

# Our Lady of Perpetual Help Catholic Primary School

Finkle Street, Bentley, Doncaster, South Yorkshire DN5 0RP

<b>Inspection dates</b>	13–14 April 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and deputy headteacher work effectively to ensure that teaching and learning continue to improve.
- Teachers plan lessons that engage and enthuse pupils and, as a result, progress is good throughout the school.
- Strong, positive relationships at all levels ensure that any challenging behaviour is managed well.
- Leaders have created a positive learning culture which enables pupils to have a go, without fear of getting it wrong.
- Governors hold leaders accountable and are actively involved in checking and monitoring the information presented to them.
- Pupils are extremely well supported and cared for, and as a result their personal development is outstanding.
- Partnership with parents is strong, and parents have confidence in the school's ability to keep children safe.
- Pupils concentrate in lessons and show positive behaviour for learning. They are polite and well mannered. Playtimes and lunchtimes are happy times and pupils behave well.
- Training and partnerships with local schools are enabling teachers to improve their practice.

### It is not yet an outstanding school because

- The assessment information for early years is not monitored rigorously enough by leaders.
- Pupils do not make strong enough progress in mathematics.
- Attendance remains below the national average.

## Full report

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

- Improve the quality of assessment information in the early years by checking the quality and accuracy of the information gathered more frequently.
- Develop work on mastery of mathematics to ensure more pupils reach the higher levels and therefore progress for all groups improves.

## Inspection judgements

### Effectiveness of leadership and management is good

- Senior leaders have addressed the issues raised at the last inspection and have worked tirelessly to ensure that improvements are now firmly embedded.
- The headteacher leads by example. She has high expectations and, along with the deputy headteacher, forms a strong team working together to continually raise the expectations of all staff. This is resulting in higher outcomes for pupils and a positive culture of learning for both staff and pupils.
- Performance management is used effectively to set ambitious targets, and to hold teachers to account. Leaders ensure that both the teaching and professional standards are applied with equal weighting, and link this closely to pay awards. This is further embedding the strong culture of high aspirations, because leaders expect only the highest professional conduct of all their teachers.
- The school development plan clearly maps out what leaders are doing to improve outcomes. It pinpoints precisely what is needed to further improve the school and is evaluated by governors regularly. As a result leaders know their school well and outcomes are improving.
- Leaders utilise strong links with local schools to ensure the accuracy of their monitoring information and to share best practice. Professional development opportunities for staff to work with other teachers to compare work samples are ensuring that assessment is accurate and that standards are continuing to rise. As a result teachers say they are well supported and regular training is enabling them to improve their knowledge and increase their expectations.
- The curriculum meets the needs of the learners and provides interesting topics through which pupils learn key skills and facts. Science is taught through discrete lessons alongside a well-planned 'science week' which develops scientific thinking and knowledge. Pupils learn about other faiths and cultures through religious education and show extremely positive attitudes to people of other faiths and backgrounds. Progress in some areas of the curriculum, art for example, is not as strong because the new curriculum has not been firmly embedded and leaders have been heavily focused on English and mathematics.
- Pupil premium funding is used well. Leaders meticulously plan interventions for individuals and small groups to ensure that gaps for disadvantaged learners are closing. This has been particularly successful in English and internal monitoring shows that disadvantaged pupils are making accelerated progress, which is helping them to catch up.
- Physical education is well taught and pupils have many opportunities to participate in sporting events. The wide range of free after-school clubs on offer is valued by pupils and helps to further develop a love of physical exercise. Leaders monitor uptake of clubs and link this to assessment information to monitor the impact on learning.
- **The governance of the school**
  - Governors are well informed and play an active role in the strategic development of the school. They are keen to help the school move forward and offer support and challenge to the headteacher. Their recent re-alignment of committee structures is enabling them to have a sharper focus on outcomes for pupils.
  - Governors check the information provided by the headteacher by carrying out regular monitoring visits, linking closely to the half-termly monitoring plan. During their learning walks they provide written feedback to the headteacher, which is then discussed at meetings. This is helping leaders at all levels to gain a full and accurate picture of the school's strengths, and any areas for development.
  - Governors use training opportunities well to improve their own knowledge and are involved in annual whole-school training. They have utilised support from their local authority to help them improve their committee meetings.
- The arrangements for safeguarding are effective. Leaders act quickly to ensure any information is passed directly to relevant agencies and are proactive in chasing up actions. Their detailed recording systems provide a clear picture of actions taken and regular reviews ensure no time is wasted in supporting individuals. The headteacher uses a wide range of external agencies and attends regular updates to ensure she knows exactly what is on offer in the local area so that she can provide the best support for individual pupils and families. Staff are up to date with their safeguarding training, and are provided with regular updates at staff meetings and through leaflets explaining any changes to policies and procedures.

## Quality of teaching, learning and assessment is good

- Improvements to the quality of teaching, learning and assessment are evident since the last inspection. This is because the headteacher and deputy headteacher set consistently high expectations and work hard to ensure all teachers are fully supported to meet them.
- The new assessment arrangements are being firmly embedded and leaders are adapting and refining their systems to ensure that the information collected is accurate, useful and gives a clear picture of where individuals and groups are in their learning. Assessments are cross-checked through regular monitoring of books and teaching to ensure accuracy. As a result assessment is detailed and accurate.
- Teachers' planning is detailed and is tailored to meet the needs of every pupil in the class. Key groups are highlighted, alongside disadvantaged pupils, and this enables teachers to check that these pupils are being given the right challenge and support to meet their targets.
- Leaders use performance information from their monitoring to check that areas for improvement highlighted from prior monitoring are fully addressed by dropping into lessons, scrutinising work and talking to pupils. This is resulting in pupils making good progress because their needs are being met.
- Strengths in teaching include the skilful use of questioning to extend and deepen learning. Pupils are required to explain their reasoning and give examples to explain their answers. As a result teachers are able to check whether pupils are secure in their learning. The clear explanations offered by some pupils often help others to consolidate their learning.
- Pupils know how to improve their own work because teachers give helpful feedback. This gives pupils a sense of pride and achievement in their own work, which they can see is improving.
- The teaching of mathematics is focusing on providing interesting opportunities for pupils to apply their skills. Pupils are given follow-on work in which they need to demonstrate their understanding in a different context.
- Pupils who are supported by teaching assistants in prescribed programmes make good progress. This is because the teaching assistants have been given appropriate training, know what is expected of them and have time to discuss the progress of pupils with class teachers. Where teaching assistants were not as effective they were supporting a group within the lesson and were not being guided by the teacher.
- Reading is a high priority within the school. Pupils read a wide range of books and read often to themselves and to adults. They can explain how reading to each other helps them to improve their understanding. The use of the online reading programme is especially effective for pupils who have limited access to books at home.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The warm atmosphere and care shown by leaders permeates throughout the whole school. Respect, tolerance, courtesy and positive attitudes are evident throughout the curriculum, from displays and from talking to pupils. The richness of care cocoons its learners and gives them strong self-belief so that they feel safe to take risks and to have a go at new things.
- Pupils are confident and articulate learners. They are immensely loyal to their school and their teachers, and feel happy and valued. Parents acknowledge the way in which their children are nurtured and grow as they move through school. This is because all staff build positive relationships with both pupils and families. Many parents value the support given to them by the headteacher and her team and say it is a key strength of the school.
- Every opportunity is taken to ensure the right support is offered, from 'Rainbows', which offers weekly support for bereaved pupils, to the heavily subsidised breakfast club that provides a healthy start to the school day. Leaders constantly think about the welfare of the pupils in their care and know that for some of their pupils, school is their safest place.
- The pastoral team work relentlessly to ensure any worries are dealt with and give pupils a space where they can come and talk. Pupils know what to do if they are concerned about anything; they can post their worries, safe in the knowledge that someone will come to find them. Pupils who have used the 'worry box' say how it has helped them and talk about being given time to keep a diary and how it helps them to stop worrying.

- Pupils have a voice in deciding how to improve their own school. They designed the 'Hakuna Matata' room, a safe haven providing a calm and relaxing environment for pupils to talk, calm down or just to watch the colourful fish swimming round in the tank, to focus their minds and get them ready to learn.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils behave well around school, in lessons and in the playground. They know how to behave and also what will happen if they misbehave. Pupils say bullying does happen, but is rare, and if it does, is dealt with quickly by staff.
- Leaders record every behaviour incident and therefore have a full and detailed record of everything that has happened over time. They use this information to help pinpoint where any improvements are needed and over time there has been a decline in any inappropriate behaviour.
- Attendance remains below the national average, but current attendance information shows improvements for all groups. This is because leaders are using everything they can think of to help improve attendance, including obtaining the 'Asthma award' for schools, as a way of reassuring parents that they can keep their children safe if they have an asthma attack. Attendance of pupils who are from a travelling background is improving, but remains lower than the national average; however, leaders enjoy positive relationships with the families of these pupils and are kept informed of planned absences.
- The school has zero tolerance for planned family holidays in term time and has issued a number of fines to families. Working alongside outside agencies is helping to get the message across that attendance is important, and as a result attendance is improving.
- The rewards given to pupils who have 100% attendance over specific periods of time have also had a positive impact on attendance. The policy has recently been reviewed and amended after pupils stated that sometimes they are genuinely ill and want to come to school. Rewards are also now offered for pupils who have 98.9% attendance: something the pupils are very happy about.

### **Outcomes for pupils**

### **are good**

- Since the last inspection outcomes for pupils have improved in all areas and the school's internal monitoring shows that this is a continuing trend. Pupils are well prepared for their next stage of education.
- Historical information shows that the number of children reaching the expected level of development at the end of the early years has continued to improve and is now at around the national average. Gaps for disadvantaged pupils and boys have closed in literacy, but remain in numbers.
- Current early years progress information shows that more pupils are now on track to meet expectations and more emphasis is placed on developing mathematical skills to help address the gap. Very few pupils in the current cohort are disadvantaged.
- Phonics outcomes have shown improvement and in 2014 were above national expectations. This dipped to broadly in line with national expectations in 2015. Pass rates in Year 2 were above average. Current tracking and progress information indicates that pass rates will be around average this year and leaders are focusing on the very small number of pupils identified as needing extra support to reach the required standard.
- In key stage 1 there have been significant improvements in the number of pupils reaching the expected level in all subjects, which is now above national average. Improvements are also evident in the proportions of pupils reaching the higher levels in mathematics and writing. No disadvantaged pupils reached the higher levels in writing and mathematics, but internal tracking shows these pupils still made good progress from their starting points.
- Key stage 2 progress is good. Again, a rising trend over the last three years has resulted in 100% of pupils making expected progress in reading and writing, with above-average numbers of pupils making more than expected progress in these subjects, including disadvantaged pupils.
- Progress in mathematics is less strong, although broadly in line with national figures. Recent improvements to tracking, monitoring and teaching in mathematics show that from their starting points, more disadvantaged pupils are now on track to meet higher expectations and that gaps are closing across the school.
- Progress for pupils with identified special educational needs and disability is good.

## Early years provision

is good

- Pupils enter the Nursery class with skills that are generally below those typical for their age, particularly in speaking and listening. Through carefully planned curriculum provision and adult interactions they quickly begin to make good progress. As they enter key stage 1 they are well prepared for their next stage of learning.
- Children show positive attitudes to learning. They are provided with opportunities to work with adults or to work by themselves on self-initiated learning tasks. This is supporting the development of their independence and enabling them to learn at a faster pace.
- Adults take into account the interests and needs of the children and plan activities to utilise these to further enhance learning. The well-resourced and stimulating outdoor area allows children to explore their environment in a safe and meaningful way. Reception and Nursery aged children work well together, with older pupils helping younger ones and acting as role models.
- Opportunities to develop pupils' imagination and speaking skills are provided throughout the setting, with a variety of areas set up to stimulate interest and allow younger pupils to explore at their own level. Children playing with small fairies and woodland equipment made up little stories as they played, developing their early story telling skills. Other children who were working in the 'vets surgery' applied bandages and plasters, while telling narratives about what they were doing and why. Skilful intervention by staff enabled the learning to be extended to provide a deeper learning experience for pupils.
- Early reading skills are taught well. Children are taught in small groups by skilled teaching assistants who understand how young children learn and break the long session into smaller chunks of learning, so that children remain engaged. As a result, pupils are quickly developing the early skills of reading and writing.
- Children enjoy their time in early years. They are happy and confident in their learning. Parents speak highly about the progress their children make and are involved in their children's learning from day one. Home visits are the start of close relationships formed during the first year and set a firm foundation on which positive relationships are built throughout the school.
- Learning journals are not being monitored frequently enough by leaders to check the accuracy of the judgements. As a result, some children have gaps in their learning which are not always accurately reflected in their journals.

## School details

<b>Unique reference number</b>	106770
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10011984

This inspection 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>	145
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Batchelor
<b>Headteacher</b>	Mrs Diane Collins
<b>Telephone number</b>	01302 874 291
<b>Website</b>	<a href="http://www.ourladys.doncaster.sch.uk">www.ourladys.doncaster.sch.uk</a>
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<b>Date of previous inspection</b>	19–20 February 2014

## Information about this school

- Two teachers are currently on maternity leave. Three new teachers are in post, two of whom are temporary, and one is a newly qualified teacher.
- Our Lady of Perpetual Help is in a hard federation with St Joseph and St Teresa’s Catholic Primary school; they share a governing body and a school business manager.
- The majority of pupils are from a White British background.
- The proportions of pupils who are in receipt of pupil premium funding (additional funding for looked after children, those from armed forces families and those known to be eligible for free school meals) are higher than average.
- The proportion of pupils with special educational needs is broadly average, but there is a higher proportion of pupils who are supported by a statement.
- The school meets the government floor standards.
- The school serves an area of higher than average deprivation.

## Information about this inspection

- This inspection was carried out over two days by one inspector.
- Every class teacher was observed at least once and most observations were carried out alongside the headteacher.
- Meetings were held with the headteacher, governing body, a representative from the local authority, a representative from the diocese and middle leaders.
- A group of pupils were interviewed and 16 pupil responses were received.
- Information from parents was gathered through speaking to parents outside in the playground and analysing the 17 responses to Ofsted's online questionnaire, Parent View, including nine text responses.
- Pupils' work books were analysed, alongside assessment information.
- A wide range of documentation was examined relating to school improvement, attendance, behaviour and safeguarding.

## Inspection team

Janet Lunn, lead inspector

Her Majesty's Inspector

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