

# Saint Charles' Catholic Primary School, Measham, Leicestershire

Bosworth Road, Measham, Swadlincote, DE12 7LQ

**Inspection dates** 11–12 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- The progress made by the pupils is now consistently good throughout the school.
- From starting school with skills and knowledge below national expectations, the pupils reach levels of attainment above the national averages by the time they leave at the end of Year 6.
- The pupils have outstanding attitudes to learning and want to achieve well.
- The school's leaders responded promptly and successfully to the dip in results in 2011 by improving the quality of teaching and learning.
- Most of the teaching is now good or outstanding.
- The school promotes outstanding spiritual, moral, social and cultural development and this has had a positive impact on behaviour.
- The behaviour of the pupils is outstanding in lessons and around the school. This is also the view of parents and pupils, and all say that the pupils feel safe and cared for extremely well.
- School leaders have created a very strong team approach with staff and with parents.
- This team approach includes governors, who are actively involved in monitoring the work of the school and working with staff to make further improvements.

### It is not yet an outstanding school because

- A small minority of the teaching still requires improvement.
- Teachers do not always make clear to the pupils what they are expected to achieve in the lessons so they can assess their own progress.
- Presentation of work is not always consistently good, especially in subjects other than literacy and mathematics.
- The very able pupils in Year 6 have not had opportunities to push themselves further by trying to attain Level 6 in the national tests.

## Information about this inspection

- The inspector observed 10 lessons, of which two were observed jointly with the headteacher. All classes were observed at least once and most were observed twice.
- Meetings were held with pupils, with three governors and with all members of the teaching staff. A telephone conversation was held with a representative of the local authority.
- There were 35 responses to the online questionnaire (Parent View). Parents' views were also sought through discussions at the start and end of the school day.
- The inspector took account of the 19 questionnaires completed by members of the school staff.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' recent and current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding, and the minutes of various meetings.

## Inspection team

Nigel Grimshaw, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The school population is mainly White British although the proportion of pupils from minority ethnic groups has increased to one third of the number on roll and is now above the national average. The proportion of pupils who speak English as an additional language has doubled in the last two years and is now in line with the national average. The majority of these pupils are from Eastern European backgrounds.
- The proportion of pupils eligible for the pupil premium is well below average. This is additional funding provided to schools for children in the care of the local authority, those children known to be eligible for free school meals and other groups. There are currently no children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average. The proportion supported at school action plus, or who have a statement of special educational needs, is also below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is all consistently good or outstanding, and so raise achievement, by:
  - making sure that pupils are clear about what they are expected to achieve in the lessons so that they can check their own progress
  - making sure that the match of work to the ability of each pupil is applied consistently
  - making sure that the presentation of work is consistent in all subject areas.
- Provide more opportunities for the very able pupils to achieve even higher standards by challenging them to attain the Level 6 levels that have been recently introduced into national testing, particularly in reading.

## Inspection judgements

### The achievement of pupils is good

- The skills and knowledge of the children when they enter the Early Years Foundation Stage are below those expected for their age, especially in speaking, reading and writing. Good teaching and good opportunities for independent learning make sure that the children make good progress. As a result they leave Reception with attainment just above national averages.
- This good progress is maintained in Key Stage 1 and again in Key Stage 2 because the quality of teaching is almost always good or outstanding and pupils have outstanding attitudes to learning and want to achieve as well as they can.
- Pupils achieved levels well above the national average in the Phonics Screening Check at the end of Year 1 in 2012 and improved this in 2013. Results in reading throughout the school remain good because of the good and sometimes outstanding teaching of phonics (How the sounds in words are represented by different letter combinations).
- By the time pupils left the school at the end of Year 6 in 2012, their attainment had improved to be above national averages from a position below national averages in 2011. Results in 2013 indicate even better attainment.
- All pupils made expected progress and the proportion of pupils making better than expected progress is well above national averages. This is particularly the case for writing and mathematics in 2013 but less so in reading because the higher attaining pupils are not challenged to achieve Level 6 through the national tests and so find it difficult to make better than expected progress on the test results.
- More-able pupils make good progress. In 2012, the proportion attaining the higher Level 5 in national tests for Year 6 was average, and this figure went up substantially in 2013. However, no Year 6 pupils were entered for the even more challenging Level 6 tests.
- Pupils who speak English as an additional language make very good progress indeed because they are welcomed into school, settle quickly and receive excellent support from teachers and teaching assistants. Progress is enhanced by the appointment of a member of staff who speaks the most common of their home languages.
- Disabled pupils and those who have special educational needs also make good progress because expectations are high, teachers and teaching assistants provide focused support at the right level and work closely with parents to achieve positive outcomes for the pupils.
- School leaders are using the pupil premium funding effectively by targeting support for individuals and small groups of pupils who need the most help. As a result, the progress of these pupils has improved and is now good. The numbers of pupils in each cohort who are eligible for the funding are very small and so it is not possible to provide meaningful comparisons of their attainment with that of their peers.
- All pupils spoken to during the inspection have a good understanding of the targets set for them in English and mathematics. Teachers' marking is also of high quality and provides advice on how the pupils can improve their work. As a result, pupils are clear about the next steps they need to take to make their work better still.

## **The quality of teaching** is good

- Following the last inspection, school leaders successfully focused strongly on improving the quality of teaching through more rigorous checking on classroom practice and through making better use of the information on pupils' attainment and progress.
- Teaching is now almost all good or outstanding, with only a small minority of teaching requiring improvement. Teachers make the lessons interesting and enjoyable. This, coupled with the outstanding attitudes that the pupils have towards learning, makes sure that pupils' progress is good.
- Particular strengths include high quality questioning and the priority given to helping pupils to work independently and show initiative. This was particularly evident in a Year 5 / 6 Religious Education lesson where the pupils were planning work and carrying out research on defining 'Love'. Pupils were using information and communication technology with confidence, whilst responding with enthusiasm to the teacher's questioning.
- New teachers have settled well into the life of the school because induction procedures are effective, routines and high expectations are well established and because there is a very strong team approach amongst all the staff. On one or two occasions, because the teachers are new to the school and still getting to know the pupils well, they do not always match work closely enough to individual pupils' abilities.
- The introduction of a new approach to the teaching of literacy, especially phonics, has led to clear improvements in spelling, punctuation and grammar. However, from the work examined during the inspection there was a noticeable difference in some classes in the quality of handwriting when comparing literacy books and topic books.
- The quality of the teachers' marking is exceptionally good with clear explanations given for positive comments and also guidance given to pupils on how to improve their work. The pupils say that they value this and they respond well to the comments.
- The teaching effectively promotes pupils' outstanding spiritual, moral, social and cultural development. Pupils work together well in lessons and value and respect the thoughts of others, such as when they work with their 'talk partners'. They show respect for each other, and are given many opportunities to reflect on their work in lessons and on their feelings towards helping others in an excellent assembly observed during the inspection.

## **The behaviour and safety of pupils** are outstanding

- From conversations with pupils, parents and staff, pupils clearly have excellent attitudes to their learning in all subject areas, and that this is consistent across the whole school. From the lessons observed all the pupils work hard, concentrate and show perseverance, collaborate well with others and also work extremely well independently and show initiative.
- Routines and high expectations are embedded well from when the pupils start school in the Early Years Foundation Stage. Independent learning, and an enjoyment of learning, are established at this early stage and pupils maintain these throughout the rest of their time in school.
- Behaviour observed during the inspection was exemplary, both in lessons and around school at

break times. Pupils show a caring attitude to others, as illustrated by a Year 6 boy who took time out from his own playground game to look after a much younger child who had fallen over.

- From the school's records it is clear that this standard of behaviour is typical for the school and there have been no exclusions for well over ten years.
- Pupils and parents do not see bullying as a concern at all and said that they were confident that adults would deal with any incidents promptly and effectively. One parent said, 'We have only ever had one minor concern and the headteacher saw us straight away, dealt with it and then rang us to re-assure us that all was well.' Pupils also have a good knowledge of the safe use of the internet.
- Attendance levels have improved over recent years and are now above national averages. This reflects the fact that the pupils greatly enjoy coming to school.

### **The leadership and management are good**

- The headteacher has demonstrated outstanding success in helping colleagues to raise achievement following the dip in 2011 standards. She has been central to the development of an effective team of staff and governors who are monitoring and checking classroom practice and pupils' results. School leaders have dealt effectively with any dips in the quality of teaching and have built a strong, effective team of teachers and teaching assistants.
- All teaching staff, in their roles as subject and aspect leaders, are included in the monitoring and evaluation of the school's work. They have worked hard to make sure that pupils' progress continues to improve over time. They have valued the opportunities provided by the school for their own professional development.
- The improvements in achievement are also linked to the varied and interesting curriculum that motivates the pupils and makes sure that they enjoy their learning. The whole-school topics provide a range of learning opportunities from speaking and listening in the role-play areas in the Early Years Foundation Stage through to opportunities for extended writing in the older age groups. The curriculum is also a key factor in the promotion of the outstanding spiritual, moral, social and cultural development of the pupils.
- The school has good links with parents. Parents have expressed positive views about the school through questionnaires and surveys, including Parent View. In conversation, one parent said, 'We visited many schools when deciding where to send our children and, although we are not Catholic, we felt that this was easily the best.'
- The school works well in cooperation with other local schools. The school has also valued the good support it has received from the local authority, especially in improving the teaching and learning.
- School leaders and governors are using the new Sports Funding provided by the government to improve opportunities for sports development for the pupils. The school is employing specialist physical education teachers and qualified sports coaches to work with the pupils and to provide training opportunities for staff. It is too early to judge the impact that this has had on the pupils.

■ **The governance of the school:**

- The governing body has become an integral and active part of the team of school leaders because of their improved involvement in monitoring the work of the school. Through this, and through their training programme, they have developed a good knowledge of the quality of teaching and the attainment and progress of pupils, and how these compare to other schools. They are familiar with the appraisal of the school's staff and how pay progression is linked to their performance. They have been supportive in tackling any underperformance by staff in the past. Systems are in place for the effective financial management of resources. Staff and governors make sure that pupils are treated equally and there is no discrimination. Procedures for safeguarding pupils and staff meet statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120212
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	424997

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Foster
<b>Headteacher</b>	Frances Smith
<b>Date of previous school inspection</b>	27–28 October 2011
<b>Telephone number</b>	01530 270572
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