

St Martin's Catholic Primary – OfSTED parent meeting

13/10/2023

Areas

Quality of Education

Behaviour and attitudes

Leadership and
management

Personal development

Early Years

Full inspection due to
declining progress since 2019

School report



Inspection of St Martin's Catholic Primary School

St Martin's Lane, Murdishaw, Runcorn, Cheshire WA7 6HZ

Inspection dates: 18 and 19 July 2023

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Requires improvement
Previous inspection grade	Good

Quality of education - strengths

For most subjects, the curriculum, including in early reading and mathematics, is ordered logically. Added to this, for the most part, staff are clear about the essential knowledge that pupils, including children in the early years, should learn.

Overall, staff are equipped well to deliver curriculum content effectively. They use their subject knowledge to design learning and select appropriate activities for pupils.

Leaders have ensured that there are appropriate systems in place to swiftly identify the needs of pupils with SEND. Leaders have prioritised the teaching of reading. They have recently introduced a

new phonics programme. Leaders have ensured that most staff are trained to deliver this programme with confidence. Pupils learn phonics from the beginning of the Reception Year, and older pupils read books with joy and enthusiasm.

Staff ensure that the books pupils read are matched closely to the sounds they have learned. This helps pupils to gain confidence in reading. Staff quickly identify those pupils who are falling behind and provide additional support. This helps these pupils to catch up with their peers. Older pupils understand the importance of reading, and they talked fondly about the books that they had read and enjoyed recently.

Quality of Education

In several curriculum subjects, teachers do not check sufficiently well that pupils have learned and understood previous curriculum content. This means that pupils develop gaps or misconceptions in their learning.

Some staff do not have the confidence or expertise to adapt how they deliver the curriculum for pupils with SEND. As a result, some pupils with SEND do not learn the curriculum as well they should.

Early Years - strengths

Children in the early years settle into school routines quickly and learn to concentrate for sustained periods.

Pupils generally follow teachers' instructions, and they show respect for their peers and staff.

When incidents of disruptive behaviour do occur, teachers deal with these effectively.

Pupils learn phonics from the beginning of the Reception Year. Staff ensure that the books pupils read are matched closely to the sounds they have learned.



Early Years

Same as Quality of Education

Behaviour and Attitudes - strengths

Staff have high expectations of pupils' behaviour. Most pupils behave well during lessons and at social times.

When bullying occurs, leaders deal with it quickly and effectively.

Staff are well trained to be alert to any issues regarding pupils' safety. Staff know what to do if they have any safeguarding concerns and take prompt action in line with leaders' procedures.

Leaders work well with a range of other agencies to provide pupils and their families with valuable support.

Behaviour and Attitudes

Too many pupils, including pupils with SEND and disadvantaged pupils, do not attend school as often as they should. This means that they miss out on important learning.

Personal Development - strengths

Leaders ensure that the curriculum provides opportunities for pupils to understand risks and learn how to keep themselves safe

Leaders ensure that pupils benefit from carefully selected opportunities to enhance their wider development. Pupils learn the importance of keeping fit and eating healthy foods. They can participate in many competitions, including netball, football, dance and orienteering.

Pupils enjoy their many leadership roles in school, such as acting as sports ambassadors, as representatives on the school council and taking on the role of 'head pupil'

Pupils know that staff will listen to them and care about their well-being. Pupils benefit from a suitable range of clubs, which allows them to further develop their own interests. These include chess club, a wealth of sporting activities and a choir.

Leadership and Management - strengths

The leadership team has prioritised the development of a suitably ambitious and well-designed curriculum, which meets pupils' needs.

Leaders have high expectations for pupils' achievements.

Newly appointed leaders have quickly gained an accurate understanding of what needs to be done to improve the quality of education for pupils. Alongside the governing body, leaders recognised that improvements must be made to how the curriculum is designed and delivered. Leaders have made some positive changes in this area.

Leaders and staff have redesigned the curriculum to ensure that it meets the needs of pupils

Leadership and management

- Leaders should ensure that staff are supported to identify and address pupils' misconceptions and the gaps in their knowledge so that pupils can build securely on what they know already.
- Leaders should support staff to gain the confidence and skills that they need to ensure that they adapt their delivery of the curriculum to meet the needs of pupils with SEND.
- Leaders should ensure that they continue to support these pupils and their families so that pupils' rates of attendance improve.

Pupils, including children in the early years, arrive at school happy and ready to learn. Staff forge positive relationships with pupils, including those with special educational needs and/or disabilities (SEND). This helps pupils to feel safe in school.