

St Pancras Catholic Primary School, Ipswich

Stratford Road, Ipswich, IP1 6EF

Inspection dates

5–6 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Inconsistency in the quality of teaching means that not enough pupils make good progress or achieve well over time.
- In some lessons, work is too easy for the most-able pupils, while others find it too difficult. When this happens, neither group make the progress they should do.
- In some lessons teachers spend too much time talking to the whole class, which prevents pupils from having sufficient time to complete their individual work.
- The marking of pupils' work does not consistently help pupils improve their work, particularly in mathematics.
- Leaders do not spend sufficient time on monitoring and evaluating the quality of teaching to ensure teaching is consistently good across the school.
- Subject leaders are new to their roles and have had little training to help to develop their monitoring and evaluation skills. This limits their effectiveness to improve the quality of teaching and improve pupil progress for their subject.
- Leaders, including the governing body, do not effectively evaluate the allocation of additional funding for disadvantaged pupils to ensure these pupils achieve well.

The school has the following strengths

- The behaviour of pupils is good. They have positive attitudes towards learning and enjoy being members of the school.
- Attendance is improving as a result of good communication with parents about the importance of attendance for their child to learn.
- The teaching of singing is outstanding.
- Disabled pupils and those who have special educational needs achieve well by the end of Key Stage 2.
- Pupils' spiritual, moral, social and cultural development is good.
- Parents are confident that their children are kept safe and well looked after. They are happy that their concerns will be dealt with promptly by school leaders.

Information about this inspection

- Inspectors observed 14 lessons, of which three were joint observations with the headteacher. Inspectors also made a number of brief visits to lessons.
- Meetings were held with two groups of pupils, senior and subject leaders, members of the governing body and a representative from the local authority.
- Some pupils read to inspectors and discussed their reading diaries.
- Inspectors spoke informally to parents and carers as they dropped their children off at school.
- Inspectors took account of 13 responses to the online questionnaire (Parent View) at the time of the inspection.
- Inspectors considered the 21 responses to the staff questionnaire.
- They observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring files, behaviour records and documents relating to safeguarding.

Inspection team

Catherine Kiff, Lead inspector

Additional Inspector

Lynn Lowery

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils who are known to be eligible for free school meals, those who are looked after by the local authority and those from service families) is below the national average.
- The number of pupils from minority ethnic backgrounds is below average and there are very few pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better throughout the school, in order to accelerate pupils' progress, by ensuring that:
 - teachers have higher expectations, particularly of the more-able pupils, and plan lessons that build on what pupils have previously learnt so work is matched to the needs of all pupils in the class
 - marking in mathematics is of the same quality as that found in extended writing books, particularly in Years 5 and 6, and by providing time for pupils to respond to their teachers' comments
 - teachers give pupils enough time to complete a good amount of work in each lesson by not taking up too much time talking to the whole class at the start of a lesson.
- Improve the impact of leadership and management by:
 - leaders at all levels checking regularly on the quality of teaching and learning
 - developing the role of the subject leaders to improve pupils' progress in their subject
 - monitoring and evaluating the spending of the pupil premium funding to ensure that it is being effective in improving progress and attainment for these pupils.

Inspection judgements

The achievement of pupils

requires improvement

- Most pupils make the progress expected of them but too few pupils are making good progress. Consequently, the standards the pupils reach fluctuate around average but they are not improving quickly enough. At the end of Year 2 attainment in reading, writing and mathematics has been broadly average for the last three years.
- In national tests at the end of Year 6, in recent years, results have been similar to the national average. Following an upturn in mathematics in 2011, results in both English and mathematics slipped back in 2012. Too few pupils achieved the higher levels of attainment, notably in writing.
- Children join the school with skills below those typical of their ages. They settle well into school routines. However, by the time they enter Year 1 their attainment is still below that expected for their age. Progress in writing is not as fast as it is in other areas of learning.
- The results of the phonics check (linking sounds and letters to make words) in 2012, for pupils in Year 1, were below average. The school has responded by improving the teaching of phonics. As a result, observations of pupils in lessons and the school data show that pupils have a more secure knowledge of letter and sounds and results in 2013 will be higher than 2012.
- Although the rate of pupils' progress continues to vary from class to class inconsistencies are being ironed out. Progress in writing is improving because pupils are being given more opportunities to write and use their skills in a range of contexts. This is particularly the case in Year 5 and 6.
- Progress is now more rapid in lessons planned to take account of pupils' different starting points and which set out clearly how pupils can move on. As a result the school's own data indicates that 2013 results, at the end of Year 6, are likely to be higher because more pupils are on track to make the expected progress.
- Pupils who are eligible for the pupil premium make similarly inconsistent progress to their classmates. At the end of Year 6 in 2012 these pupils were two terms behind their classmates in English and half a term behind them in mathematics. The school is not yet making the most effective use of the pupil premium to accelerate the progress these pupils make.
- Disabled pupils and those who have special educational needs make good progress by the end of Key Stage 2 as a result of well-targeted support for their learning and carefully kept records to track their progress.

The quality of teaching

requires improvement

- Inconsistencies in the quality of teaching explain why pupils learn faster in some classes than in others. Where pupils make expected rather than good progress, teachers leave too little time for pupils to work in groups at their own level of ability. This particularly limits the achievement of the more-able pupils.
- Teachers ask searching questions but sometimes answer their own questions rather than giving time for pupils to answer. This limits opportunities for pupils to extend and develop their own learning.

- Some teachers do not use assessment information well enough to accurately pitch work at the right level for all pupils and tend to teach to the middle ability pupils in the class. This results in more and less able pupils not making as much progress as they should.
- Where learning is good, teachers give clear explanations of what pupils are expected to do and use questions well to make them think. In these lessons, they give pupils enough time to complete their work and, consequently, they achieve well. For example, in a Year 5 lesson where pupils were actively engaged in writing a poem using their senses to describe the emotions of 'Bess and the Highway Man' based on previous learning from a drama lesson where they had made their own film.
- Disabled pupils and those who have special educational needs benefit from extra help that ensures that they make good progress by the end of Key Stage 2. The additional support is well structured, building rapidly on small steps of progress.
- Teachers mark pupils' extended writing well particularly in Year 5 and 6, which helps them to see what they need to do to improve their work. As a result of this, pupils' written work is improving. The same quality of marking is not yet seen in mathematics which results in some lost opportunities for pupils to develop their mathematical understanding. Not all teachers give time for pupils to reflect on their marking and to improve their work. As a result some pupils continue to make the same mistakes.
- The good teaching of personal, social and emotional skills in the Early Years Foundation Stage means that children settle quickly into school life. Learning is less well-focused in the outdoor area, and when children work without adult help. As a result, children do not always have enough opportunities to practise the skills they have been taught.

The behaviour and safety of pupils are good

- The good behaviour in the school contributes to the calm, purposeful atmosphere. Pupils are polite and confident in conversation with staff and visitors. They have good attitudes towards learning. Parents and carers are positive about behaviour in the school.
- Pupils enjoy coming to school. They arrive punctually and attendance is rapidly improving. The school has good systems for following up the small minority of pupils with poor attendance and it celebrates good attendance. As a result, parents understand the importance of sending their children to school.
- Parent and carers say their children feel very safe at school. They appreciate the way that the headteacher responds to the rare instances of bullying and that the school has high expectations of behaviour which prevent minor incidents becoming more serious. As a result, the number of temporary exclusions, seen in the past, has reduced considerably.
- Pupils of all ages enjoy the opportunity to work and play together. The older pupils take good care of the younger pupils at playtimes and lunchtimes.
- Pupils know how to keep safe and have a very good awareness of potential dangers of talking to strangers and using the internet without adequate supervision.
- Pupils say they are proud of their school because they are kind to each other, which makes school a happy place to be.

The leadership and management requires improvement

- Insufficient formal observation of lessons has resulted in inconsistencies in the teaching and pupils' progress. Teachers' performance is linked to pay awards. However, as yet teachers' performance is not rigorously monitored to ensure that they are meeting their targets. Teachers have few opportunities to learn from the best practice in their own or other schools.
- The English leader is new in post and has made a good start to leading her subject, making some clear improvements in the teaching and the marking of writing. However, she has had limited opportunities to develop her skills through training or working with other leaders. As a result, she is at an early stage of monitoring and evaluating the subject. The leadership of mathematics is being covered by senior leaders until a new teacher is appointed to the role.
- While there is no discrimination within the school not all pupils have the same opportunities to learn because of variations in the quality of teaching. Help is provided for those pupils supported by the pupil premium but leaders and the governing body are not clear enough about its impact on pupils' academic and personal development.
- The headteacher is respected as a leader by staff, governors, parents and carers and pupils, and has set appropriate expectations for improvement. However, staffing difficulties have required him to spend much of his time teaching a class leaving insufficient time to drive the school forward. Nevertheless, improvements in behaviour are well established and attendance is improving, illustrating the school's secure capacity to improve.
- The leadership of provision for disabled pupils and those who have special educational needs is good, which results in these pupils making good progress by the end of Key Stage 2. This is because support is well matched to the needs of these pupils and their progress is regularly monitored.
- Safeguarding systems are robust and meet requirements. These are reviewed regularly by the leaders and the governing body.
- The school provides a variety of clubs including gardening, reading, recorder and a range of fitness clubs that are well attended by all groups of pupils, including the most disadvantaged. The curriculum is enhanced by a number of different visits. For example, pupils talked excitedly about a visit to the Cathedral and to Flatford Mill.
- Pupils' spiritual, moral, social and cultural development is promoted effectively through the curriculum and links with the church. As a result, pupils are reflective and respectful.
- Parents and carers have positive views of the school's work and regular newsletters ensure that they are kept well informed. All parents responding to Parent View say they would recommend this school to others and are particularly appreciative of the quality of care their children receive.
- The local authority provides light-touch support for this school and additional support at the request of the headteacher.
- **The governance of the school:**
 - The governors monitor the school's financial position carefully and have steered the school through a deficit budget to one that balances. They know the school well and support the leadership of the school. They use the data provided by the headteacher to evaluate how well

the school is improving. For example they have questioned leadership on attendance which is rapidly improving along with behaviour resulting in a consistently applied behaviour policy and a marked reduction in temporary exclusions. However, governors do not ensure that the pupil premium funding is used effectively. They know that teachers' performance is linked to their pay. They have good systems in place to ensure safeguarding procedures meet statutory requirements and check on arrangements to make sure pupils are well looked after and cared for.

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	124785
Local authority	Suffolk
Inspection number	413048

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	220
Appropriate authority	The governing body
Chair	Fr Russell Frost
Headteacher	Stephen Barker
Date of previous school inspection	18 March 2010
Telephone number	01473 742074
Fax number	01473 742074
Email address	ad.st.pancras.p@talk21.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 2013

