

Inspection of a good school: Our Lady of Mount Carmel Catholic Primary School

Sandringham Road, Intake, Doncaster, South Yorkshire DN2 5JG

Inspection dates:

5 and 6 July 2022

Outcome

Our Lady of Mount Carmel Catholic Primary School continues to be a good school.

What is it like to attend this school?

Staff have worked to instil in pupils the importance of an orderly and calm learning environment. Pupils rise to this challenge. Pupils have respect for each other and the adults in school. Pupils conduct themselves throughout school with confidence and maturity. Poor behaviour and bullying are rare.

Pupils told the inspector that they consider their school virtues, 'happy, caring, valued, unique, successful', in whatever they do at school. They enjoy the duties they have, especially being part of God's Squad, which is a group of pupils responsible for helping with assemblies, among other activities. Pupils place importance on being kind and helpful. Older pupils are role models for the younger pupils. They help to serve them during lunchtimes, where they assist at the salad bar and help them to carry their trays.

Leaders have high expectations of what they want pupils to achieve. Pupils enjoy learning a broad curriculum. In lessons, pupils listen carefully. They work quietly and concentrate well. They are eager to contribute their ideas in lessons and know when the time is right to do so. However, pupils do not have the opportunity to achieve as well as they might in all subjects. This is because the curriculum in some subjects is not planned well enough.

Pupils take full advantage of the large outdoor space available to them. During playtime, pupils appreciate the various purposeful activities that adults prepare for them. They skip and chat happily with their friends. When it is time to go into their classrooms, they do so in a quiet and orderly fashion.

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

Most subject leaders have thought carefully about what it is they want pupils to learn in their subject. Leaders have begun detailing the precise steps which identify what pupils need to know and remember, and in what order. For example, during the inspection, in Year 4 history, pupils were learning about how and why life in Britain has changed through history. They looked at this by understanding the effects of the Roman invasion.

Pupils learned what an invasion is and the impact this had on ancient Britain within this unit. They then built on this knowledge further as they learned about how the Anglo-Saxons invaded Britain, before learning about the Viking invasion. Pupils were able to discuss the impact these invasions had on the lives of people living in Britain at that time as well as the impact this has had on Britain today.

In a small number of subjects, such as geography, art and design, leaders are at an earlier stage in this journey. In these subjects, teachers need to make sure that they are providing sufficient opportunities for pupils to practise what they are learning.

Pupils use every spare moment to enjoy a book. Teachers find opportunities throughout the day to share a class story. Teachers choose books that excite pupils and help them to make links to other subject areas. During these story times, teachers discuss new words. They question pupils on their understanding and thoughts about the story. This allows pupils to demonstrate what they have learned.

From Reception, all children are taught the school's chosen phonics programme. Pupils read books with the letter sounds they know. Because of this, they are able to read books fluently and they enjoy them. There are some pupils who find reading difficult. This group of pupils know some letter sounds and how to blend these to make the words. However, they are unable to do this with fluency. They do not have enough opportunity to practise segmenting and blending to become more fluent. This group of pupils are reluctant to read.

The mathematics curriculum is carefully planned. This begins with early mathematics in the Reception class. Pupils are given many opportunities to develop their knowledge. For example, both the indoor and outdoor areas are rich in number and teachers help children to develop their numerical understanding. The youngest children are able to concentrate on activities that capture their interests. Throughout school, teachers explain mathematical concepts in a step-by-step way, to secure pupils' understanding. As a result of this, pupils are confident in applying what they know to solve more complex mathematical problems.

Adults who help pupils with special education needs and/or disabilities (SEND) access detailed training. Pupils with SEND receive appropriate support and curriculum adaptations that allow them to learn successfully alongside their peers. Staff gradually withdraw their assistance when pupils are ready to learn on their own. This allows pupils with SEND to develop their confidence and independence. Parents and carers are appreciative of the support their children receive. As one parent stated: 'The staff at this school really do put the children first and they know the children well... Each child is celebrated for their unique character and abilities.' This typified the views of many.

The school's strong Christian ethos permeates through how pupils present themselves and how they behave towards others. The personal, social and health education curriculum allows pupils to develop a firm appreciation of others from differing cultures and backgrounds. Pupils understand that although they might have different beliefs, everyone is to be treated equally. They know that families can take different forms. They know that

different children may have a family that does not look like theirs. They discuss how they must always be kind to others.

Leaders and governors are conscious of not overburdening staff with tasks. They take staff mental health and well-being seriously. Staff questionnaires confirmed that they are pleased to be a part of this team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, place a high priority on keeping pupils safe. They make sure that safeguarding training is completed regularly throughout the year. Consequently, staff are kept up to date with the latest information and practice. Staff are quick to notice any concerns. They follow school policy and take the appropriate steps to address these. All adults know to seek advice if they are concerned. If required, leaders involve different external agencies to make sure that children receive the right attention quickly. Parents appreciate how they are supported by school. One parent explained: 'Any issues are dealt with quickly and with a bespoke solution in the child's best interests.'

All staff show care and attention towards pupils. In turn, pupils show respect towards the adults in school. As a result of this, pupils feel at ease in sharing concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils who fall behind in reading are not provided with sufficient extra practice to help them catch up. As a result, this group of pupils continue to lack fluency in their reading, leading to a reluctance to read for pleasure. Leaders need to ensure that they provide daily extra practice opportunities for this group of pupils to catch up and keep up.
- In subjects such as art and design and geography, leaders have not been meticulous in outlining the precise knowledge and skills they expect pupils to deepen their understanding in. Pupils are therefore not acquiring increased knowledge in these subjects. Leaders should ensure that all curriculum plans set out the precise knowledge and skills pupils need to know, broken down into manageable steps, so that pupils are able to deepen their understanding and retain this knowledge long term.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2012.

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	106761
Local authority	Doncaster
Inspection number	10240159
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Angela Sharp
Headteacher	Lindsay Gamble
Website	www.ourlady Mount Carmel Doncaster Sch UK
Date of previous inspection	24 May 2017, under section 8 of the Education Act 2005

Information about this school

- The school was judged to be outstanding at its most recent inspection of denominational education and the content of the school's collective worship under section 48 of the Education Act 2005. The school's most recent section 48 inspection took place on 9 June 2022. The next section 48 inspection will be within eight years of the previous section 48 inspection.
- The school is in the process of joining the Diocese of Hallam Catholic Multi Academy Trust.
- This school does not use alternative provision.

Information about this inspection

- This was the school's first inspection since the COVID-19 pandemic began. The inspector considered the impact of the pandemic on the school and took this into account in the evaluation of the school.
- The inspector met with the headteacher, senior leaders and subject leaders.

- The inspector met with the school improvement partner and the Director of Education for the Hallam Diocese, as the school is in the process of joining the Diocese of Hallam Catholic Multi Academy Trust.
- The inspector also met with the chair of governors and two other governors. Two of the governors joined the meeting virtually.
- As part of the deep dives, the inspector considered three subjects in detail. These were reading, mathematics, and art and design. In each of the deep dive subjects, inspections activities included: meetings with subject leaders; looking at curriculum plans; visiting sample lessons; scrutiny of pupils' work and discussions with staff and pupils.
- History, geography and science subjects plans and pupils' books were also looked at.
- As part of the reading deep dive, the inspector observed pupils reading to an adult.
- Governors' meeting minutes, safeguarding information, the school's evaluations and a range of other information and documentation were also considered by the inspector.
- In considering the school's safeguarding procedures, the inspector checked the school's central record, training logs, and the school's safeguarding and behaviour policies. The inspector also spoke with a range of staff and ascertained pupils' experiences.
- The inspector considered the 19 responses to Ofsted Parent View, Ofsted's online questionnaire, and the 17 responses to Ofsted's online staff questionnaire.

Inspection team

Larissa Thorpe, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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