

# St Mary's Catholic Primary School High Green

Inspection report

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<b>Unique Reference Number</b>	107118
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	363717
<b>Inspection dates</b>	16–17 May 2011
<b>Reporting inspector</b>	Bernard Jones

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

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<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>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Martin Clayton
<b>Headteacher</b>	Mrs Amanda Wassell
<b>Date of previous school inspection</b>	3 December 2007
<b>School address</b>	Pack Horse Lane High Green, Sheffield South Yorkshire S35 3HY
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons, where seven different teachers were seen. The inspectors held meetings with members of the governing body, staff, groups of parents and carers and pupils. They observed the school's work and looked at pupils' work, data on pupils' performance, development plans, safeguarding documents and records of the school's own monitoring of its performance. The responses to 75 parents' and carers' questionnaires were considered, alongside those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of actions taken to improve standards among higher attainers in mathematics.
- How well teachers use information about pupils' progress when planning lessons in order to match activities to pupils' different needs.
- How well subject leaders' roles have been developed to monitor the quality of teaching and learning in their subjects.
- The impact of the newly introduced curriculum on pupils' enjoyment and achievement.

## Information about the school

This is a broadly average sized primary school. There are few pupils from minority ethnic backgrounds and none at an early stage in learning English. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is well below average. The school has Healthy School status, the Artsmark gold award and an Eco-Schools award.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It has the overwhelming support of its parents and carers because they appreciate the excellent level of care, guidance and support given to their children. The partnership forged with parents and carers is a strength of the school. Pupils make good progress so that attainment is above average by the time they leave Year 6. Children in the Early Years Foundation Stage receive excellent provision and make outstanding progress. Pupils' personal development is an outstanding feature of the school. Their very positive behaviour and the harmonious relationships between pupils and with their teachers reflect pupils' excellent spiritual, moral, social and cultural development. Pupils relish the opportunities they are given to take responsibility and they make an outstanding contribution to their school and to the wider community. Pupils feel safe and know very well how to live safely. They have an excellent understanding of the importance of exercise and a balanced diet and take a very positive approach to living healthily. Potentially vulnerable pupils are catered for particularly well in this caring and inclusive school and, as a result, make good progress and participate fully in school life. Pupils profit from the school's highly effective partnerships with support agencies and other bodies. Pupils benefit from teaching that is invariably good and some that is excellent. Typically, classrooms are characterised by pupils who are enthusiastic and teachers who expect and obtain good progress from their pupils. Progress in Key Stage 1 is uneven, with pupils' writing not as well developed as other areas, and teachers' use of assessment information to match activities to pupils' precise needs is inconsistent.

The headteacher makes an outstanding contribution. She gives an excellent lead in maintaining the strong values that guide the day-to-day life of the school and in driving all matters concerning further improvement. Other staff with management responsibilities give wholehearted support. However, some middle managers do not have the necessary skills to monitor and evaluate precisely enough the progress pupils make in their subjects. The school has a good capacity to raise standards further and to sustain improvements. For example, past weaknesses in the progress made by high attaining pupils in mathematics have been successfully tackled. The school knows its strengths and weaknesses well. Self-evaluation procedures are well established and effective in guiding the school's development. The outstanding outcomes, particularly in pupils' personal development reflect the excellent value for money the school provides.

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

- Raise standards in writing in Key Stage 1 by:
  - extending opportunities for pupils to develop their writing in subjects across the curriculum

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- using targets more effectively, particularly when marking work, to ensure that pupils are clear about the next steps they need to take to reach their targets and improve further
- matching more precisely the work set to the different needs of pupils, particularly in order to stretch and challenge the higher attaining pupils.
- Develop the leadership skills of some middle managers by ensuring their more consistent use of assessment information to measure pupils' progress towards meeting challenging targets.

**Outcomes for individuals and groups of pupils****1**

Teachers prepare interesting work that pupils find stimulating. They are often innovative and take pupils away from their desks to get them actively involved in their learning. As a result, pupils enjoy their work, achieve well and maintain high levels of attendance. They listen attentively and behaviour in the classroom is always at least good and usually outstanding. Pupils have excellent relationships with each other and their teachers. They participate enthusiastically in the many opportunities given to share their learning in pairs and groups, when comparing their answers or solving problems. School records show that most children enter the Reception class with skills and knowledge that are lower than those typically expected for their age. Improvements in Early Years Foundation Stage provision mean that children make excellent progress and start Year 1 generally having reached or exceeded the goals expected nationally. Pupils currently in Years 2 to 6 started with attainment levels that were broadly average. They achieve well and are attaining above average standards in English and mathematics by the time they leave Year 6. Pupils with special educational needs and/or disabilities and other potentially vulnerable pupils enjoy their work, make good progress and achieve well. They benefit from the good quality support they receive in lessons from teachers and teaching assistants.

Pupils' very good attitudes, their positive approach to learning and above average attainment equip them well for the next stage of their education. Pupils have an excellent understanding of right and wrong. They respond very positively to the strong values that underpin the daily workings of the school, with the result that their spiritual, moral, social and cultural development is outstanding. Pupils are welcoming to visitors and keen to talk about the pride they have in their school. The school council takes an active role in shaping the daily routines of the school. A very large proportion of pupils take part in the additional sporting and other activities offered by the school.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching is mostly good; some is outstanding. Teachers manage their classes very effectively and pupils play their part by their very positive behaviour. Overall, teaching is effective because teachers use assessment information well to support pupils' learning and match the content of the lesson to pupils' abilities. Typically teachers plan clearly what they expect different ability groups of pupils to learn, and what progress they should make, ensuring that all groups are stretched and challenged. Where this is not the case, work is too easy for the higher attainers. While good overall, there are some inconsistencies in teachers' marking where not enough attention is paid to using pupils' targets to help them towards the next steps they need to take to improve further. Information and communication technology (ICT) is used well to engage pupils and to help them understand new ideas. The needs of pupils who have additional educational or social needs are met well by teachers' and teaching assistants' very caring relationships with them and the carefully targeted support given.

The newly introduced curriculum is good; it is broad and interesting. Pupils find the approach to topic work enjoyable and say it is helping to raise their academic achievement. However, there are not enough planned opportunities for pupils to consolidate and extend their basic literacy, numeracy and ICT skills in subjects across the curriculum. The excellent partnerships developed with other schools and agencies are very effective in enhancing and extending the curriculum. They help to provide a wide range of

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additional activities in the arts and in sport. The high levels of participation ensure a positive contribution to pupils' personal development, as do the many visitors and educational visits and the annual residential experience for older pupils. The school's outstanding quality of care, guidance and support and the very effective links between the school and outside agencies ensure pupils' well-being and excellent personal development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher gives an excellent lead in setting a clear vision for the continued improvement of the school. As a result, morale is high and staff throughout the school share in the ambition to succeed. They contribute well to ensure overall good quality teaching and learning and a drive to improve further. The senior team is effective in setting the pace and direction for the school's development, though the roles of middle managers are not sufficiently developed to enable them to effectively monitor and evaluate their subjects. Governance is good. The governing body is very supportive and appropriately challenging. It is rigorous in ensuring that good practice is observed regarding the safeguarding of its pupils and that pupils are kept safe at all times. It also sees to it that financial control, planning and accountability are very effective and resources are used very well. The school meets well its responsibility to ensure equally appropriate opportunities for pupils in all aspects of their school life. Where there are gaps, for example there is some unevenness in younger pupils' progress in writing, the school has identified this and is tackling the problem. The provision for community cohesion is good, based firmly on the school's aim of ensuring that the school is an inclusive community where all are valued. It has a clear impact, seen in the harmonious relationships in the school and the very good understanding pupils have of their place in the wider society. The school does not tolerate any form of discrimination. Excellent and productive partnerships with other schools ensure a flow of additional expertise into the school and a sharing of its own expertise with other local schools. Targets are challenging and encourage pupils to aspire to higher achievement. Good quality planning at all levels supports further improvement. The result is a successful school where pupils' personal development is of the highest order and they achieve well.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

Children's learning in the Early Years Foundation Stage gets off to an extremely successful start. Recent improvements to provision have led to children now making outstanding progress. For example, the recent extension to the outdoor learning environment has provided even more opportunities for a free flow of activities where pupils can make their own choices to complement the adult-led learning. Children's progress reflects the consistently outstanding quality in teaching and excellent leadership and management. Adults work extremely well together to ensure that planned activities match children's precise learning needs. Detailed and accurate assessments underpin the outstanding progress children make. Activities, both indoors and out, are always purposeful, so that children are fully absorbed and eager to participate. Very carefully planned links are used to support learning by using interesting topics and themes. For example, the topic, 'The Three Little Pigs,' fired children's imaginations and encouraged them to participate in a range of activities that included creative and physical development as well as number and writing. Staff know very well how young children learn and ensure activities promote a meaningful purpose in children's activities. High expectations of children's behaviour, along with providing regular opportunities for children to talk together about their learning, contribute significantly to children's accelerated progress. A significant strength in the provision is the relationship enjoyed with parents and carers, who are very supportive and appreciate the high degree of care given and the close attention to children being and feeling safe.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Over a third of parents and carers returned the questionnaire, a broadly average response. The overwhelming majority are supportive of the school, confirming the very positive views of those who met the inspectors. Parents and carers like the way pupils are taught to behave considerately and responsibly and relate positively to each other and to adults. They also value the safety and security provided by the school. Almost all say they are aware of their children's progress and are satisfied with their achievement. The comment, 'My child has blossomed at St Mary's' typifies the sentiments of the many positive comments. The inspectors found that pupils are very well cared for and found that the school works hard and successfully to include parents and carers in all its activities.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Catholic Primary School High Green 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	75	17	23	2	3	0	0
The school keeps my child safe	49	65	24	32	1	1	0	0
My school informs me about my child's progress	38	51	36	48	1	1	0	0
My child is making enough progress at this school	38	51	36	48	0	0	0	0
The teaching is good at this school	48	64	26	35	0	0	0	0
The school helps me to support my child's learning	38	51	35	47	0	0	0	0
The school helps my child to have a healthy lifestyle	25	33	48	64	0	0	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)	35	47	34	45	1	1	0	0
The school meets my child's particular needs	34	45	37	49	2	3	0	0
The school deals effectively with unacceptable behaviour	37	49	31	41	5	7	0	0
The school takes account of my suggestions and concerns	32	43	40	53	1	1	0	0
The school is led and managed effectively	39	52	31	41	2	3	0	0
Overall, I am happy with my child's experience at this school	51	68	23	31	1	1	0	0

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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 May 2011

Dear Pupils

**Inspection of St Mary's Catholic Primary School High Green, Sheffield, S35 3HY**

Thank you for being so welcoming and friendly when my colleagues and I inspected your school recently. Please thank your parents and carers for all their letters and for taking the time to talk to us. We found that yours is a good school and the way the school cares for you and helps you to develop into mature young people is excellent. We were impressed by the way you take responsibility, and how helpful older pupils are towards younger children. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. We particularly enjoyed the way you responded in assembly, singing with gusto. You obviously enjoy coming to school and this shows in your excellent behaviour in classrooms and around the school and your high levels of attendance. We appreciate how your school helps you in learning to live healthily and safely and in becoming ready to progress to secondary school.

The teaching you receive is good. This means you achieve well and the standards you reach by the end of Year 6 are above average. You say that you like your teachers and the way they take good care of you. You were very positive in your questionnaire responses, although a few of you indicate that you are not sure about how well you are doing. To make things even better, we have asked your headteacher and teachers to improve the writing skills in Years 1 and 2. We have also asked that some subject leaders are given more help to ensure you all make as much progress as possible. You can help by continuing to work hard.

I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely,

Bernard Jones

Lead Inspector

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