

# St Paul's Catholic Primary School

Sisefield Road, Kings Norton, Birmingham, B38 9JB

**Inspection dates** 15-16 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

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

- The attainment of pupils in Year 6 dipped in 2013 and was below average, particularly in mathematics. Although pupils made better progress in 2014, their achievement still required improvement.
- In some classes in Key Stage 2, most-able pupils and those who find work difficult are not given work that is matched well enough to their previous learning.
- Some pupils find work difficult because they do not have secure basic skills in literacy and numeracy on which to base further work. Pupils' problem solving skills in mathematics at Key Stage 2 are not well developed.
- Pupils at Key Stage 1 who find reading difficult are slow to develop skills to help them become competent readers. At Key Stage 2, a few pupils do not fully understand what they read.
- Marking of pupils' work does not consistently tell pupils what they need to do to improve.
- Teachers do not pay enough attention to making sure pupils deal with basic weaknesses, such as spelling and the presentation of their work.

### The school has the following strengths

- School leaders have taken effective steps to eliminate weak teaching. As a result, pupils currently in school now make better progress and standards in all years are in line with those typical for pupils' ages.
- Pupils get off to a good start in the early years and achieve well. Pupils behave well in lessons and at other times during the school day. They are polite and courteous towards adults and each other.
- Pupils are kept exceptionally safe in school.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- Leaders and staff work well together to identify and improve aspects of teaching and learning. This is contributing strongly to the better progress being made by pupils. Governors know the school and its community well. They play a strong role in improving the school's effectiveness.

## Information about this inspection

- Inspectors observed pupils' learning in 12 lessons. All of the observations were carried out jointly with the headteacher and the deputy headteacher. Observations were of full lessons, which gave inspectors the opportunity to look carefully at pupils' work in their books to assess the rates of progress pupils were making in the current school year.
- Inspectors listened to a group of Year 2 pupils who find reading difficult read and older pupils informally during observations.
- Inspectors looked at a wide range of documentation, including the school's own judgements on its strengths and weaknesses, and the data it collects on pupils' progress. Documents detailing the school's arrangements for safeguarding were reviewed and discussed.
- Meetings were held with governors, senior leaders and pupils. A conversation was held with a representative of the local authority.
- Questionnaire responses from 33 members of staff were analysed.
- There were insufficient responses to the online questionnaire (Parent View) for them to be published. Inspectors looked at the results of the school's recent questionnaires, giving parents' views. An inspector talked to a sample of parents who had just brought their children to school.

## Inspection team

David Speakman, Lead inspector

Additional Inspector

Nicholas Daws

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- Children in the Nursery attend part-time and in Reception full-time.
- Just over half of the pupils are White British. Others come from a wide range of minority ethnic groups, the main group, at 17.5%, being African. A small minority, 17%, speak English as an additional language.
- The proportion of disadvantaged pupils eligible for support through the pupil premium (additional funding for pupils known to be eligible for free school meals or in the care of the local authority), at 82%, is exceptionally high.
- The proportion of disabled pupils and those who have special educational needs is about average at 21%.
- A much higher proportion of pupils than typically found join or leave the school at other than the usual points of entry.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The governors run a breakfast club on the school site, and it was included in this inspection.
- The school is in the final stages of converting to an academy. Along with four other Catholic primary schools and a Catholic secondary school, they plan to form a Multi Academy Company (MAC). The school is scheduled to convert to an academy at the beginning of March 2015.

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

- Improve the quality of teaching so that it is consistently at least good by:
  - improving teachers' use of information on pupils' previous attainments to set demanding work that ensures all groups, but particularly the most-able pupils and those who find work hard, make rapid progress
  - achieving a consistent approach to marking and feedback to pupils so they know what to do next in their learning to improve
  - ensuring teachers pay greater attention to identifying basic errors, including spelling, and making sure that pupils always complete their corrections.
- Further improve pupils' achievement by:
  - improving the mathematical problem solving skills of pupils in Key Stage 2
  - ensuring pupils develop better reading skills and a more accurate understanding of what they read
  - developing their spelling and knowledge of English grammar to improve writing in all subjects.

## Inspection judgements

### The leadership and management are good

- Standards fell after the last inspection. Leaders have taken decisive steps to improve teaching and learning and eliminate weak teaching. Regular observations are identifying what needs to improve, and clear, robust feedback and challenging targets are holding staff to account. This is contributing strongly to the better progress being made by pupils. Leaders rightly recognise that there is still more to do to sustain these improvements and enable pupils to make consistently good progress over time. Leaders have established a culture in which pupils can succeed.
- Subject leaders, and other leaders with areas of responsibility, such as those leading the early years are effective in their work. They work alongside senior leaders to check quality and standards in their subjects. Checks on pupils' progress are thorough and have contributed to their improving progress.
- Spiritual, moral, social and cultural development is promoted well. Pupils are encouraged to take responsibility around the school and pupils of different ages work together to help one another. Pupils' good social and moral development is shown by their good behaviour and positive attitudes towards pupils from different backgrounds. They develop a sense of fairness and appreciate each other's achievements in the various sports activities the school hosts. The school celebrates the contribution made by the range of cultures and different backgrounds and prepares pupils well for life outside school in modern Britain. Pupils learn about social and democratic processes through curriculum topics.
- The local authority has had little contact with the school until recently. It has been identified as vulnerable through evaluations of assessment data, although there has been no follow up in the past. The new attached improvement partner has identified the school's needs and has prepared plans to help the school improve, although these are not yet in place.
- The school has made effective arrangements for spending the primary sports funding to improve and widen sporting opportunities. Qualified sports coaches work alongside teachers and support staff during lessons to improve expertise. Sports competitions are used to widen pupils' opportunities to take part in sports and games. Funding is used to encourage all pupils to learn to swim by the time they leave school. Some of the funding is pooled with other local schools to ensure value for money.
- The school is still developing and reviewing its curriculum so that it will reflect the changes recently introduced at national level. There are plans to teach skills and to combine learning in a range of subjects through topics. They are developing new assessment systems alongside the curriculum, but these areas are work in progress.
- The governance of the school:
  - Governors know the school well and play an effective role in making carefully considered decisions about key aspects of the school's work, such as its future as an academy.
  - Governors systematically challenge senior leaders over the school's effectiveness. They are knowledgeable about what needed to improve and the impact of the steps taken to tackle weaknesses. They ask searching questions to hold staff to account.
  - Governors visit school to see for themselves how it is doing. They have a good knowledge of teachers' effectiveness through first-hand experiences and discussions with senior staff.
  - Governors have developed their own skills well, through training, in order to support and strengthen leadership and management. They understand assessment data and are aware of how the achievement of pupils compares with other schools. They know that achievement has now improved.
  - They set clear targets in managing the performance of the headteacher and staff, and make sure that teachers' pay increases are closely linked to evidence of their impact and competence.
  - Governors have a clear understanding of the impact of additional targeted funding, such as the pupil premium and the primary school sports funding.

- The governing body ensures that all statutory requirements are met, including those for safeguarding.

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

### **Behaviour**

- The behaviour of pupils is good. All parents who responded to the school's questionnaire, and all staff and pupils spoken to, say that behaviour is good.
- Lessons are rarely interrupted by poor behaviour. Behaviour at break times and on other occasions is good. Pupils play alongside each other harmoniously. They say they enjoy school and feel free from any form of intimidation.
- Attendance is improving year on year. During the current year, attendance has improved further and is now on track to be above average. The percentage of pupils regularly away from school has fallen and is below average. Pupils arrive to school on time.
- Pupils feel they are making good progress. They have positive attitudes and approach their learning with enthusiasm. However, not all pupils take enough care over their work. There is some variation in the way pupils present their work and the work in pupils' books is not always neat and tidy.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils know how to keep themselves safe in and out of school. They are confident that any issues that worry them will be dealt with promptly and effectively. They are helped to develop a very good understanding of internet safety.
- Pupils are aware of the different forms that bullying can take and know what to do if they ever need help. They say there is no threatening behaviour in school and confirm that any bullying would be dealt with effectively.
- Pupils receive high levels of care in the breakfast club each day.
- Staff training and expertise in child protection are up to date and adults are exceptionally vigilant. The pastoral team does an outstanding job in supporting pupils and their families so that pupils develop the confidence and positive attitudes needed for them to become effective learners. Staff are well qualified in child protection procedures, have excellent professional contacts and when necessary, make referrals to outside agencies. Parents speak very highly about the support given to them and their children by the school.

## **The quality of teaching** requires improvement

- Teaching requires improvement because, over time, it has not had a good enough effect on pupils' learning. As a result, pupils have not made good progress in reading, writing and mathematics and attainment has been below average.
- Teachers do not routinely use the information they have on pupils' previous attainment to plan work that helps pupils at different levels of attainment make good progress. Teachers do not plan in enough detail what each group of pupils is expected to learn. As a result, some pupils struggle with the work and pupils who find the work easy are not provided with harder work to move them on to the next level.
- The teaching of reading does not ensure that the few younger pupils who find reading difficult, build the necessary phonic (letters and the sounds they make) skills to help them become good readers. A few older pupils do not have a clear understanding of what they read or of what questions ask of them.
- Marking of pupils' work does not always identify how they can improve. All work is marked regularly and is up to date. However, comments are often complimentary and do not identify what pupils need to do next

to improve. Some teachers miss opportunities to pick up on basic mistakes, such as spelling or untidy presentation, and pupils are not consistently expected to correct mistakes.

- Teachers sometimes miss opportunities to move pupils onto the next steps quickly enough or when they show they are ready, particularly in mathematics.
- Support by school leaders and checks on the quality of teaching and are helping teachers to improve their performance. As a result, teaching is now having a much more positive impact on pupils' learning and their progress.
- Pupils' progress has also improved because teachers are using probing questioning, which is modified thoughtfully for pupils of different abilities. Achievement is celebrated through the display of pupils' work. These aspects effectively build on pupils' self-esteem and provide them with the confidence to take the next steps in learning.
- Behaviour is managed well so that lessons proceed without interruption. Adults have good relationships with pupils and by showing respect for pupils, they are respected in return.
- Teaching assistants are effective in supporting disadvantaged pupils and those who have special educational needs through the delivery of effective support programmes. They know pupils individually and are aware of different needs. Through training they are competent to support pupils' learning well.

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because since the previous inspection it has not been good. As a result standards at the end of Year 6 have been below average, particularly in mathematics and English grammar.
- Around four out of every five pupils qualify for support through the pupil premium. Progress for these pupils has been slower than the small number of other pupils, except in writing and reading in 2014, where it was better. In 2014, eligible pupils were almost two terms behind other pupils in the school and about two terms behind pupils nationally in reading. In writing they were about half a term behind their classmates and two terms behind other pupils nationally. In mathematics, they were two and a half years behind other school pupils and one and a half years behind other pupils nationally.
- The achievement of disabled pupils and those who have special educational is similar to their classmates. Although still requiring improvement, their progress is quickening as a result of teachers' close monitoring of their learning and the effective use of adult support.
- Too few of the most-able pupils regularly achieve the higher levels. The proportions of pupils doing so in reading, writing and mathematics at the end of Key Stage 2 were below the national average last year, and significantly so in mathematics and English grammar.
- Achievement in the Early Years is good. By the end of reception, children's attainment is at broadly typical levels, reflecting good progress from their starting points. Attainment by the end of Year 2 is broadly average in reading, writing and mathematics and the proportions achieving the higher Level 3 are now close to average. Pupils from minority ethnic groups at Key Stage 2 achieve well.
- The considerable work to improve teaching is now leading to improvements in pupils' achievement. Gaps between pupils supported through pupil premium funding and other pupils at Key Stage 2 are closing. Pupils in all year groups are currently working at levels close to those expected for their age.
- Attainment is on track to be average in reading, writing and mathematics at the end of this school year. This represents improvement on standards in 2014 and good progress from pupils starting points when they joined Year 3. This prediction is supported by assessments at the end of Year 5, when attainment for these pupils was at the level expected for their age and by the work in their books.

**The early years provision are good**

- Good leadership and good teaching enable children to make good progress. When they join the nursery, children's skills are low in all areas of learning. Significant weaknesses are evident in children's communication and in particular their speaking. Children often communicate using single words and their speech is not clear. By the end of Reception, the proportion of children with a good level of development is close to the national average, but with literacy still being a relative weakness. Children are prepared well to join Key Stage 1.
- There is a good balance between opportunities for children to choose their own activities and adult-led learning. This is effective in appealing to children's interests and keeping them fully engaged. Even when clearing up, adults lead singing, which children enjoy immensely. This means that children complete their tasks quickly so they can join in and are not left unoccupied.
- There is a strong emphasis on children learning through discovery and exploration. Adults provide a good range of interesting resources, both indoors and outside, to support learning across all areas of learning. They ask searching questions to encourage children to learn from their own play. These activities are effective in supporting children's personal development and confidence. Children's behaviour is good at all times.
- Adult-led learning, sessions, such as phonics, are short but well-planned and the pace of learning is quick. Children learn a good deal in a short time. Adults have high expectations of children and move them on to the next steps in learning as soon as they recognise children are ready. In phonics lessons, work is matched well to children's different stages of development so they get a secure foundation in learning to read.

## 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>	103457
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	456276

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Carr
<b>Headteacher</b>	M Daniels
<b>Date of previous school inspection</b>	6 March 2012
<b>Telephone number</b>	0121 464 1546
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