

Our Lady of Mount Carmel Catholic Primary School

Inspection report

Unique Reference Number	106761
Local Authority	Doncaster
Inspection number	336734
Inspection dates	12–13 May 2010
Reporting inspector	David Carter HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Mrs Claire Browning
Headteacher	Mr Michael D'Rozario
Date of previous school inspection	26 April 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 14 lessons and observed nine teachers. They observed the school's work and looked at the school's analysis of pupils' progress, minutes of the governing body meetings, development planning and monitoring, and a range of policies and procedures. They analysed 110 questionnaires returned from parents and carers as well as questionnaires returned from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by boys and girls
- how teachers use assessment information in order to plan lessons which meet the needs of pupils
- the effectiveness of middle and subject leaders.

Information about the school

Our Lady of Mount Carmel Catholic Primary School is an average-size primary school. Most pupils in the school come from a White British background. Most pupils' first language is believed to be English. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils who have special educational needs and/or disabilities is below the national average, while the proportion of pupils with a statement of special educational needs is above the national average. The movement of pupils in and out of the school, other than at the normal times, is similar to what is expected nationally. The school holds a number of awards, including: Inclusion Charter, Healthy Schools and the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Our Lady of Mount Carmel Catholic Primary School provides a warm and caring environment where pupils feel exceptionally safe and have total confidence in the adults who care for them.

There are particular strengths in this school, which reflect the school's strong Christian nature. The spiritual, moral, social and cultural development of pupils is outstanding. They are reflective and show great respect for other people's feelings and values. Throughout the school, pupils are polite, courteous and well-behaved. Pupils report they are happy in school. They make an outstanding contribution through taking responsibility, particularly in their roles as school councillors and as members of the 'green troupe', in developing the environmental garden. The good procedures for safeguarding are indicative of the school's caring approach and there are good levels of care, guidance and support. This ensures that pupils with special educational needs and/or disabilities make good progress in their learning.

Provision for pupils' personal development is good. For example, they have a good understanding of how to adopt a healthy lifestyle. This is demonstrated through eating healthily and taking part in the wide range of sporting activities. The introduction of a more creative curriculum has enabled teachers to plan interesting activities which engage pupils in their learning. Although this is at an early stage of development and contributes towards pupils' good personal development, it has yet to improve academic outcomes.

Over the last three years, the standards pupils attain by the time they leave the school have fluctuated, but overall attainment is in line with national averages. Pupils' current work shows that they are making satisfactory progress and as a result, achievement is satisfactory.

The quality of teaching and learning and the use of assessment are satisfactory. The school has begun to collect useful data on pupils' progress. However, this is not always being used by teachers acutely enough in order to match pupils' work to their individual needs. Although pupils are keen to do well, the pace of some lessons slackens because teachers talk for too long. Feedback to pupils varies in quality, and they are not always shown how to improve their work.

The school has undergone a period of change since the last inspection, with the appointment of senior and middle leaders as well as teachers new to the profession. During this period of transition, the headteacher had to shoulder much leadership and management responsibility. The establishment of a larger leadership team during the last academic year, however, is ensuring that these responsibilities are beginning to be

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shared more equitably. The contribution of middle and subject leaders in monitoring the work of the school is at an early stage.

Leaders collate a range of evidence to support their self-evaluation. This shows how initiatives have benefited pupils in terms of their personal development. Despite this, there is insufficient focus on the impact of the school's provision on academic outcomes. As a result, the school's capacity to make sustained improvement is satisfactory. Nonetheless, there are strengths in leadership. Notably, the relationship and engagement with parents and carers are good. This is reflected in the positive responses to the inspection questionnaire. Partnerships with external agencies are similarly effective and this is supporting vulnerable pupils in their learning and well-being, as well as broadening the opportunities for pupils to be involved in after-school clubs.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by the end of Key Stage 2 by improving the quality of teaching and learning so that:
 - – assessment information is used accurately to ensure a closer match of work to the needs of pupils
 - – lessons maximise time for learning, enabling rates of progress to improve
 - – the quality of marking is consistent across the school, so pupils know how to improve their work.
- Develop the role of middle and subject leaders by:
 - – improving the monitoring of teaching and learning through implementing a rigorous system for observing, monitoring and evaluating lessons
 - – incorporating the use of assessment information and data when evaluating the quality of provision.
- Embed assessment systems and use the information gained from them to ensure that the school's teaching and curriculum are effective in raising achievement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Most pupils enjoy their work and are attentive and keen to do well. However, they are not always challenged sufficiently. Consequently, pupils make satisfactory progress across Key Stage 1, where they attain standards which are broadly average. Similarly, pupils make only satisfactory progress in Key Stage 2, despite accelerated progress in Years 5 and 6. This results in broadly average attainment by the end of Year 6. Across the school, pupils make better progress in reading than in writing and mathematics. However, pupils with special educational needs and/or disabilities make good progress, as a result of good support from teachers and teaching assistants. This is because of targeted interventions, where pupils work in smaller groups. These ensure learning programmes are closely matched to these pupils' needs and result in their good

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achievement.

Pupils' overall enjoyment of school is shown in their above-average attendance. Pupils have an extremely detailed understanding of how to stay safe and talk confidently about how to be healthy. They demonstrate this in good healthy choices at lunchtimes and in their participation in sporting activities. Pupils also enjoy making a positive difference to the life of their school and the wider community. They have done so through the effective work of the school council. Its members not only contribute to decision-making in the school, but are also involved in working with other school councils via 'Project Doncaster'. They undertake inter-school visits to discuss matters which affect the local area as well as global issues. An off-shoot of this is the 'green troupe', who grow produce and organise sales of it. Monies raised support charities as well as recycling projects within the school. Recently, pupils in Key Stage 2 were keen to showcase their learning about the Greeks and they invited School Ambassadors from the local authority to attend and watch their presentation.

Pupils are well behaved, polite and courteous around school. Occasionally, they can become restless, for example when they are asked to sit for too long, and they lose concentration.

Pupils are involved in business and enterprise activities. For example, Year 6 pupils are currently undertaking a technology challenge which requires them to demonstrate their personal and financial skills. Pupils have a sound understanding of how to apply their basic skills and are equipped satisfactorily for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Although the quality of teaching and learning varies across the school, it is satisfactory overall. There is some outstanding teaching. For example, older pupils were highly engaged by a presentation about the possible effects of trade on the Inuit communities of the Arctic Circle. They were motivated and challenged to think deeply about their oral and written responses, resulting in high-quality learning.

In too many lessons, however, pupils' progress is satisfactory. Sometimes this is because the same demands are made of all pupils, meaning that some find the work too easy. In most cases, insufficient use is made of assessments of prior learning to ensure that tasks are pitched to give suitable challenge for individuals and groups. In some lessons, time is not always used efficiently in order to maximise learning.

Since the last inspection, the school has introduced a more creative curriculum. This is organised into themes; for example, in Key Stage 1, pupils are learning about 'commotion in the ocean'. This is having a beneficial effect upon engaging pupils' interest in their learning. As part of this approach, the school makes good use of visits and visitors. For example, younger pupils visited 'The Deep' in Kingston-upon-Hull, to support their learning about the oceans. Pupils appreciate the opportunity to be involved in sporting activities. The school links with professional sporting clubs within Doncaster, as well as with secondary schools, so that pupils enjoy participating and competing in a wide range of events. Pupils have experienced recent success in Tag-Rugby, where they competed against other schools across the borough. The curriculum supports pupils' personal development well, but has yet to improve academic outcomes.

A strength of the school is the good care, guidance and support it provides, particularly for vulnerable pupils. This is seen in the good progress made by pupils with special educational needs and/or disabilities. The school's work with external agencies is good and it has a range of clear policies to ensure pupils are protected from harm. All pupils receive good quality support for transition to secondary school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The leadership structure has changed over the last 12 months. This is due to the appointment of the deputy headteacher, as well as other members of staff, who now have responsibilities for monitoring and developing teaching and learning across the whole school. As a result, many important actions have been taken in recent months. For example, the school has recently introduced a tracking system which enables leaders to monitor the attainment and progress of individuals and groups of pupils. This has enabled them to identify pupils who may be underachieving or who require specific support. Consequently, appropriate intervention programmes have been put into place in order to support their needs. This has improved the rates of progress for pupils with special educational needs and/or disabilities. In addition, it has alerted leaders to the need to consider the previous disparity in the attainment and progress of boys and girls. Modifications to the teaching styles have helped to narrow the gap in attainment between different groups of pupils. This is indicative of the school's good approach to ensuring equality of opportunity and tackling discrimination. The school has introduced a new system of assessing pupils' progress. Although it is providing teachers with relevant information, its moderation and use to accelerate pupils' learning are at an early stage.

Leaders, managers and governors have a generally accurate view of the school's effectiveness although sometimes it is too positive. This is mainly because the monitoring and evaluation of the quality of provision and its effectiveness are not yet rigorously focused on outcomes for pupils.

Governors are supportive and are committed to the school, as seen in the way in which they regularly undertake training, which enables them to be well informed so they can provide appropriate challenge. They ensure that statutory procedures for vetting staff are met, and work closely with senior leaders to ensure that safeguarding of pupils is good and meets requirements. Similarly, the school's promotion of community cohesion is good. There are effective links with the local and the Catholic communities. This is helping pupils to appreciate diversity in a global context.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Reception class from many different settings. Although the school does not yet have enough data to confirm their attainment on entry, inspection evidence was that most have starting points in line with or above the expectations for their age and that they make satisfactory progress. They settle quickly as a result of the good quality of care and the welcoming and safe environment. Adults develop effective relationships with parents and carers to ensure that the children are secure, feel cared for and are happy. As a result, children behave and respond well. Although the children enjoy their learning, there is an emphasis on adult-led activities. This means that on occasions, opportunities for exploration and independent and active learning are missed. When children do initiate the activities, however, they are motivated and interested in a wide range of different tasks. Children's learning is observed and assessed regularly. However, these observations are not always used effectively to plan activities tailored to meet individual needs. By the end of Reception, attainment is slightly above average. Most children have met the Early Learning Goals in terms of their personal and social development. Their skills in communication, language and literacy are slightly above what is typically expected, although their skills in problem solving, reasoning and numeracy are in line with expectations. The leader of the Early Years Foundation Stage has only recently been appointed. However, she is aware of the priorities for improvement and is ensuring that the staff are beginning to work more effectively as a team to improve provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Questionnaires were received from 110 parents and carers. The vast majority are happy with their child's experience at the school. Parents and carers unanimously agree that the school keeps their child safe, and that it prepares their child for the next stage in

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their education. A few parents expressed concerns regarding how the school dealt with inappropriate behaviour. Inspectors found that behaviour was good and that senior leaders act swiftly to deal with any inappropriate behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Our Lady of Mount Carmel Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 110 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	73	29	26	1	1	0	0
The school keeps my child safe	87	79	23	21	0	0	0	0
The school informs me about my child's progress	63	57	43	39	4	4	0	0
My child is making enough progress at this school	68	62	39	35	3	3	0	0
The teaching is good at this school	78	71	32	29	0	0	0	0
The school helps me to support my child's learning	61	55	44	40	5	5	0	0
The school helps my child to have a healthy lifestyle	64	58	42	38	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	72	65	37	34	0	0	0	0
The school meets my child's particular needs	63	57	43	39	2	2	2	2
The school deals effectively with unacceptable behaviour	69	63	33	30	6	5	2	2
The school takes account of my suggestions and concerns	57	52	48	44	3	3	2	2
The school is led and managed effectively	78	71	30	27	0	0	2	2
Overall, I am happy with my child's experience at this school	83	75	24	22	0	0	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 May 2010

Dear Pupils

Inspection of Our Lady of Mount Carmel Catholic Primary School, Doncaster, DN2 5JG

Thank you for your warm welcome that you gave to the inspection team when we visited your school recently. We enjoyed meeting you and listening to what you had to say about your school. We were impressed by your behaviour and the way in which you spoke with confidence about your learning and school life. The support you gave inspectors has helped me to write the report.

Your school gives you a satisfactory education overall, and it has some good features. We found that the teachers and adults take good care of you and they make sure you feel safe. The work which they do in assemblies and in class ensures that your spiritual, moral, social and cultural development is outstanding.

We saw how much you enjoy coming to school and spending time with your friends. You enjoy learning and playing with each other. During your lessons, you listen well and try your best. The school has planned interesting learning activities for you to do. Teachers are helping you to make steady progress, although this is better in reading and writing than in mathematics. Your teachers do not always make the learning challenging enough, and you can spend too long listening to them. We saw how much you understand about being healthy and the ways in which you make a positive contribution to the life of the school. We were particularly impressed with the work of the school council and the 'green troupe'.

The leaders of the school are keen for you to do well. To help them we have asked them to work on the following areas to make sure that:

- you make good progress in reading, writing and mathematics so that you can attain as well as you can, because the lessons keep you busy, the work is neither too easy nor too difficult and marking shows you how to improve your work
- leaders of the school check to see that you are making good progress
- the assessments which teachers make of your learning are used to improve provision for you.

You can help by making sure that you always try your best and that you continue to enjoy coming to school every day.

Yours sincerely

David Carter

Lead inspector

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