

Immaculate Conception Catholic Primary School

College Road, Spinkhill, Sheffield, S21 3YB

Inspection dates 9–10 October 2013

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.

- The headteacher's determined leadership ensures that the quality of teaching is mostly good and, at times, outstanding.
- Pupils achieve well and, by Year 6, attainment is well above average in English and mathematics.
- Leaders and teachers carefully check the progress of every pupil to ensure that nobody falls behind.
- Teaching assistants provide good support for any pupils who need additional help.
- The school accurately evaluates how well it is doing and what needs to be done to improve.
- Pupils' good behaviour and attitudes to learning contribute to the strong sense of community in the school.
- The governing body is very effective and provides the school with good levels of challenge.
- Pupils feel very safe and display a high level of respect for the feelings and well-being of others.
- The school benefits from the support of the overwhelming majority of parents.

It is not yet an outstanding school because

- In a few lessons, teachers do not check pupils' learning thoroughly enough to make sure that any misunderstandings are identified and corrected.
- When pupils are working in small groups, teachers do not always notice that some are not making a full contribution.
- The school has yet to evaluate which strategies are having the biggest impact on raising the attainment of disabled pupils, those who have special educational needs, or pupils for whom pupil premium funding is intended.

Information about this inspection

- The inspectors observed teaching and learning in 12 lessons, four of which were seen together with the headteacher. They also observed a school assembly and made a number of other short visits to classrooms.
- They observed pupils at break and lunchtimes.
- The inspectors held discussions with the headteacher, other staff and pupils, the Chair of the Governing Body and two other governors, and some parents and carers at the start of the school day.
- Inspectors heard groups of pupils of different ages reading.
- The inspectors took account of 68 responses to the online questionnaire (Parent View).
- They looked at the school's policies, teachers' plans, school improvement planning and records on behaviour and safety, together with samples of pupils' work. They also looked at information on individual pupils' progress and teachers' performance, and records of meetings held by the governing body.

Inspection team

Kenneth Thomas, Lead inspector

Additional Inspector

Linda Bartlett

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Virtually all pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium is low. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and others.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Five teachers joined the staff of the school in September 2013.

What does the school need to do to improve further?

- Raise the quality of teaching so that it is consistently good and there is more that is outstanding by ensuring that:
 - teachers continually check pupils' learning as lessons proceed so that misunderstandings can be quickly identified and corrected
 - all pupils make a full contribution when they are working in groups.
- Refine the checking of pupils' progress to identify which strategies and interventions are having the biggest impact on raising the attainment of disabled pupils, those who have special educational needs, and those entitled to additional support through the pupil premium.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception with skills and abilities that are broadly in line with those expected for their age. They make good progress in the Reception class, and attainment is above average by the time they enter Year 1. Because of mostly good and some outstanding teaching, progress continues to be good in the rest of the school.
- There is a trend of rising standards in the Year 6 tests in English and mathematics over the last three years. The 2013 test results in reading, writing and mathematics rose to be well above the 2012 national average. These results represent good achievement by pupils of all abilities when attainment on entry is taken into account. The work seen and the school's own records show that current pupils are making good progress and that above-average standards are being maintained.
- Pupils make good progress in reading because the regular teaching of phonics (letters and the sounds they make) helps to ensure that their basic reading skills are secure. This was reflected in pupils' above-average scores in the national reading check at the end of Year 1.
- Good progress is made in writing and mathematics because pupils are provided with many opportunities to apply and develop their skills in a range of subjects beyond English and mathematics.
- Disabled pupils and those who have special educational needs make good progress because teachers and teaching assistants know the pupils well and ensure that support is carefully matched to their needs.
- There are not enough pupils known to be eligible for the pupil premium to comment on their attainment without identifying them. However, the pupil premium money is used to fund additional staff to provide individual support where necessary. This is securing good progress in both English and mathematics for these pupils.
- The careful tracking and review of pupils' progress enables pupils in need of extra help to be identified and support provided promptly. This is contributing to the rise in standards and reflects the school's good promotion of equality of opportunity and freedom from discrimination.

The quality of teaching is good

- Good teaching in Reception lays the basis for pupils' enthusiasm for learning that is evident throughout the school. This is seen across all year groups in pupils' positive attitudes to learning, and their willingness to share ideas and try their best for their teachers.
- Teachers use their good knowledge of individual pupils to plan learning tasks that meet the needs of different abilities and ages well. For example, careful planning was a feature of outstanding teaching in an English lesson with a class of pupils in Year 4. All pupils made rapid progress in understanding how direct speech can be used to develop a story because the learning tasks were suitably challenging for pupils of all abilities.
- Appropriately challenging work for pupils of higher ability and the good use of the support available from teaching assistants is a feature of most lessons. Together with teachers, they ensure that the work given to disabled pupils and those who have special educational needs and

those eligible for the pupil premium builds up in small steps so they make good progress towards their learning targets.

- In most lessons, teachers continually check the progress pupils are making. Occasionally, this is not done thoroughly enough to make sure that any misunderstandings are identified and corrected.
- Most pupils participate enthusiastically in small-group work where they share ideas and solve problems together. Occasionally, however, a few pupils are content to allow others to do most of the work and teachers do not always pick this up.
- Teachers' marking of pupils' work is thorough and makes clear what pupils have done well and what they need to do to improve their work. Pupils' books show that they are responding to the teachers' comments and learning from the advice given.

The behaviour and safety of pupils are good

- In this calm and orderly school, pupils show respect for adults and for other pupils. These positive attitudes and relationships contribute well to pupils' learning because the vast majority listen carefully, share ideas and are willing to try their best for their teachers.
- Pupils' good behaviour is seen both inside and outside the classrooms. Pupils understand the need for school rules and follow them willingly. Pupils and staff say that good behaviour is the norm and that school is a very safe and happy place. School records confirm that incidents of poor behaviour are very rare.
- Parents and carers spoken to during the inspection echoed the view that this is a harmonious and welcoming school in which behaviour is good and their children are kept safe.
- Pupils respond well to opportunities to take on jobs and responsibilities within the school, for example, as school councillors. Those spoken to during the inspection said that they were very satisfied with all the school offered and could not think of any way in which the school could be improved.
- Through lessons and assemblies, pupils are given the skills they need to manage everyday risks for themselves; for example, safe use of the internet, and road and fire safety. They have a good understanding for their age of different types of bullying, including physical bullying and persistent name-calling, and the pupils inspectors spoke to were unaware of any incidents.
- Attendance, which is average, can be adversely affected by unfavourable winter weather conditions because many pupils are drawn from the surrounding area and dependent on school buses to travel to school.

The leadership and management are good

- The calm and purposeful leadership provided by the headteacher provides a very clear direction for the work of the school. She has the full support of staff and governors in her determination to strive for the best.
- The introduction of teachers who joined the school in September has been successful and all staff are working well together as an effective team.

- The careful checking of pupils' progress and accurate evaluation of the school's work provides all leaders, including the governing body, with a clear understanding of the school's performance. This ensures that improvement planning is sharply focused on identified weaknesses. This is seen, for example, in the successful tackling of all of the action points raised in the last inspection report. This, together with the improvement in teaching and rise in standards, demonstrates the school's good capacity for continued improvement.
- Improvement planning is supported by effective procedures for evaluating individual teachers' performance and setting targets based on the impact of teaching on pupils' progress. Staff with leadership responsibilities, teachers and other staff say that they are well supported through training to achieve their targets.
- Pupil premium funding is used to provide academic and personal support for eligible pupils through, for example, additional staff and resources. The progress of these pupils, disabled pupils and those who have special educational needs is checked to ensure that the variety of interventions and strategies being implemented have a positive impact on pupils' progress. However, the school has yet to evaluate which of the different strategies is having the biggest impact on raising the attainment of these pupils and so providing best value for money.
- The local authority supports the school well through, for example, the evaluation of the school's performance and the training of governors.
- The curriculum promotes achievement well and is enhanced by a variety of after-school activities and visits out of school. Pupils' spiritual, moral, social and cultural development is nurtured well through school assemblies, music and the arts. The impact is seen, for example, in pupils' acceptance of clearly defined boundaries of what is right or wrong.
- The school plans to use the additional primary sports funding to enhance provision through, for example, the employment of specialist sports coaches. It has plans to measure the impact of this provision.
- The school has very positive relationships with the vast majority of parents and carers, and staff strive to involve them fully in their children's learning. A really good example was seen in the 'Dine with your Child' lunches in the week of the inspection when parents and carers were invited to have lunch with their children.
- **The governance of the school:**
 - Governors have a clear understanding of the strengths and weaknesses of the school. They know how its results compare with those of other schools and hold leaders to account for its performance. Governors make visits in which they go into lessons, hold discussions with staff and produce written reports. They are well informed about the quality of teaching and make sure that pay and promotion are justified by the impact of teaching on pupils' progress and achievement. They make sure that all national requirements are met, including those relating to the safeguarding of pupils. All necessary checks are carried out to ensure pupils' safety.

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	112899
Local authority	Derbyshire
Inspection number	424984

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	207
Appropriate authority	The governing body
Chair	Peter McGuire
Headteacher	Mary Emmott
Date of previous school inspection	06 December 2011
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