

# Shrewsbury Cathedral Catholic Primary School

New Park Road, Castlefields, Shrewsbury, SY1 2SP

**Inspection dates** 8–9 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Standards have not been high enough in Key Stage 2 and pupils make insufficient progress over the key stage.
- Standards at the end of Key Stage 1 are slowly declining.
- Pupils who are eligible for additional funding (the pupil premium) underachieve.
- Teaching does not challenge the more-able pupils and they underachieve.
- Teachers do not expect enough of pupils.
- Teachers do not help pupils to build on what they have learnt.
- Teaching assistants do not help pupils enough, which means that pupils are not able to fully participate in lessons.
- School leaders have an over-generous view of the school. The headteacher does not have an accurate view of the quality of teaching.
- School leaders and managers have not dealt with areas that were identified for improvement in previous inspections.
- The school does not have clear policies for teaching literacy and mathematics.
- Systems for checking on individual pupils' progress in lessons are ineffective.
- Pupils' behaviour is not good when lessons fail to interest them.
- The governance of the school is inadequate because the governing body does not carefully check on the standards of education and does not hold the headteacher to account.

### The school has the following strengths

- All pupils reach the expected standard in the Year 1 screening check in phonics (the sounds that letters make).
- Pupils make good progress in Year 6.
- Pupils enjoy a range of activities which help them to appreciate cultural diversity.
- The school's work to keep pupils safe and secure is good. Parents and pupils agree that the school is a safe place.

## Information about this inspection

- Inspectors observed teaching in 12 lessons, four of which were observed jointly with the headteacher. Inspectors also conducted two walks through classrooms observing teaching, the curriculum and behaviour. Inspectors observed two acts of collective worship and part of the school’s sports day.
- The inspectors heard pupils read, looked at past and present work in pupils’ books, and observed morning playtime and lunchtime activities.
- Meetings were held with the headteacher, subject and other leaders, staff, a group of pupils, the Chair of the Governing Body, a group of governors and a representative from the local authority.
- Inspectors took account of the 13 responses to the online parent questionnaire (Parent View), looked at a recent school survey of 77 parents, considered letters from parents and talked to parents at the start of the school day.
- Inspectors considered the 18 responses to the staff questionnaire.
- The inspection team looked at a number of documents including: the school’s self-evaluation and planning for improvement; records of the quality of teaching; information on pupils’ current progress and achievement; records relating to punctuality, behaviour and attendance; and the school’s safeguarding information.

## Inspection team

Christine Malone, Lead inspector

Her Majesty’s Inspector

Deana Holdaway

Her Majesty’s Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- The school is smaller than the average-sized primary school.
- The large majority of pupils are White British. There are fewer pupils from minority ethnic groups than the national average for primary schools. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs identified at school action is well above the national average. The proportion at school action plus and with a statement of special educational needs is slightly below the national average.
- The proportion of pupils eligible for additional government funding (pupil premium) is slightly above the national average for primary schools. In this school, the funding is provided for pupils known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been staff changes since the previous inspection. After acting as headteacher, the previous deputy headteacher was appointed as headteacher in September 2013. A deputy headteacher was appointed in March 2014.

### What does the school need to do to improve further?

- Improve the quality of teaching, making sure that pupils make consistently good progress through the school, and pupils who operate above the level expected for their age continue to do so, by ensuring that:
  - pupils who are eligible for the government's additional funding (pupil premium) catch up with, or exceed, the standards reached by their classmates
  - teachers plan activities that build on pupils' prior knowledge
  - teachers provide systematic opportunities for pupils to practise skills that they have learnt recently
  - teachers and support staff set more ambitious learning targets for pupils to aim for
  - additional adults are used more effectively to support pupils' learning during lessons
  - teachers use all possible opportunities to encourage pupils to read for themselves during their work in lessons.
- Improve leadership and management so that:
  - checks on the progress of pupils, and the performance of staff, are accurate and robust
  - the school's own reviews of its progress are more accurate and lead to effective improvement of the school
  - plans and policies for reading, writing and mathematics are implemented so that the quality of teaching in each class is good
  - leaders check regularly and often that staff training is having a positive impact on the quality of teaching across the school

- school leaders check that pupils for whom the school receives additional funding (pupil premium) in all classes, perform as well as, or better than, their classmates.

■ Improve governance by ensuring that:

- the governing body plays a much more active role in monitoring the performance of the school
- all governors understand their roles in order to fulfil their statutory responsibility to promote high standards in educational achievement
- the governing body checks the extent to which pupil premium funding is used to raise achievement for eligible pupils.

A full, focused, external review of governance should be undertaken, to build on the recommendations of the previous review in order to assess how this aspect of leadership and governance may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Despite improving standards at the end of Key Stage 2, standards have not been high enough in Years 3, 4 and 5. Pupils make insufficient progress over the key stage.
- Standards in Key Stage 1 have been deteriorating over the last four years in reading, writing and mathematics, and this trend has continued in 2014. Observations of lessons and scrutiny of pupils' books show that children in the Early Years Foundation Stage and in Key Stage 1 do not write as well as they should, given their relatively high starting points. When teachers do not challenge pupils, some pupils do not always show positive attitudes to learning in lessons. As a result, the quality of their writing does not improve.
- Although in Year 6, pupils eligible for additional government funding (the pupil premium) reach similar levels to their classmates in reading, writing and mathematics, eligible pupils attain lower standards than those reached by their classmates, in Years 2, 3 and 4. The gap between the attainment of eligible and non-eligible pupils in these year groups is widening in reading, writing and mathematics. In mathematics, in Year 3, eligible pupils are over a year behind their classmates.
- More-able pupils are starting to reach the higher levels in Year 6 although too few pupils make accelerated progress in writing. In all other year groups, low expectations lead to more-able pupils underachieving in reading, writing and mathematics.
- Children in the Early Years Foundation Stage do not make as much progress as they could, despite starting school operating at or above typical levels for their age. Most children reach or exceed expected levels, and are ready to enter Year 1, but more-able children underachieve.
- Pupils for whom English is an additional language are very keen to succeed and they make good progress from their starting points. Pupils in Year 1 who speak no English when they start school quickly catch up and soon read fluently in English.
- All Year 1 pupils over the last three years met the expected standard in the phonics screening check (the sounds that letters make).
- Disabled pupils and those who have special educational needs make variable progress. In lessons observed, some pupils were not well supported and, as a result, made no measurable progress.
- The primary sports funding is used effectively to promote healthier lifestyles. It has led to increased participation in inter-school competitions and additional sporting activities. Teachers have received training alongside the pupils so that they build the necessary knowledge and expertise to develop the activities further.

### The quality of teaching

### is inadequate

- The quality of teaching in the school is inconsistent and is very rarely good. In Year 6, good teaching through the year has led to pupils' rapid progress but this has not been the case in other year groups.

- Teachers and teaching assistants have low expectations of what pupils can do. In lessons, they do not take into account the pupils' high levels of knowledge or their excellent speaking and listening skills. This is particularly true in the Early Years Foundation Stage.
- Teachers do not provide systematic opportunities for pupils to practise recently learned skills. They do not consistently plan lessons to build on pupils' prior learning. As a result, pupils do not quickly develop new skills. For example, fluent readers and confident writers make careless errors because teachers and teaching assistants do not insist on high standards.
- The school does not set any minimum acceptable standards in literacy or mathematics. In the absence of school policies, teachers adopt varied approaches: for example, an effective system using red and green cards to indicate if pupils need help with their writing is only used in one class. Teachers do not insist upon high standards of written work, and do not develop pupils' skills in an ordered way. Errors such as incorrect use of 'their' and 'they're' are sometimes corrected, but pupils repeat errors.
- Although teachers' plans are detailed, in lessons, teachers ask more-able and less-able pupils to work at the same level of difficulty. This results in more-able pupils learning nothing new, and some pupils becoming inattentive and fidgeting.
- Teachers do not readily make connections between a planned activity and opportunities to simultaneously practise and develop skills in reading and writing. For example, teachers read to classes from books that are then put away without showing pupils the text for the lesson. As a result, pupils do not benefit from reading themselves, and cannot check the text to help them in their work.
- Teachers do not always provide a good role model for pupils. They write on the board using unclear and poorly formed handwriting, and they read to the class without intonation. As a result, pupils show a lack of pride in their work. They do not always take speaking activities seriously and are satisfied with illegible handwriting in their books.
- The setting of precise individual targets for pupils is at an early stage of development. Teachers indicate the levels at which pupils should be working in their planning but, in practice, pupils cannot talk about how to improve their work, or remember what their literacy targets mean.
- Additional adults sometimes fail to help, support or question the pupils with whom they are working. Consequently, these pupils do not contribute to lessons or benefit as much as they could from the teaching.
- Inspectors saw a few examples of teachers providing detailed, difficult and interesting challenges for pupils to explore. In these cases, pupils were more interested, and there was no limit to their achievements. Relevant moral dilemmas were used well to promote learning. For example, one class practised formal writing in relation to an incident in a World Cup football match. Another class calculated how much food was available during wartime.

### **The behaviour and safety of pupils**

### **requires improvement**

- The behaviour of pupils requires improvement. In lessons where the teacher's expectations are too low and they are unclear about the learning purpose, pupils become restless, lose

concentration and misbehave.

- During playtimes, pupils make full use of attractive, well-resourced outdoor facilities. Pupils say they have many friends and they 'are a whole community together'. However, occasional rough play went uncorrected by those who were supervising.
- The school's work to keep pupils safe and secure is good. Parents and pupils agree that the school is a safe place.
- Pupils are generally polite, and they articulate their views with sensitivity and understanding. Pupils show respect and courtesy for each other. They know about rewards and sanctions and have an acute sense of right and wrong. In their writing, they showed a deep empathy with those families caught in the Blitz. They expressed a keen awareness of the fear, the need to protect, and the desire to pray for comfort and safety.
- Pupils understand different types of bullying and are confident about what to do when concerned. Occasionally, pupils use unkind words, but pupils say bullying does not happen in the school.
- Pupils are aware of the dangers of inappropriate use of the internet. They know who to tell if they are worried. They understand the risks and know the rules regarding e-safety in school.
- Attendance has improved and is now very slightly above the national average for 2013. Attendance of groups of pupils such as those eligible for pupil premium funding and those who have special educational needs has improved. Pupils arrive promptly and are ready for their day.

### **The leadership and management** are inadequate

- The leadership team has started to make changes in the school, but is not sufficiently focused on improving the quality of teaching to improve pupils' attainment and progress. They are over-optimistic that giving pupils an enjoyable education will, alone, raise standards.
- Although the headteacher checks the quality of teaching, her monitoring is not accurate or robust. Teachers' performance is not regularly or effectively reviewed, and their pay is not linked to pupils' progress.
- Plans and policies for reading, writing and mathematics are weak. School leaders with additional responsibilities are inexperienced but are receiving the support they need from the local authority.
- School leaders do not prioritise the school's work with pupils eligible for additional funding. As a result, these pupils do not reach standards as high as their classmates in several year groups, and, until the inspection, this gap in attainment had not been noticed by leaders.
- School leaders' and governors' views of the school's performance are overgenerous. They do not focus sufficiently on maximising pupils' progress throughout the school. Standards in Key Stage 1 have slipped since the last full inspection. Standards in Year 6 have improved but this has not been the case in Years 3, 4 and 5. Many of the areas identified for improvement by inspectors in the previous two years have not been successfully addressed, despite considerable support from the local authority.

- Pupils enjoy a range of activities which help them to appreciate cultural diversity through art, music, literature and dance. A session where pupils were playing djembe drums showed pupils' awareness of cultural styles and enabled them to extend their musical skills and improvisation.
- Pupils' books, displays and discussions with inspectors show they have a growing awareness of different faiths, festivals and customs.
- The local authority has rightly designated this school as a high priority. Since the appointment of the new headteacher, the local authority has provided a good level of support to the school. The reports provided by advisers are helpful, and recommendations are generally consistent with the findings of the inspection team. However, the support the school's leaders have received has not led quickly to the improvements that are needed in teaching and in pupils' learning.
- The school should not appoint newly qualified teachers.
- **The governance of the school:**
  - The governing body does not hold school leaders to account and does not know about the quality of teaching because reports for the governing body have conveyed an overly positive view
  - Governors have attended training from the local authority about the use of education data, but they are not yet sufficiently confident to challenge the headteacher
  - The references in governing body minutes to the school's strategies to reward good teachers and tackle underperformance contradict the school's self-evaluation documentation
  - Governors could not talk knowledgeably about the performance management of the headteacher
  - The governing body does not understand the use and impact of pupil premium funding
  - The governing body ensures that safeguarding meets statutory requirements.



## 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

<b>Unique reference number</b>	123554
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	443401

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	148
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Father Christopher Matthews
<b>Headteacher</b>	Jacqueline Watkins
<b>Date of previous school inspection</b>	30 January 2013
<b>Telephone number</b>	01743 351032
<b>Fax number</b>	01743 351032
<b>Email address</b>	admin@cathedral.shropshire.sch.uk

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