

Our Lady and St Patrick’s Roman Catholic Primary School

Fourth Avenue, Teignmouth, Devon TQ14 9DT

Inspection dates

7–8 February 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- School leaders have a good understanding of the school. Their self-evaluation and plans for school improvement identify accurately areas in need of further development.
- Governance is strong. Governors provide an appropriate balance of challenge and support to senior leaders and understand what the school needs to do to improve further.
- The quality of teaching, learning and assessment is good. Pupils develop a secure knowledge and understanding from their different starting points. They make good progress overall in English and mathematics.
- Teachers and teaching assistants work well together to motivate pupils and ensure their good progress.
- Pupils feel safe in school. They have positive relationships with staff and enjoy being at school.
- Pupils’ behaviour is good. Their attitudes to learning and school are positive. Pupils are confident and self-assured.
- Leadership of the early years is good. Teachers have high expectations and a thorough knowledge of each child’s individual needs and interests. As a result, children make good progress.
- Parents are positive about the school. They confirm that outcomes for pupils are improving and that the school works effectively to keep their children safe.
- Some pupils, particularly those in key stage 1, do not achieve the standards they are capable of in mathematics. This is because they are unable to confidently use and apply calculation strategies to support their mathematical reasoning and development.
- The most able pupils are not challenged consistently to use their skills to write at length and to demonstrate their ability to reach the higher standards in the end of year tests in key stage 2.
- While pupils make good progress overall in writing, for too many the presentation of their work, including handwriting, is not as good as it could be.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that teachers:
 - challenge the most able pupils to deepen their thinking and secure greater progress in writing so that they are able to attain the higher standards
 - raise pupils' achievement in mathematics at key stage 1 by ensuring that pupils are able to confidently use and apply calculation strategies to reason more proficiently and solve increasingly complex problems
 - raise expectations for the quality of handwriting and presentation so that it is legible and reflects pride in pupils' work.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, senior leaders and governors have a clear view of the school's strengths and areas for development. They demonstrate the drive to improve the school further. After analysing last year's published examination outcomes, leaders have put strategies in place to bring about improvements, such as in handwriting and mathematics. Progress in the current year groups is good across a range of subjects, including English.
- Effective systems are in place to check the quality of teaching and learning. Senior leaders use current assessment information to set improvement targets for teachers. Leaders check on learning over time and the quality of pupils' work to great effect. They feed back the strengths and areas for development, and use subject leaders to provide coaching and support. Consequently, the quality of teaching is now good.
- Subject leaders have an accurate understanding of the strengths and areas for development. They plan and monitor actions that improve teaching and learning. They are improving teaching, and this is having a positive impact on accelerating pupils' progress.
- The curriculum is broad and balanced. Pupils are inspired by the range of topics and themes. Links are developed across subjects and teachers and leaders have worked hard to ensure that pupils are able to write well and at length across a range of genres. This in turn supports the good progress that pupils make in literacy across the curriculum.
- School leaders have created an environment where pupils feel safe and well supported. The curriculum for spiritual, moral, social and cultural education is developed well. The school's electoral system for school council positions helps pupils understand the fundamental British values of democracy. Cultural understanding is promoted strongly through religious education where pupils learn about different faiths and understand the importance of respect for others. It has an excellent impact on pupils' welfare and well-being.
- Parents are positive about the school and recognise how the headteacher has increased the pace of improvement since her appointment. Parents commented that, 'My children are happy and thriving and I wouldn't have them at any other school.'
- Senior leaders receive external support from the trust's area adviser who has a good knowledge of the school's strengths and areas for development. She challenges the school effectively to continually improve pupil attainment and progress. In addition, she has ensured that assessment information is the starting point for planning pupils' learning targets and driving improvement. Consequently, more pupils are achieving what they are capable of regardless of their starting point.
- The pupil premium funding is used well to support the learning and personal development of disadvantaged pupils. The school's comprehensive plan identifies how the funding is used to raise attainment and improve attendance. Staff support pupils in lessons effectively. In addition, leaders and staff have developed strong links with external agencies. This work is having a positive impact and improving outcomes for

disadvantaged pupils.

- Sport premium funding is used well. The school belongs to two sports partnerships which organise tournaments and festivals to increase participation in competitive sport. The funding is spent on sports coaches to provide effective curriculum support for teachers and increase the number of extra-curricular activities. The good use of this funding has increased pupil participation in physical activity.
- The progress of pupils who have special educational needs and/or disabilities is carefully checked by leaders. Extra funding is used efficiently to ensure that individual pupils' learning needs are met by adapting resources to meet their needs. As a consequence, they achieve well and make good progress from their starting points.

Governance of the school

- Governors work effectively with school leaders to communicate the vision, ethos and strategic direction of the school. They provide an appropriate balance of support and challenge and have a good understanding of what the school needs to do to improve further.
- Governors ensure that assessment information from school leaders provides them with accurate information about pupil outcomes so that they can hold the leaders to account for teachers' performance.
- Governors know how the pupil premium and the sport premium funding are used, and they check that this funding is making a positive difference.
- Governors have a strong understanding of the school's priorities and areas for improvement. Detailed actions to improve these areas provide a solid framework for governors to monitor the school's work.

Safeguarding

- The arrangements for safeguarding are effective. The school has focused on ensuring that all pupils know how to stay safe in different situations. Pupils speak confidently about how to stay safe online and the support they can access in school if they feel vulnerable.
- Senior leaders ensure that staff and governors are appropriately trained and have a clear understanding about what to do if they have a concern about a pupil. This includes training to help protect pupils from the risk of extremism.
- The school's single central record of staff and visitor checks is kept up to date and meets requirements.
- The school works well with outside agencies to support pupils and their families. The designated governor for safeguarding regularly monitors the effectiveness of safeguarding and reports his findings to the full governing body.

Quality of teaching, learning and assessment

Good

- Teachers use assessment information well to monitor individuals and groups of pupils

closely so that extra support can be offered to those who are at risk of falling behind. Particularly strong teaching and learning in Year 6 ensures that all pupils make strong progress, enabling them to move confidently to secondary school.

- Pupils speak of their enjoyment when working towards goals and challenges in their learning. As a result, pupils are keen and motivated to achieve well.
- The accurate assessment of pupils' reading across the early years and key stage 1 confirms that pupils make good progress. The teaching of phonics is effective in helping pupils to tackle unfamiliar words and prepares them for the next stage of their learning. Reading interventions are well planned for disadvantaged pupils and they are progressing well towards achieving the standards expected for their age.
- The school's approach to teaching reading is having a positive impact on pupils' attitudes to reading and their progress, especially across key stage 2. Pupils read with expression and for a range of purposes. In addition, teachers' effective questioning during guided reading sessions ensures that pupils have a good understanding of the books they read.
- Teachers use assessment information well to track the progress of disadvantaged pupils, including the most able disadvantaged pupils. They provide additional support to help them when needed. As a result, these pupils make good progress across the curriculum.
- Most pupils make strong progress in writing, particularly in key stage 2. Pupils' writing in books confirms that they write in a range of subjects. For example, pupils were writing 'stone age' stories linked to history topics and writing to develop thinking and reflection in religious education during the inspection. Most pupils demonstrate good understanding when writing for different audiences and purposes and in the correct use of grammar, punctuation and spelling in different genres. However, at times, teachers do not challenge the most able pupils in their writing by providing tasks that move their learning on quickly enough. This hinders their ability to attain the highest standards.
- In key stage 1, some pupils make slow progress in mathematics as the tasks planned do not meet the specific needs of some pupils. For example, pupils find aspects of problem solving difficult because their ability to use and apply appropriate calculation strategies is not secure. This inhibits the progress that they make.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' have positive attitudes to their learning, their school and their safety. Pupils are confident and self-assured.
- The curriculum contributes well to pupils' welfare and personal well-being. Teachers promote clear messages about the importance of emotional health and well-being and adopting positive attitudes to learning. Pupils demonstrate resilience in school and in their daily lives. One pupil echoed the feelings of others when they said, 'you work

your way back up again if you make a mistake’.

- Reflection, participation, volunteering and cooperation with others are strongly encouraged and pupils’ personal development is preparing them well for their next steps in education.
- Pupils say they feel safe at school. They can share their worries or concerns with any adult and know they will be dealt with appropriately. Pupils know how to stay safe in a variety of situations. Pupils have regular visits from the local police. Inspectors observed assemblies about keeping safe on the internet, which were led confidently by pupils. As a result, pupils can discuss how to stay safe online in detail.
- The very few reported incidents of bullying are shared with the governing body, and actions are put in place to address them. Leaders work with external agencies to support pupils and families sensitively when necessary, and this has improved the progress of vulnerable pupils.
- There are inconsistencies in handwriting across the school. At times, there is a lack of pride in the presentation of pupils’ work. For example, pupils are taught to write legibly but do not apply this skill consistently enough in their work.

Behaviour

- The behaviour of pupils is good and reflects the school’s ethos, values and efforts to promote high standards. Pupils are courteous to adults and their peers.
- Pupils’ behaviour in lessons and as they move around school is good. Pupils are keen to learn and make good progress. They have positive attitudes to their learning. Disruption to learning is rare and when it does occur, it is dealt with very well by teachers and teaching assistants.
- Pupils enjoy the roles they are given which contribute well to the day-to-day running of the school. For example, school-council members organise family breakfast mornings, and librarians do lunchtime duties. This supports pupils effectively to develop self-confidence and learn to take responsibility.
- Pupils understand the school’s expectations of good behaviour, and value opportunities to earn points for their house groups.
- The attendance of pupils is in line with the national average. The attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities continues to improve and remains a priority for school leaders.

Outcomes for pupils

Good

- In 2016, pupils in key stage 2 achieved well in a range of subjects. An above average proportion of pupils achieved or exceeded the expected standard in reading, mathematics and grammar, punctuation and spelling. Many pupils achieved the higher grades in reading and mathematics. In writing, the percentage achieving the expected standard was in line with the national average.
- Over the past three years, the proportion of children who have reached a good level

of development by the end of Reception has been above the national average.

- Pupils read fluently and with expression. They have opportunities to read a wide range of texts that are suitable for their abilities. The percentage of pupils achieving the expected standard in the national phonics screening check at the end of Year 1 was above the national average in 2016.
- Some pupils who achieved a good level of development in the early years did not achieve the expected standard at the end of key stage 1, especially in mathematics. However, senior leaders and governors are taking effective action to ensure that these pupils make better progress.
- Disadvantaged pupils make good progress from their starting points because the school uses the pupil premium funding effectively. Effective support in lessons from teaching assistants provides pupils with help to consolidate their previous learning so that progress is more rapid.
- Pupils with special educational needs and/or disabilities make good progress from their starting points. Teachers carefully track their progress and plan and implement effective interventions. This work supports pupils to confidently approach their academic and personal development.
- In 2016, some pupils, particularly the most able, did not make enough progress in writing because they were not challenged sufficiently. This remains a focus for the current most able pupils.

Early years provision

Good

- Leadership and management of the early years is effective. Strengths and areas for development are identified accurately by the early years leader. Appropriate plans are in place to improve the provision further. Personal development and social interaction are high priorities. The children's positive attitudes towards learning confirm that good progress is being made in these areas.
- Children enter the early years with skills typical for their age. Teachers have a thorough knowledge of each child's interests and needs, and plan highly engaging activities. As a result, the proportion of children achieving a good level of development in reading, writing and mathematics is consistently above national figures. Children are well prepared for the next stage of their learning in key stage 1.
- Teachers have high expectations. Their subject knowledge and good understanding of early years teaching enables children to extend their thinking and achieve their next steps.
- Adults encourage children to make decisions and work effectively in groups. An example of this was when children were working in the construction area. The teacher showed the children how to use good manners and take turns to excellent effect.
- Children behave well. They listen attentively, develop independence and have respect for their teachers and peers. This is due to the continuous emphasis on personal development and social interaction by all staff.
- The curriculum is broad, interesting and demanding in all areas. Children have

opportunities to experience all areas of learning, both indoors and out.

- Reading, writing and mathematical development activities are planned effectively. Children confidently sound out words when writing to help spell them correctly. They respond quickly when reminded of the correct ways to form letters.
- Parents contribute to assessments and are well informed regularly. Parents are encouraged to upload observations to their child's online learning journey.
- Children are kept safe. All safeguarding requirements are met, and staff receive relevant training. Children say that they feel safe and well cared for. Parents confirm that their children are safe and looked after well.
- Disadvantaged children and those with special educational needs and/or disabilities are supported well. However, most-able disadvantaged children could be given more demanding tasks to accelerate the progress they make.

School details

Unique reference number	140695
Local authority	Devon
Inspection number	10024898

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

Type of school	Nursery and Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The Academy Trust
Chair	Pat Anzani
Headteacher	Sarah Barreto
Telephone number	01626 773 905
Website	www.olsp-rc.devon.sch.uk
Email address	office@olsp-rc.devon.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Our Lady and St Patrick's Roman Catholic Primary School is smaller than the average-sized primary school, and is part of the Plymouth CAST. The Trust was formed in April 2014. The work of the Trust is overseen by a board of directors. The Trust is responsible for: one nursery; one first school; 32 primary schools; and two secondary schools across seven local authorities in the south west region.
- The school joined the Trust and became an academy on 1 April 2014. When its predecessor school, Our Lady and St Patrick's Roman Catholic Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The headteacher took up her substantive post in September 2015.

- The proportion of pupils who receive support in school for their special educational needs and/or disabilities is below the national average. The proportion of pupils who are supported through pupil premium funding is below the national average.
- The percentage of pupils from minority ethnic groups is below the national average. The percentage of pupils who speak English as an additional language is also below the national average.
- The early years provision is part time for Nursery children and full time for Reception children.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

Information about this inspection

- Inspectors carried out observations of learning in all classes. A number of these observations were undertaken with the headteacher and the assistant headteacher.
- Inspectors looked at work in pupils' books, and listened to pupils read. They met with a group of pupils, including members of the school council. The inspectors observed pupils' behaviour at breaktime, lunchtime and at the end of the school day, as well as in lessons.
- Inspectors had discussions with the headteacher and other senior leaders, other members of staff, governors and the area adviser for the Trust.
- Inspectors looked at a range of documentation, including assessments and records of pupils' progress; the school's checks and records relating to safeguarding, child protection and attendance; records of how teaching is managed; and the school improvement plans.
- Inspectors took account of the 67 responses to the online questionnaire, Parent View, and considered the 63 free text responses from parents and talked to parents at the beginning of the school day, as well as the 10 responses to the staff questionnaire.

Inspection team

Craig Hayes, lead inspector

Ofsted Inspector

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