have ensured that all pupils make the progress expected, and many make even greater gains. The proportion of pupils reaching the higher levels in all subjects has significantly increased.
- Disabled pupils and those who have special educational needs make good progress because of the targeted support they are given in lessons and the individual, tailored help they receive outside lessons. Those with specific needs also receive specialist support, for example, from the local authority's autism team or speech and language therapists.
- Pupils eligible for the pupil premium make good progress along with their fellow pupils. This funding is used effectively to provide a range of support, such as additional time with adults in lessons, and to subsidise school trips. Individual support is also provided outside of lessons through the 'closing the gap' initiative, which, as the school puts it, helps pupils 'keep up, rather than catch up'.
- Reading is enjoyed throughout the school. It is particularly well taught and as result, attainment is consistently higher than in writing and mathematics. Younger pupils use their knowledge of letters and sounds successfully to tackle new words. Older pupils read lengthy and complex texts and many read for pleasure.

The quality of teaching is good

- Since the last inspection, the quality of teaching has improved. Teaching in all classes is usually good, with examples of outstanding teaching. Most parents feel their children are taught well and pupils agree.
- Strong relationships between all staff help create a very positive climate for learning, which ensures pupils are motivated and participate well in lessons. Teachers set high expectations for the way in which pupils present their work and how they behave.
- Classroom displays are colourful and interesting so they help support and reinforce pupils' learning. Teachers have good subject knowledge and expertise, which they use effectively to develop pupils' skills and understanding in a range of subjects. They use effective questioning and plan work that builds on previous learning and experiences, for example a Year 2 visit to the Transport Museum.
- Where teaching is outstanding, teachers use imaginative teaching methods and carefully plan different activities which cater for pupils of different abilities. This ensures pupils are engrossed in their learning and suitably challenged. Where it is less effective, pupils have the same worksheet at the outset of the lesson or complete the same activity, so the work is not closely focused on the right level of difficulty and progress is not as rapid.
- Good teaching in Reception means that children make good progress. The adults work well together to provide a wide range of interesting activities indoors and outdoors. Early reading,

writing and number skills are reinforced at every opportunity and provide a solid foundation for children to build on.

- Additional adults are used effectively to support pupils and extend their learning. They add to the progress pupils make by asking questions and checking their levels of understanding. They provide invaluable support, particularly for those who are disabled or have special educational needs. Additional one-to-one support is also tailored to meet the needs of pupils who are eligible for the pupil premium funding.
- Teachers mark pupils' work regularly and add helpful comments that tell pupils how they can further improve their work. However, time is not always set aside to allow pupils the chance to respond to the advice given or implement the suggestions made.

The behaviour and safety of pupils are good

- Pupils are polite, courteous and sociable and have positive attitudes to learning. They enjoy everything the school has to offer and participate fully and enthusiastically.
- Most parents who responded to Parent View think that behaviour at the school is good and that pupils are kept safe. Pupils spoken to share the view that behaviour is good and that they are well looked after.
- Behaviour is consistently good in and around school because it is well managed by adults. High expectations by staff and clear routines ensure that pupils know what to do and how to behave.
- Pupils know and follow the behaviour policy and are clear about the school's rewards and sanctions. Year 6 'Play Partners', highly visible in their yellow caps, are on hand to help those who need it at break times.
- Pupils say that incidents of bullying are rare, but that if it occurs, it is swiftly dealt with. Not all pupils have a secure knowledge of different forms of bullying, for example cyber bullying or prejudice-based bullying.
- The school places a strong emphasis on teaching pupils how to keep themselves safe, for example through regular 'safety weeks'. As a result, pupils have a clear understanding of what constitutes unsafe situations.
- The school has been successful in improving attendance and reducing persistent absenteeism. Leaders, including governors, have taken decisions to discourage extended holidays during term time and attendance is now above average.

The leadership and management are good

- The headteacher, ably supported by other leaders, is providing strong and effective leadership which is driving the significant improvements in the school. The previous inspection issues have been fully addressed. Changes have been secured, with benefits already showing in improved teaching and achievement.
- Staff morale is high and there is a strong team ethic. All of those who returned the questionnaire were proud to be a member of staff and recognise the improvements made. One wrote, 'I have been at this school for a long time and it's the best it has ever been.'
- Documents such as the school improvement plan and the schools' own self-evaluation show it has an accurate understanding of its strengths and areas for development. Action plans set out clear steps for further improvement.
- Senior leaders regularly check the quality of teaching. They set targets for teachers linked to pupils' progress and whole school priorities. Staff are not rewarded by promotion or pay unless they are successful in helping pupils to make at least good progress.
- The school has formed strong partnerships with other local schools. Together they act as 'critical friends' and share good practice. This has helped raise the quality of teaching. Other agencies also work in close partnership with the school and provide additional support for individual pupils, especially those who are disabled or who have special educational needs.

- Pupils' spiritual, moral, social and cultural development is promoted well through the broad ranges of experiences they are given. Pupils have a good understanding of other world faiths and an appreciation of different cultures in today's society. A range of visitors and outside visits provide memorable experiences for pupils to develop their personal and social skills, for example the Year 6 residential visit to Alton Castle.
 - The local authority has oversight of the school's performance, but provides limited support as it recognises the school is doing well. It rightly has full confidence in the leadership of the school. Its recent report accurately assessed the schools' current position and agreed with the school's own findings on the quality of teaching.
- **The governance of the school:**
- The governing body has a good overview of the school's strengths and areas for improvement. They receive regular updates and information from all leaders, but are also actively involved in the school and talk to pupils and visit lessons. Governors ask challenging questions of the headteacher and senior staff and hold the school to account for teaching quality and pupils' achievement. They receive information in relation to the performance of teachers' and the link with salary progression. Governors are fully aware of the pupil premium and how it is used to aid these pupils' learning through additional support. Their overview of data enables them to assess the impact this support has had. Governors undertake training to ensure they keep their knowledge up to date and fulfil their statutory duties, for example, in relation to safeguarding.

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	125706
Local authority	Warwickshire
Inspection number	406323

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	208
Appropriate authority	The governing body
Chair	Father Michael Gamble
Headteacher	Debbie Huxtable
Date of previous school inspection	23 November 2010
Telephone number	02476 315279
Fax number	02476 313021
Email address	admin3052@we-learn.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

