

# St Charles' Roman Catholic Voluntary Aided Primary School

Norfolk Street, Hull, HU2 9AA

**Inspection dates** 14–15 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Between Years 1 and 6, pupils do not make consistently good progress. Standards of attainment at the end of Year 6 in reading, writing and mathematics are below average.
- The achievement of disadvantaged pupils requires improvement. The gaps that exist between the attainment of disadvantaged pupils and other pupils nationally are yet to be closed. Leaders are yet to ensure that the pupil premium is used to good effect.
- Teaching is not consistently good. Expectations of what pupils can achieve, including the quality and quantity of work produced, are not high enough.
- Teachers do not always make good use of information from assessing pupils' abilities to match work to their varying needs.
- Pupils, especially the most able, are not always moved on to harder work quickly enough.
- Pupils are not always given the time they need to complete tasks given in order to learn well.
- The quality of marking is variable. Not all pupils know what they need to do to improve their work.
- The leadership of teaching requires improvement. The outcomes from leaders' actions to check the quality of teaching are not used rigorously enough to ensure that teaching improves quickly and, as a result, it is not yet consistently good. Not all staff adopt agreed teaching policies, such as marking.
- Opportunities to share and learn from best practice in teaching evident in the school and further afield are still developing.

### The school has the following strengths

- Children achieve well in the early years. They are enthused by good teaching and exciting learning activities and are well prepared for Year 1.
- Pupils feel safe and behave well in lessons and around school. They are considerate and polite young people who contribute much to the friendly atmosphere of the school.
- Governors have taken full advantage of training opportunities to develop their skills and are in a good position to challenge and support the school.
- The wide range of subjects taught broadens pupils' view of the world and contributes effectively to pupils' spiritual, moral, social and cultural development and understanding of British values.
- Senior leaders, staff and governors work as a committed team, determined to bring about improvements. A calm and caring learning environment pervades. The well-being of pupils is highly valued.
- Attendance is above average.

## Information about this inspection

- Inspectors visited several lessons or parts of lessons, three of which were observed jointly with the headteacher. Inspectors looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils. Inspectors also met the vice-chair and other members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed movement around the school, playtime, lunch breaks and attended collective worship. Displays around school and also in classrooms were scrutinised.
- Inspectors took into account 14 responses to the online questionnaire (Parent View), a telephone conversation with a parent, as well as the results of a very recent parent questionnaire carried out by the school.
- The 29 responses to the staff questionnaire were also considered.

## Inspection team

Christine Millett, Lead inspector

Additional Inspector

Catherine Beeks

Additional Inspector

## Full report

### Information about this school

- St Charles is an average-sized primary school.
- The school's part-time Nursery operates in the mornings and afternoons for two separate classes. Reception children attend on a full-time basis.
- The majority of pupils are from minority ethnic backgrounds. The proportion that speaks English as an additional language is well-above average.
- The proportion of disadvantaged pupils supported through the pupil premium funding, at 27%, is similar to that found nationally. The pupil premium is additional funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- Disabled pupils and those who have special educational needs make up 11% of the school population. This is below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the school was inspected in 2013, there have again been significant changes in staffing, including the appointment of an assistant headteacher.
- The school holds a daily breakfast club for its pupils.
- The school is part of the Hull family of Catholic Schools.

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

- Improve the quality of teaching, particularly in Key Stages 1 and 2, in order to raise achievement in reading, writing and mathematics, by:
  - setting consistently high expectations of the quality and quantity of work that pupils are required to produce
  - making sure that all teachers make effective use of the information collected from assessing pupils' abilities so that all pupils make at least good progress
  - providing pupils with sufficient time to complete the tasks that they are given so that they learn well
  - providing learning activities that challenge all pupils, especially the most able
  - moving pupils on more quickly to harder work once they have shown that they understand what they are learning
  - making sure that the school's marking policy is being followed consistently by all staff in all subjects so that pupils are always clear about what they need to do to improve.
- Continue to strengthen the impact of leaders and managers by making sure that:
  - the outcomes of leaders' monitoring of the quality of teaching are used more effectively to help teachers to improve their teaching practice so that teaching is consistently good
  - the best practice in teaching is shared more widely among staff in the school and within the local family of schools
  - the pupil premium funding is used to good effect so that the gaps in attainment between disadvantaged pupils in the school and other pupils nationally are narrowed.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- Leadership and management require improvement because teaching and achievement over time have not been consistently good. However, senior leaders, well supported by governors and the local authority have led a number of changes, which are starting to bring about improvement. Even so, there is still more to be done to ensure the good start children make in early years is being built on effectively and all pupils make consistently good progress between Years 1 and Year 6.
- Senior leaders and subject leaders carry out lesson observations and provide teachers with feedback on their performance. The school's monitoring of teaching over time shows that there are examples of good teaching. However, leaders' actions are not rigorous enough in ensuring the school's marking policy is being consistently applied by all staff.
- Teachers are set targets and held to account for their performance, which is linked to their pay. Training needs are identified to help them improve further. Leaders know that, in the past, there have been too few opportunities for teachers to observe and share good teaching practices in school and beyond. More opportunities to do so are now being provided within school and leaders intend to extend this to working with other schools in the local family of schools.
- The range of subjects taught engages pupils' interests because they are often linked by a common theme. Pupils are motivated by the appealing choice of activities and the opportunity, at the end of a topic, to demonstrate their learning to parents through a production, presentation or a class museum. A range of interesting visits such as the one to London, add to pupils' enjoyment.
- The spiritual, moral, social and cultural development of pupils is developed well. Pupils take part in assemblies (acts of collective worship) which provide opportunities for reflection. School concerts, music tuition and computing add to pupils' skills. The subjects taught promote the study of other cultures, faiths and customs, preparing pupils well for life in modern Britain.
- The school is committed to equality of opportunity for all pupils. Pupils from all backgrounds and of all abilities are welcomed into school. Pupils receive additional help and support as appropriate to their needs and have access to the extra activities and visits that take place. However, pupils do not yet achieve equally well across the key stages.
- Leaders are yet to ensure that the pupil premium is used to good effect. Leaders are now beginning to take steps to remedy this so that any pupils that have fallen behind start to catch up. Even so, the gaps that exist in the attainment of disadvantaged pupils compared to others nationally are still wide and not closing quickly enough, particularly at the end of Year 6.
- The primary school sports funding is used well to develop sports and physical education. The employment of specialist teachers is increasing pupils' access to physical education and providing additional training for teachers.
- The school continues to receive good support from the local authority in the drive to improve standards and build capacity to improve further. They have received advice and focused training that is leading to improvements. The school also works closely with the local family of schools.
- **The governance of the school:**
  - The governing body is playing an increasingly focused role in the leadership of the school. They bring a range of relevant skills and expertise that help them in holding leaders to account. They have benefitted from training, provided by the local authority, which enables them to understand what the school's data is saying about pupils' performance, and are confident to ask related pertinent questions about pupils' achievement. As a result of regular visits, governors know the school, staff and pupils well. Governors have a clear understanding of the quality of teaching and ensure that pay and promotion are matched to teachers' performance. Members of the governing body review the school's finances to ensure the budget is managed effectively. They know how the pupil premium and new sports funding is being deployed for the school. Governors are committed to the continued safety and well-being of pupils and staff and all statutory safeguarding requirements are effectively met.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good.
- Pupils are confident, demonstrate good attitudes to learning and are keen to talk about their experiences

in school. They use words such as 'safe', 'amazing', 'fun' and 'caring' to describe their school.

- Pupils are very considerate towards each other, their teachers and other adults. They understand the school rules and the reasons for having them. Consequently, nearly all pupils behave impeccably in public areas and as they move around school. In classrooms, the changes from one activity to another are smooth and well managed so that no time is wasted.
- Pupils enjoy school as is reflected in their above-average attendance. They share their ideas willingly in lessons and are very keen to participate in collective worship when volunteers are needed.
- The school breakfast club is well attended. This is a very sociable occasion where pupils of all ages meet together informally at the start of the school day. A good range of activities, including steel pan tuition and computing, are provided.
- Pupils take the range of responsibilities they are given very seriously. Playtime buddies say they enjoy playing games with the younger children and check the friendship bench to ensure no one is spending playtime alone. At assembly time Year 6 pupils provide excellent role models for the Reception children, collecting them from their classroom and sitting with them throughout the service.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are aware there are different types of bullying. They say that they feel safe and that, although there may be the occasional disagreement, they have no concerns about bullying.
- Playtimes are sociable occasions and pupils of all ages play well together. First-aiders are on hand and accidents are recorded.
- Pupils are made aware of safe and unsafe situations in lessons and through talks by knowledgeable professionals who visit the school. For example, they learn of the potential dangers of misuse of the internet. Pupils are confident that adults are always there to help them.
- The very large majority of parents agree that their children are happy at school, kept safe and are well looked after. Staff are equally positive, with all agreeing that pupils are kept safe. These positive views reflect the findings of the inspection.

### The quality of teaching

### requires improvement

- Teaching requires improvement because, over time, it has not enabled pupils to make good progress and achieve well, especially in developing skills in reading, writing and mathematics.
- Teachers do not always have high enough expectations of what pupils can achieve, both in terms of the rate at which pupils work or the degree of difficulty of the work pupils are given. The levels of challenge presented to pupils in some classes, have varied and this has prevented pupils from progressing at a consistently good rate as they move through school.
- Teachers do not always check on pupils' progress regularly or make consistent use of assessment in order to adapt work to speed up learning. Pupils, especially the most able, are not always moved on quickly when they have shown they have understood what they are doing. Sometimes, there is not enough lesson time allocated to enable pupils to complete the tasks and learn well from them. A group of pupils commented that they do not always have enough time to finish new work.
- Some of the variation in the quality of teaching has stemmed from changes in teaching staff. As staff have settled into new roles and classes, the quality of teaching has shown signs of improvement. However, the impact of this is not being seen in pupils' achievement by the end of Key Stage 2.
- The quality of the marking of pupils' work is variable. Pupils' work is regularly and accurately marked and often teachers provide written comments to help pupils improve their work. However, the approach to marking is not consistent across the school or across subjects. Consequently, pupils do not always know what they must do in order to improve their work. For example, the marking of English tends to be more informative than in mathematics.
- Staff are motivating pupils' interest in learning and have focused well on improving the way pupils present their work in books. This is supporting better progress.
- Encouraged by teachers, pupils look for ways to improve their work and take their learning forward. They are encouraged to make notes of their thoughts, ideas and any new words they encounter to be used later to improve the quality of their writing, taking it to a higher level. For example, in an English lesson in Year 6, pupils drew upon ideas from a video clip of the launch of the space shuttle to build up tension in their writing.
- Teaching assistants play a valuable part in boosting pupils' learning. This was evident in a lesson about

where our food comes from. Teaching assistants skilfully asked questions to check on and consolidate learning. This also illustrates the good relationships that exist between, not only pupils and teaching assistants, but also between teaching assistants and teachers. This teamwork is enabling them to give effective support where it is most needed. For example, pupils who join the school speaking very little English make rapid progress in their acquisition of spoken English.

- Reading is promoted well across the school. Pupils like reading and are given opportunities to read in class as well as make use of the pleasant, well-stocked reading room. Pupils are able to describe how they would work out unfamiliar words using their knowledge of phonics (letters and sounds). In lessons, older pupils were able to use a dictionary and thesaurus with ease.

### The achievement of pupils

### requires improvement

- Despite children's good start to learning in the early years, between Year 1 and 6 pupils do not make consistently good progress in reading, writing and mathematics and, as a result, achievement requires improvement.
- Standards by the end of Year 2 in reading and writing are below those found nationally and those in mathematics are similar to national averages. For some pupils, progress in Key Stage 1 is good and so achievement is improving. The proportion of pupils reaching the required standard in the 2014 national screening check for Year 1 pupils on phonics (letters and the sounds they make) for example, was above average, having risen from below average in 2013. However, too few pupils reach the higher levels of attainment by the end of Year 2.
- Progress throughout Key Stage 2 is inconsistent. The school has not been able to accelerate progress and build upon pupils' achievements lower down the school. Over time, standards at the end of Year 6 have been below average in reading, writing, and spelling, punctuation and grammar, but nearer to national averages in mathematics.
- The most recent test results show that, from their starting points, by the end of Year 6, the proportion of pupils making expected progress in mathematics is slightly above that found nationally but a little below average in reading and writing. The proportion of pupils making better than expected progress is similar to national averages in reading and mathematics but below average in writing. The most recent work seen in pupils' books and data from autumn term assessments suggests improvements in progress in Key Stage 2 are starting to come through. However, it is too soon to be able to assess the overall impact of measures being taken by the school.
- The most able pupils are not reaching the standards of which they are capable at the end of Year 2 and 6. By the end of Year 6, the proportion of pupils reaching the higher levels of attainment is below average. Work for the most able pupils sometimes lacks the necessary challenge to enable them to reach their full potential.
- Pupils from minority ethnic groups reach similar standards and make similar levels of progress as White British pupils. This is due to the effective levels of support that these pupils receive.
- The proportion of pupils who are disabled or who have special educational needs varies from year to year, as does the complexity of their needs. Their progress is tracked carefully to ensure that they make at least similar levels of progress as their classmates and that support is put in place as and when appropriate.
- Over time, the use of pupil premium funding has enabled disadvantaged pupils to make similar levels of progress as other pupils in the school. However, results in national tests in 2014 show there is a gap in attainment in reading, writing and mathematics between disadvantaged pupils and other pupils both in school and nationally. Although compared to other pupils in the school their attainment was similar in English, about one term behind in reading and just over one term ahead in writing; compared to non-disadvantaged pupils nationally, the gaps were much wider, being around two terms behind other pupils nationally in mathematics and reading and one term behind in writing. School data and inspection evidence show that disadvantaged pupils do not make consistently good progress and gaps in their attainment compared to others nationally are yet to be closed.
- Children make better progress in the early years than in other key stages in the school due to consistently good teaching. Children's skills develop at a good rate and they are well prepared for learning in Year 1.

### The early years provision

### is good

- Early years provision is good because teaching is consistently good and assessment information is used effectively to plan purposeful activities. Consequently, the level of skills children attain by the end of

Reception has been improving rapidly and, in 2014, the proportion of children reaching a good level of development was above the national average. This represents good progress as the majority of this group, many of whom are new to speaking English as an additional language, started Nursery with skills and knowledge that were well below those typically found.

- Leadership and management of the early years is having a significant impact on provision and standards, with increasing numbers of children now making better than expected progress. A highly positive and supportive atmosphere exists among staff, who all play their part in raising standards. Regular meetings of all early years' staff take place in order to discuss children's achievements, ensure accuracy of assessment or determine any additional help or support that children may need.
- Behaviour is good because children are curious to learn and follow routines well. They learn and play happily together learning to share as well as take responsibilities such as putting on their own coats or peeling their own bananas!
- Children learn and play happily together in a safe secure area. All staff are diligent and effective in keeping children safe. Outdoor areas are well supervised and staff keep parents well informed.
- Children have many opportunities to develop new skills or consolidate others through the stimulating and varied activities that are set up for them both indoors and outside. For example, role-play around trains led to writing about a train journey. Children were helped and encouraged to use their growing knowledge of letters and sounds to spell the words they needed.
- There is a consistent approach to learning across the Nursery and Reception classes ensuring seamless transition from one class to the next. As both classes share resources, the Reception children are always on hand to model routines and reinforce teachers' expectations for behaviour.
- Effective links with parents are established through, for example, attendance at open days, staying for lunch or the sharing of children's learning journals.

## 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>	118048
<b>Local authority</b>	City of Kingston upon Hull
<b>Inspection number</b>	449013

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Loughlin
<b>Headteacher</b>	Maureen Hulme
<b>Date of previous school inspection</b>	19 February 2013
<b>Telephone number</b>	01482 326610
<b>Fax number</b>	Not applicable
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