

Inspection of St Catharine's Catholic Primary School

Lower High Street, Chipping Campden, Gloucestershire GL55 6DZ

Inspection dates: 6 and 7 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Children get off to a flying start in the early years. Across the school, pupils enjoy learning. Pupils especially love reading the books chosen carefully by their teachers. Some are then inspired to read the whole series, such as pupils in Year 4 after reading 'Podkin One Ear'.

Staff make sure that the learning environment is safe. Pupils are happy in school. They know they can talk to adults in school if they have a worry. Pupils say that bullying does not happen.

Most pupils behave well. However, when some pupils find their learning tricky, they occasionally give up too easily. Teachers are working with these pupils to help them 'stick at it' and have a more positive attitude towards their work.

Each year, pupils elect a school parliament with roles including ministers responsible for sport, the environment, arts and fundraising. These ministers enjoy leading activities for other pupils, including running some lunchtime clubs. Pupils know how to stay physically and mentally healthy.

Pupils are kind, caring and understand that everyone is special. For example, after reading 'The Long Walk to Water', Year 6 pupils show empathy with refugees. Pupils strongly believe everyone should be treated fairly and with respect.

What does the school do well and what does it need to do better?

Leaders have planned the curriculum carefully. Through subject leaders, they have worked with teachers to ensure that pupils learn what is set out in the plans.

Leaders have focused on providing a broad and balanced curriculum that extends pupils' thinking beyond reading, writing and mathematics. This is a strength of the school. As a result, pupils have a good understanding of a wide range of subjects. For example, in art and design, pupils' knowledge of art builds as they learn more about colour. Pupils remember well the artists that they have studied. They use technical language confidently to assess their work.

The youngest pupils read books that closely match the phonics they learn. Teachers' knowledge of phonics is secure. They spot, swiftly and correctly, when pupils need extra practice. Consequently, pupils make strong progress in building their phonics knowledge. This helps pupils read with confidence and increasing speed.

Leaders are ambitious for all pupils. Teachers check that pupils are keeping up with the learning expectations. They identify accurately and support skilfully pupils to gain new knowledge. Adults use appropriate resources effectively so that pupils with special educational needs and/or disabilities learn well. The special educational

needs coordinator works well with external agencies, such as speech and language therapists, to plan and deliver individual support.

Following the disruption caused by the COVID-19 pandemic, leaders have identified gaps in pupils' knowledge. Teachers are working with pupils to close the gaps appropriately. Some pupils in some year groups are receiving extra support to gain the essential technical skills in their writing and mathematics. Pupils are beginning to catch up. However, this important work remains a priority.

Pupils attend school regularly. Leaders work well with parents to overcome any issues stopping pupils from attending school. Leaders' work with families has successfully improved their children's attendance.

Leaders, including governors, have clear plans to improve the quality of education further. Governors attend appropriate training to understand how to carry out their roles and responsibilities. Consequently, governors hold leaders to account effectively. Leaders are keen to work with and learn from experts. For example, they work closely with local English and mathematics networks to improve teachers' subject knowledge and select appropriate resources. Teachers appreciate the care leaders take with regard to their well-being and training.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are taught how to keep themselves safe. For example, they know not to talk to strangers online or share personal information.

Staff receive training to help them identify the needs of vulnerable pupils. They record any concerns and share them with leaders responsible for safeguarding pupils. Leaders respond appropriately and swiftly. They work well with external agencies to seek advice and support for pupils and families in need.

Governors' knowledge of safeguarding requirements is secure. This enables them to hold leaders to account fully.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although leaders have prioritised providing extra support for pupils who have fallen behind. Some pupils are not catching up quickly enough. Some pupils in some year groups still have gaps in aspects of the curriculum, including some spelling, punctuation and multiplication facts. Leaders need to ensure that teachers provide these pupils with the additional support they need to catch up quickly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115705
Local authority	Gloucestershire
Inspection number	10200964
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	117
Appropriate authority	The governing body
Chair of governing body	Vincent Kelly
Headteacher	Joanne Welch
Website	www.st-catharines.gloucs.sch.uk
Dates of previous inspection	9 and 10 January 2018, under section 5 of the Education Act 2005

Information about this school

- St Catharine’s Catholic Primary School is a smaller than average-sized primary school.
- The school is part of the Roman Catholic Diocese of Clifton.
- Following the last inspection, a new chair of governors and inclusion leader have been appointed.
- Four new teaching staff have joined the school in since September 2018.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- The inspectors met with the headteacher, inclusion leader, staff, pupils and four members of the governing body.

- The lead inspector listened to pupils from Years 1, 2 and 4 read to an adult.
- The inspectors did deep dives in reading, English, mathematics and art. They discussed the curriculum with subject leaders, staff, pupils, visited lessons and looked at pupils' work.
- The lead inspector reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding lead acts on concerns about pupils' welfare and safety. Inspectors talked to pupils, staff and governors about safe working practices.
- Inspectors considered 61 responses to the online survey, Ofsted Parent View, including 40 free-text responses, 35 responses to the pupils' online survey and nine responses to the survey for staff.

Inspection team

Marie Thomas, lead inspector

Her Majesty's Inspector

Nicola Berry

Ofsted Inspector

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