



# Our Lady of Perpetual Help Catholic Primary School

## Inspection Report

**Unique Reference Number** 106770  
**LEA** Doncaster  
**Inspection number** 277628  
**Inspection dates** 13 September 2005 to 14 September 2005  
**Reporting inspector** Mr Roger Gill CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Finkle Street
<b>School category</b>	Voluntary aided		Bentley
<b>Age range of pupils</b>	3 to 11		Doncaster, South Yorkshire DN5 0RP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01302 874291
<b>Number on roll</b>	209	<b>Fax number</b>	01302 876751
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr George Turton
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Mrs Jo Ayres (Acting)

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 13 September 2005 - 14 September 2005	<b>Inspection number</b> 277628
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school is smaller than average and serves Catholic families and others living in and around Bentley, near Doncaster. The local area contains a varied and often socially deprived population and this is reflected in the school's intake. Most children are of white British heritage, but a small proportion is of a minority ethnic background: mainly black or of mixed background. A very few children have just joined the school who are learning English as an additional language. Travellers' children form a sizeable minority. About six per cent of children have learning difficulties or disabilities, which is below average. Nineteen per cent of children are entitled to free school meals, which is broadly average. Children enter the nursery with below average attainment.

The school has been through a very difficult time since the previous inspection with a series of headteachers and significant changes in other staff. An acting headteacher has been in place for eight months and an acting deputy headteacher has been appointed temporarily to add breadth to the school's leadership. The school is in the process of forming a partnership with another school in Doncaster to help raise standards in both schools even further.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school that has maintained most of its strengths well since its last inspection. Strong leadership and management, in the last year, have helped the school overcome significant difficulties caused by rapid changes in leadership and a high turnover of staff. Inspectors agree with the school's evaluation of its effectiveness: good teaching continues to ensure that children achieve well in most subjects. However, higher attainers could do better in writing. Insightful leadership by the acting headteacher has created, in a very short time, a school that is back on track. Children prize highly the way that they are cared for, developed personally and taught by staff that respect and include them as individuals. As one child said, 'I am valued for who I am.' Standards of achievement are good in the Foundation Stage. Teaching is effective and children achieve well, in the main, by the end of Year 2 and Year 6. Parents and children are pleased with the school and the way it has come through a problematic period.

The school has recognised that some weaknesses remain due to the disruptions experienced. It has rightly prioritised the development of writing and the need to provide all children with more detailed advice about how to improve their work. Given the capable leadership and commitment of the staff, the school provides good value for money and is well placed to improve.

### **What the school should do to improve further**

- Ensure that higher attainers reach their potential in writing.
- Provide more effective advice to children about how they can improve their work.

## **Achievement and standards**

### **Grade: 2**

The children achieve well. Most enter the nursery at a level that is below what is typical for their age. However, they make up for this and by the time they start in Year 1, most have made good progress and achieve the learning goals set for them in the Foundation Stage. In Years 1 and 2, children are effectively developing basic skills in reading and mathematics. Writing lags behind because teaching is not yet sharp enough to guide higher attaining children's progress. By the end of Year 2, standards are generally close to the national average. The 2005 results (unpublished at the time of the inspection) are not as good because several higher attaining pupils left the school and too few pupils reached the higher level in writing. By the end of Year 6, children have achieved well overall, and very well in mathematics and science. In these two subjects, pupils' results were significantly above the national average in 2004. English was average. The same picture is evident in 2005. Standards in ICT are average, which is a good advance on the level of attainment in 2000. There are no significant differences in achievement between boys and girls. Children with learning difficulties or disabilities make good progress towards their targets. Those from minority ethnic heritages and travelling families also achieve well.

## **Personal development and well-being**

### **Grade: 2**

The children enjoy school a great deal. However, this is not yet fully reflected in their attendance, which is improving but is still unsatisfactory. This is mainly the result of a few families that do not ensure regular attendance, but the school is working hard to resolve this situation. Behaviour is good and sometimes very good when lessons grab the children's attention and imagination. Children feel proud of the strides they make in learning, which motivates them to behave well. They are very polite, well-mannered and sociable. Lunchtime, for example, is a very pleasant and harmonious time. Children take great care that everyone feels included in activities and support each other well if problems arise. The school council provides children with a valuable platform on which to exercise their personal development. They speak enthusiastically about helping to form the school's new mission statement.

Inspectors judge that children's personal development is better than the school evaluated earlier in the year. This is because improvements are occurring rapidly. Children's spiritual, moral, social and cultural development is promoted well. They develop good levels of self-esteem and confidence, because their achievements are highly valued and rewarded. In turn, they value others and respect their opinions and beliefs. They show care and concern for others, for instance through raising money for charities. Children have a clear understanding of how to keep safe and healthy. They have a good awareness of the benefits of having a healthy diet and exercising regularly.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. This has not been a consistent picture in the recent past where there has been some variation in quality. The staff team has identified what works well and not so well and have made key improvements. For example, searching and challenging questioning of children has been introduced. In the best lessons teaching includes a strong thread of aspiration and insists on the children's attention and lively participation. Tasks engage the children and they enjoy their learning immensely. For example, in the nursery class, children commented at the end of a session, 'that was a nice story'.

Staff know the children well and deliver lessons which generally match the needs of them all. Occasionally, more could be expected of the higher attaining children in terms of their writing. Children with learning difficulties or disabilities make good progress in their lessons because they are well supported by teachers and knowledgeable teaching assistants. Children who come from travelling families are also well supported. Every effort is made to ensure that any gaps in their learning are addressed.

The teachers have always made careful notes on the children's progress and have used this information to plan their lessons. Children say the staff help and respect them. The younger children say they are encouraged to 'have a go' but are confident that they have help if they need it. Teachers are beginning to let children know what it is they need to do to improve further but this is currently a weak aspect.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good overall. All statutory requirements are met. The school, in its drive to improve even further, has identified the curriculum as an area to develop. Although there is a clear emphasis on practical aspects of the pupils' learning and enjoyment, there is a desire to enrich the curriculum further to add greater excitement and challenge for the children. At the same time the staff are determined to ensure that there are many opportunities for the children to use and improve their writing skills. The staff have worked hard to improve the provision in the Foundation Stage by combining the nursery and reception classes. Arrangements for learners with learning difficulties or disabilities are fully in place. All the children are encouraged to develop a healthy and safe lifestyle, improve their understanding about relationships and drugs awareness. The children have opportunities to support children economically in other countries and develop their responsibilities as citizens in school. There is an appropriate range of extra-curricular clubs.

## **Care, guidance and support**

### **Grade: 3**

The school takes good care of the children and ensures that each child's welfare and safety is of paramount importance. Child protection procedures are fully in place and understood by all. The mid-day supervisors are vigilant in their care and have had a range of training, including first aid. As a result, the pupils say they feel safe in school and know about important procedures such as what to do if they are bullied. Of particular note is the school's Rainbow Club, which provides play activities and sensitive support for children who are experiencing emotional difficulties.

The school's systems for checking children's progress and planning new learning are generally satisfactory, but the way advice is given to individuals about how to improve is inconsistent. New methods have been introduced, but these have not yet been fully tried and tested. The school is most active in seeking outside expertise to help the children in their work, for example in the case of travellers' children. Parental support for children's learning is very positive.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and the school has a good capacity to improve even further now that stability reigns. Pupils' good achievement has generally been maintained during a very difficult time for the school. This is because the acting

headteacher, governors and newly appointed acting deputy headteacher have all worked well together to tackle the significant weaknesses that accumulated over the last two years. All parties have welcomed and used productively the advice given by the local authority and the Diocese. The school monitors its own practice well and is aware that some issues, such as children's writing and advice to them, are relative weaknesses. There are robust plans in place to tackle them. This is a most inclusive school in which, for example, children with learning difficulties or disabilities thrive.

School self-evaluation is strong, despite the school's rather cautious appreciation of its own success. Children, teachers and all other staff are routinely and systematically consulted when planning improvements. Parents show great appreciation for the way that the school has improved of late, citing the acting headteacher as the chief architect. Good quality training, positive attitudes and high morale mean that the staff respond to new initiatives quickly and positively. Many subject leaders are new in post, but they are working fast to assess the strengths and weaknesses in their areas.

The governors have a good understanding of the strengths and weaknesses of the school. They discharge their responsibilities well and statutory requirements are met. They have a very firm grip on the deficit budget, which is a legacy from the school's most turbulent period.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for your help when we inspected your school this week. We thoroughly enjoyed our visit because everyone was so helpful and friendly. We would like to share with you what we thought about your school.

These are the things we thought were good.

- We think you are learning well in your lessons because teachers teach well and you respect them.
- Your school council is working hard to help make the school even better, but you all put a lot of thought into what improvements are needed.
- The school has had some difficult times recently and you have tried hard to help it recover.
- Your acting headteacher and staff have done a really good job in improving the school in the last few months.
- We thought the new classroom for the nursery and reception children was great.

We know everyone wants to do even better and we have suggested a couple of things that we think will help.

- We think some of you could do even better in your writing by making your sentences more interesting and better punctuated.
- We also think it would help if your teachers told each of you some of the main things that you need to work on to improve your own work.