

Inspection of a school judged good for overall effectiveness before September 2024: Our Lady of Mount Carmel Catholic Primary School

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

Inspection dates:

18 and 19 March 2025

Outcome

Our Lady of Mount Carmel Catholic Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Philippa Martin. This school is part of St Francis Catholic Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Siobhan Kent, and overseen by a board of trustees, chaired by Martin McDonagh.

What is it like to attend this school?

Pupils are proud to attend this school. All adults have high expectations of what all pupils can achieve. Due to their positive attitudes towards learning, pupils meet these expectations.

The school is a place where pupils feel safe. They know they have adults who will listen to them if they are worried. Pupils are taught how to keep themselves safe both in the local community and online. All pupils understand and follow the school rules. Rewards for positive behaviour motivate pupils to behave well. Strong foundations are laid in the early years, where children are taught to share, take turns and understand their feelings. Pupils say that bullying does not happen, as 'differences are celebrated' and everybody is kind.

Pupils are well prepared for life in modern Britain. They are given leadership roles that they enjoy and can show the differences they have made. Knowing they are helping the environment by being part of the 'Green Team' fulfils them, and they talk about the energy they have saved and the paper they have recycled. Pupils enjoy participating in the wide range of sports clubs available to them, which offer the chance to compete both locally and nationally.

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

Children in the early years experience a curriculum that is designed to meet their needs. The school has placed great focus on supporting pupils whose first language is not English. They have also prioritised the identification of children who may have special educational needs and/or disabilities (SEND). Children benefit from the extra support they receive. Work across all areas of learning shows how children are developing knowledge so that they are well prepared for the curriculum in Year 1.

Reading is at the heart of the curriculum. Pupils learn to read at an early age from expert teachers who teach phonics well. Any pupil who falls behind is provided with support to catch up quickly. Pupils then develop their ability to understand different books by learning the meaning of new words and answering questions about the content. Pupils are given frequent opportunities to practise their reading skills.

The school has carefully designed the wider curriculum to ensure learning builds over time. Teachers understand how the lessons they teach help pupils to access more complex knowledge in the future. Pupils are given opportunities to revisit key knowledge so that they do not forget it. The subject knowledge of teachers is secure. They clearly explain new learning well. Some teachers check what pupils can remember both in lessons and after a series of lessons. They usually use this information to identify gaps in pupils' learning and make sure these are addressed. However, in some subjects, teachers do not regularly identify pupils' gaps in their knowledge. As a result, they do not routinely make sure these gaps are filled before moving on. This means that some pupils are not securely building on what they should already know.

The school works in close partnership with external agencies and parents to ensure the needs of pupils with SEND are identified as early as possible. Leaders ensure that staff are clear on what support pupils with SEND require to access the curriculum. Staff are trained on how to implement these plans effectively. As a result, pupils with SEND have their needs fully met and achieve well.

Pupils have high attendance. They know why attending school is important and how this will impact on their achievements in the future. Pupils are aware of the jobs open to them when they are older and understand the benefits of spending and saving money. They talk with mature attitudes about respecting the views, beliefs and cultures of other people, even if they are not the same as their own. Pupils at the school have a strong moral compass and value the safety and well-being of people very highly. They know how to look after both their physical and mental health.

Parents and carers speak positively about the work of the school and its leaders. They appreciate the support offered to all of the families who form the school community. They describe the school as the centre of its community. By opening up for workshops, mass services and coffee mornings, the school strengthens its relationships with families.

Trust support has impacted positively on the development of the school. School and trust leaders have the expertise and vision to develop the school further. Staff are

overwhelmingly positive about working at the school. They have embraced the changes that have been made since the arrival of the headteacher. They believe their workload and well-being are always considered when decisions are made.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not routinely use effective methods to check what pupils know in lessons and after a series of lessons. As a result, teachers may not identify pupils' knowledge gaps and miss opportunities for pupils to build their depth of knowledge. The school should ensure that teachers are supported to identify and address gaps and misconceptions in pupils' learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Our Lady of Mount Carmel Primary School, to be good for overall effectiveness in July 2022.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149350
Local authority	Doncaster
Inspection number	10379439
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	Board of trustees
Chair of trust	Martin McDonagh
CEO of the trust	Siobhan Kent
Headteacher	Philippa Martin
Website	www.ourlady Mount Carmel Doncaster Sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The headteacher took up their post in September 2024.
- The school does not currently use any alternative provision.
- The school is a Catholic school, which had its latest section 48 inspection in June 2022. The school's next section 48 inspection will be within eight years of this date.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and members of the senior leadership team.

- The inspector met with the CEO of the trust, representatives of the governing body and a representative of the diocese.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to Ofsted's online surveys for pupils, staff and parents. This included any free-text responses in Ofsted Parent View.

Inspection team

Simon McCarthy

Ofsted Inspector

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