

St William of Perth Catholic Primary School

Canon Close, Maidstone Road, Rochester, ME1 3EN

Inspection dates 6–7 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- Achievement has improved since the last inspection. Pupils have continued to make good progress across Reception and Key Stage 1 and reach standards that are much higher than average. Most groups of pupils are now making rapid progress across Key Stage 2.
- Teaching has improved since the last inspection and is now typically good. This is because the headteacher and senior leaders have robust systems for checking the quality of teaching and provide clear guidance to teachers to help them improve their practice.
- Pupils behave well in class and around the school. They are polite, friendly and respectful to adults and to each other. They have positive attitudes to school and want to learn.
- Pupils feel safe at school because adults look after them well. Pupils of differing backgrounds play and learn well together and the school does not tolerate any discrimination.
- Senior leaders have good systems in place to ensure that all pupils achieve as highly as they can. Middle leaders, including staff responsible for supporting disabled pupils and those with special educational needs, are enthusiastic and support their colleagues well.
- Governors have improved their understanding of information relating to pupils' performance. They are now able to challenge the school's senior leaders about the achievement of different groups more effectively.
- Parents, carers and staff are highly positive about the work of the school.

It is not yet an outstanding school because:

- Achievement in writing is not as high as in other subjects because pupils do not always take note of teachers' comments on how to improve their work and these comments are not consistently precise enough to help pupils know exactly how to make their work better.
- Pupils have too few opportunities to practise and apply their information, communication and technology skills or learn about different cultures and heritages in a range of subjects.

Information about this inspection

- Inspectors observed 16 lessons or part lessons, of which one was carried out jointly with the headteacher.
- Inspectors listened to pupils reading, looked carefully at their work in lessons and work they had completed over time in their books. The team observed pupils' behaviour during playtimes, lunchtimes and around the school. They met with several groups of pupils to listen to their views about the school.
- Meetings were held with staff, pupils, two members of the governing body and two representatives from the local authority.
- Inspectors took account of the views of parents and carers through the 48 responses to the online questionnaire, Parent View, and also through informal meetings at the start and end of the school day. Inspectors also noted the responses to the 12 questionnaires completed by staff.
- The inspection team reviewed documents relating to attendance, child protection, safeguarding and behaviour, information about pupils' academic performance, information relating to the governing body, the school's self-evaluation and development planning, newsletters and documents relating to checks on the quality of teachers' performance and links to salary progression.
- The school celebrated World Book Day during the inspection which meant that the normal timetable was changed.

Inspection team

Sue Quirk, Lead inspector

Additional Inspector

Roger Fenwick

Additional Inspector

Full report

Information about this school

- St William of Perth Catholic Primary School is an average sized primary school. A number of new staff, including the deputy headteacher, have joined the school since the time of the last inspection.
- The proportions of pupils who come from minority ethnic backgrounds and those speaking English as an additional language are similar to the national average.
- The proportion of disabled pupils and those with special educational needs supported at school action is similar to the national average as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils eligible for pupil premium funding, which is additional funding for children looked after by the local authority, those known to be eligible for free school meals and those from service families, is lower than 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 and raise achievement in writing by:
 - ensuring that teachers' marking and verbal feedback to pupils identify more precisely what pupils need to do to improve their work
 - giving pupils enough time to check their work and correct their mistakes
 - checking that pupils, especially those who are disabled or have special educational needs, take note of their teachers' comments and do not repeat the same mistakes.
- Improve pupils' learning across all subjects by:
 - providing more frequent opportunities for pupils to use and apply their information, communication and technology skills
 - developing pupils' knowledge, understanding and appreciation of the different ethnic and cultural heritages reflected in the school and the wider community.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved since the last inspection. In 2012, too many pupils had not made good enough progress across Key Stage 2 and achievement was judged to require improvement. In the 2013 results, attainment at the end of Key Stage 1 and Key Stage 2 was higher in all subjects than in the previous year and progress rates across Key Stage 2 improved.
- The school's pupil progress information and work in pupils' books confirms that these improvements have continued and most pupils are now making rapid progress across Key Stage 2, especially in reading and mathematics. Almost all pupils currently in Year 6 are now working at and beyond the levels expected by the end of Key Stage 2 in reading and mathematics. Rates of progress in writing are more variable for different groups of pupils but most achieve well. Results in the spelling and grammar tests in 2013 were significantly high compared to national results.
- Pupils eligible for the pupil premium achieve well because the funding is used to ensure that every eligible pupil receives support for their academic needs or their personal well-being. The attainment gap between pupils eligible for pupil premium and those not eligible in school at the end of Year 6 in 2013 was just over half a term in reading and two terms in writing and mathematics. Across the school, gaps are closing because leaders and managers, including governors, have high aspirations for these pupils and support them effectively.
- The school fosters equality of opportunity well so that pupils from minority ethnic groups and those with English as an additional language achieve as well as other pupils in the school.
- The school has the same high expectations of rates of progress of disabled pupils and those with special educational needs as of other pupils. They achieve well in reading and mathematics but their progress is slower in writing. This is because staff do not all regularly check that pupils are taking note of comments made when teachers mark their books, so pupils are sometimes repeating the same mistakes.
- Teachers are becoming increasingly skilled in stretching the most-able pupils. A high-attaining group in Year 6 demonstrated excellent concentration and high levels of engagement as they explored how the author had used flashbacks to illustrate contrasting emotions in a piece of writing.
- Teachers and teaching assistants have a good understanding of early reading and phonics (the letters and the sounds that they make). When children start in the Reception class, they quickly learn to read simple words. Good teaching of phonics continues through Key Stage 1 and into Key Stage 2. In 2013, more pupils than in the previous year met the expected standards in the Year 1 phonics screening check. As they move through the school, pupils continue to make rapid progress in reading, because of good systems to keep track of how well each pupil is doing. The school uses many successful strategies to involve parents and carers in supporting their children's reading. Pupils read widely and often and do so fluently and with expression.
- The school knows that in the past, progress in writing across Key Stage 2 has not been good enough. Younger pupils are now using their phonics skills confidently to attempt to spell unfamiliar words. Most pupils in Key Stage 2 are writing in pen and joining their handwriting, which is an improvement since the last inspection. Work in books indicated that the quantity and quality of pupils' writing is improving. However, their progress is hindered because teachers' marking and verbal feedback to pupils does not always identify precisely enough what pupils need to do to improve their work and pupils do not always check their work and correct their mistakes.
- Inspectors saw very little mathematics teaching because the school was celebrating World Book Day during the inspection and there was a focus on literacy. A detailed scrutiny of work in mathematics books showed pupils are now achieving well. Pupils take pride in their work, setting it out neatly and carefully which helps them make accurate calculations.

The quality of teaching is good

- Teaching has improved since the last inspection. The high standard of work in pupils' books and their improving rates of progress show that it is typically good.
- When children start school in the Reception class, they settle in quickly because staff provide a wide range of interesting, imaginative activities. These help them to develop their early reading, writing and number skills well. For example, children, and their teachers, thoroughly enjoyed dressing up as characters for World Book Day and acting out the story of Burglar Bill. Most children were able to write simple sentences about stories they know. Workbooks show they are all making good progress in their handwriting and learning how to form their letters correctly. Children learn to get on well together because there is a strong emphasis on developing their social skills.
- Teachers' subject knowledge is a strength and pupils are taught to use vocabulary relevant to specific subjects. Year 2 pupils knew they were using secondary evidence in history as they studied an illustration about the Great Fire of London. Year 1 pupils learned that addition and subtraction could be expressed using a variety of other words.
- Throughout the school, teachers plan activities that build effectively on what children already know, understand and can do. Pupils make good progress because teachers' explanations and instructions are clear so pupils know exactly what is expected of them.
- Teaching assistants are generally deployed well and contribute effectively to pupils' achievement. They are well briefed and given guidance on how to help and support individuals and groups.
- Teaching is not outstanding because pupils do not always take every chance to improve their work and act upon the advice given in marking. Teachers mark work regularly, however, they do not always give precise enough points for improvement or expect pupils to correct their mistakes and check they are not repeating errors.
- Literacy and mathematical skills are taught well across the school. However, there are too few opportunities for pupils to use and apply their information, communication and technology skills and this restricts how well this aspect of their work improves.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They behave well in class and around the school. They are polite, friendly and respectful to adults and to each other. Pupils have positive attitudes to school and want to learn. They behave equally well with their own teachers and with staff with whom they are less familiar.
- Pupils of differing backgrounds play and learn well together and the school does not tolerate any discrimination.
- Pupils enjoy coming to school because adults are highly successful in fostering good relationships. As a result, attendance is above average and punctuality is good.
- Parents and carers who responded to Parent View, the online questionnaire, were highly positive about behaviour in the school, as were parents and carers who spoke with inspectors at the start and end of the school day. Staff too, felt behaviour in the school was managed well.
- The school's work to keep pupils safe and secure is good. Pupils are very aware of what they need to do to keep safe including when using computers and the internet. Pupils have a good understanding of the different types of bullying. They say bullying rarely happens and that is dealt with well. They know that adults in the school will listen to them if they have any worries.
- Pupils in the younger classes learned about 'stranger danger' from police officers who visited assembly.
- Governors are committed to ensuring pupils' safety has the highest priority. Risk assessments are well managed and the school site is secure.
- Behaviour and safety are not yet outstanding because pupils' attitudes to learning are not consistently positive. Pupils do not always respond quickly enough to teachers' comments in

their books and check that they are not repeating earlier mistakes.

The leadership and management are good

- Leadership and management are good. The headteacher and deputy headteacher, well supported by middle leaders and governors, work well together and are determined to ensure all pupils do as well as they can.
 - Checks on the quality of teaching are frequent and detailed, focusing on pupils' progress and the quality of work in books as well as the outcomes of lesson observations. Teachers and teaching assistants are well supported and professional development helps improve their practice. They are given clear guidance of expectations of performance at different stages in their careers. Senior leaders do not tolerate any underperformance. As a result, teaching over time is now typically good.
 - School leaders have an accurate understanding of the school's strengths and areas for development. Plans for improvement are detailed, focus on the correct priorities and are closely linked to pupils' achievement.
 - Middle leaders, including staff responsible for supporting disabled pupils and those with special educational needs, are enthusiastic and determined to ensure that all teachers are well supported and that pupils achieve as highly as they can. Staff responses to questionnaires were unanimously positive about the work of the leadership team.
 - There is a clear focus on promoting literacy and numeracy skills across different subjects. Teachers have high expectations of correct grammar, spelling and handwriting in all activities. Learning is supplemented by a number of lunchtime and after-school clubs and activities which are popular with pupils. However, leaders do not ensure that there are enough opportunities for pupils to use and apply their information, communication and technology skills across all subjects.
 - Spiritual, moral and social development is promoted well, as is physical well-being. The school's strong ethos provides a wealth of occasions for pupils to reflect on beliefs and values. The standard of singing in the choir provides an uplifting experience, both for those participating and the audience. Cultural development is not promoted so well. There are too few opportunities for pupils to learn about and appreciate different ethnic and cultural heritages reflected in the school and the wider community.
 - The school is using the new primary school sports funding well to enable more pupils to take part in a wide range of competitive sports with other schools and to promote healthier lifestyles.
 - The school has demonstrated good capacity for improvement. Issues identified at the last inspection and the subsequent checks on the school's effectiveness have been fully addressed. Inspection evidence confirmed that improvements in achievement and teaching are sustainable. Senior leaders are keeping a close eye on the attainment and progress of all groups and holding teachers accountable for rates of progress. As a result, achievement in all year groups and across a wide range of subjects is strong.
 - The local authority knows the school well. It has confidence in the school's leadership and has provided a range of support for middle leaders and for staff working with the youngest children.
- **The governance of the school:**
- Governors have a wide range of relevant skills which they use effectively to support and strengthen the school's leadership. They have acted swiftly and decisively to improve their knowledge and understanding of pupils' performance. Governors' minutes show they use this information well to challenge the school leadership effectively. They know how well the school is doing when compared to similar schools and all schools nationally. Governors ensure that procedures for the management of performance of all teachers are in place and that pay progression is carefully matched to the progress of pupils. They manage the school's finances carefully, including checking that the additional funding to support pupils eligible for the pupil premium and the new primary school sports funding is benefiting pupils. They are rigorous in

ensuring that the school fulfils its statutory responsibilities in safeguarding pupils.

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	118775
Local authority	Medway
Inspection number	433668

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	11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Rob Twist
Headteacher	Anne Keywood
Date of previous school inspection	20–21 November 2012
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