

St Mary's Catholic Primary School, Edlington

Bungalow Road, Edlington, Doncaster, South Yorkshire, DN12 1DL

Inspection dates 29–30 January 2014

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.

- Pupils of all abilities, including disabled pupils and those who have special educational needs, make good progress in reading, writing and mathematics throughout the school.
- The Early Years Foundation Stage prepares children well for their future learning. As a result, they are happy, keen to learn and inquisitive about the world around them.
- Pupils make a particularly strong start in developing their writing skills and presenting all their work to a good standard.
- The quality of teaching is good. It is sometimes outstanding. Teachers have high expectations of their pupils and motivate them well through exciting topics and themes.
- Teaching assistants make a good contribution to many aspects of pupils' learning.
- Pupils feel safe and are cared for well. Their behaviour is good. Classrooms are well-organised and orderly.
- Pupils' health and emotional well-being are developed well through good opportunities to take on responsibilities and to participate in sporting, artistic and musical activities.
- The headteacher provides clear and purposeful leadership which is driving the school forward and preparing pupils well for the future. He is supported well by effective senior and other leaders and a knowledgeable governing body. As a result, pupils' achievement and the quality of teaching are improving well.

It is not yet an outstanding school because

- Teachers do not always make the most effective use of marking to help pupils improve their own work.
- Sometimes, teachers do not make sure pupils are sufficiently focused on the main purpose of the lesson in order to make the very best progress.

Information about this inspection

- The inspectors observed 13 lessons, including joint observations with the headteacher. The inspectors also made a number of shorter visits to classrooms and heard pupils read.
- Discussions were held with a group of pupils, the Chair and other members of the Governing Body, a representative of the local authority, and members of staff including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 23 responses to Ofsted's online questionnaire (Parent View) and the outcomes from the school's own consultations.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Kath Harris

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who receive the pupil premium funding is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- The majority of pupils are from White British families.
- The proportion of pupils of minority ethnic heritage is slightly below average as is the proportion of pupils who speak English as an additional language.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Several staff were new to the school at the time of the last inspection, including the headteacher, and a recent reorganisation led to a reduction in the number of staff and changes to roles and responsibilities.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to further improve pupils' achievement by:
 - making full use of marking to set precise steps for pupils to improve their own work and making certain that the teachers' comments are followed up
 - ensuring that pupils are consistently focused upon the main purpose of the lesson and what they need to do to make the best progress they can.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills and understanding which are generally well below those typical for their age. They make good progress through the Nursery and Reception classes, especially in their personal, social, reading and writing skills. As a result, children are eager to learn, happy and inquisitive in their work. They are well-prepared for Year 1.
- Pupils leave in Year 6 with average standards. They make good progress throughout school in reading, writing and mathematics. The results of national tests and assessments for pupils in Year 2 and Year 6 have risen well since the last inspection. In Year 2 standards are now above average.
- In the 2013 tests for Year 6, however, not all pupils made the progress expected of them from their results in Year 2. This largely related to significant and specific issues affecting a small number of pupils at the time. These issues have since been tackled successfully. Current Year 6 pupils are on track to achieve at least average results in 2014.
- The pupils supported by pupil premium funding achieve well. In 2013 the attainment of these pupils was approximately a term behind that of other pupils in the school in English and mathematics. In most classes, they are working at standards which are similar and often above those of their peers. This is a direct result of carefully planned and skilfully taught lessons to develop their reading, writing and number skills so that they achieve well in all subjects.
- The most-able pupils make good progress. They write fluently and spell and punctuate their work accurately. They correct any errors and use calculation skills well to solve mathematical problems.
- Disabled pupils and those who have special educational needs achieve well, especially in literacy and numeracy. The school takes careful account of their achievements in planning the support they need and encouraging them to make decisions and take a pride in their work. The strong focus on reading and writing skills also contributes to the successful achievement of those from minority ethnic heritages and pupils who speak English as an additional language.
- Pupils' reading skills are good. They take a keen interest in books and are knowledgeable about the writing style of different authors from both the past and the present. Pupils of all ages and abilities read with increasing fluency and accuracy.
- Pupils write with legible, fluent and cursive handwriting from an early stage. They increasingly spell accurately and use punctuation well. They take great pride in their writing for a wide range of purposes. For example, in Year 6, detailed reports on the lives of the Kings and Queens of England show a good awareness of research and journalistic skills.
- Pupils make increasingly good progress in mental and written mathematical calculation skills. They have good, fast-paced recall of multiplication and division facts. They use a precise mathematical vocabulary. The care pupils take in setting out their work makes a good contribution to the accuracy of their work.

The quality of teaching is good

- Teachers make good use of precise and accurate assessments of pupils' progress to make sure that the work is hard enough for pupils of all abilities and builds on their skills, particularly those of English and mathematics. This is a good improvement since the last inspection.
- Lessons start promptly and efficiently. Classrooms are well-organised and attractive. As a result, pupils of all abilities are keen to learn. Children learn to pay attention and concentrate on the teachers' instructions from the Early Years Foundation Stage onwards.
- Literacy and numeracy skills are taught well. Teachers succinctly introduce new skills, and provide exciting opportunities for pupils to practise them. They often make good use of resources, such as information and communication technology (ICT), to make their explanations

clear and learning engaging. For example, pupils in Year 2 produced exciting similes in their poems on China after handling and discussing original national artefacts.

- Teachers' expectations are high. This is especially evident in the teaching of handwriting and the development of pupils' mathematical calculation skills. They mark a good improvement since the previous inspection.
- Teachers set challenging targets for all pupils and are quick to intervene if achievement looks as if it might fall below this standard. The school makes good use of rigorous programmes for those who struggle to achieve in basic spelling, grammar and punctuation skills. This is complemented by regular homework.
- Teaching assistants make a strong contribution to many aspects of pupils' learning throughout the school day. They often focus on pupils who just need an additional boost to reach the next level in their work, whatever their ability. They support them through careful questioning and well-structured guidance.
- The most-able pupils also receive English and mathematics lessons carefully tailored to providing extended opportunities for them to hone their newly acquired skills.
- Teachers place an emphasis on helping pupils to think for and work by themselves as well as work together with their peers. For example, pupils in Year 4 collaborated well and produced persuasive and imaginative arguments on aspects of the life of King Henry the Eighth.
- Sometimes, teachers do not provide precise enough guidance in the regular marking to help pupils improve their own work or make certain they follow the advice given.
- Occasionally, teachers do not make certain that pupils are clearly focused on the main purpose of the lesson, for example, when the explanation given at the start of the lesson is too complicated or when they do not remind the pupils what they are aiming for throughout the lesson. Consequently, in these lessons, pupils do not make the best progress they could, despite their hard work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite, calm and considerate towards others. They listen to teachers and their peers and are rarely inattentive.
- Pupils of all abilities take pride in presenting their work carefully. They are tidy and systematic in their work. This is a key feature of all lessons and a direct response to the high expectations of the headteacher and all his staff.
- Pupils take on responsibilities through the school council and other roles. They contribute to the making and maintenance of school rules and a friendly working atmosphere. They are helped in their task by the attractive and well-organised classrooms.
- The school's work to keep pupils safe and secure is good. Pupils comment that they feel safe and are looked after well and their parents agree.
- The pupils are well-informed about different types of bullying, including cyber-bullying. They know what to do in the rare event of any incidents and feel confident that they would be tackled quickly.
- Attendance is average. The school has reduced the number of pupils who are persistently absent since the previous inspection successfully.

The leadership and management are good

- The headteacher provides a clear steer and persistent direction for the school. This is shared by staff and the governing body. There is a continuous pursuit of high standards in all aspects of the school's work. This is evident in the improvements to teaching and achievement since the last inspection. The school has the capacity to improve further. All staff are proud of their school.
- Senior and middle leaders, several of whom are new to their roles, act as good models for other

staff through the quality of their own teaching and ability to support and guide colleagues. There are rigorous systems to match the quality of teaching to the progress pupils make and to eradicate the few inconsistencies remaining in the quality of teaching.

- Staff are held accountable for the progress their pupils make and they have to meet stringent criteria in order to achieve the next salary level.
- The effectiveness of the senior leaders' approach to ensuring equal opportunities is reflected in the good progress made by all groups of pupils. There is no discrimination throughout the school.
- The school receives good support from the local authority and the diocese. Regular visits and detailed reports on the quality of the school's work have helped the school to focus its resources where they are most needed and to further develop staff leadership skills.
- The school's 'Cornerstones' curriculum is central to pupils' increasingly good achievement. Exciting themes, such as 'Why is Water Wet' or 'Flight', stimulate pupils' curiosity and eagerness to learn in a range of subjects. Pupils' spiritual, moral, social and cultural development is promoted well through such topics and thought-provoking assemblies.
- The school makes good use of new sport funding to boost and sustain teachers' skills and support pupils' sporting and other achievements. This has already contributed to success in local competitions.

■ **The governance of the school:**

- The governing body is well-informed about the school's performance and the quality of teaching and is well-organised. It is efficiently led so all members can make a full contribution to the direction the school takes. The governing body is informed through the headteacher's detailed reports and its own increasingly systematic and regular checks on the school's work. Governors make good use of detailed analysis of pupils' progress through their 'A' team committee to contribute to the school's self-evaluation and improvement plans. They ask challenging questions of school leaders regularly to ensure that they provide the best quality of teaching and learning they can. Governors know about performance management and are fully involved in decisions as to whether teachers and staff should be rewarded with salary increases. They review targets for the headteacher. They manage the finances well by, for example, carefully scrutinising the use made of pupil premium funding and in the recent reorganisation of staffing levels and responsibilities.

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	106773
Local authority	Doncaster
Inspection number	430856

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	161
Appropriate authority	The governing body
Chair	Patrick O'Connor
Headteacher	Damien Thorpe
Date of previous school inspection	25 June 2012
Telephone number	01709 863280
Fax number	01709 865024
Email address	admin@st-marys-pri.doncaster.sch.uk

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