

Our Lady of Perpetual Help Catholic Primary School

Address: Finkle Street, Bentley, Doncaster, South Yorkshire, DN5 0RP

Unique reference number (URN): 106770

Inspection report: 14 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

At the heart of the school's successful approach to attendance is the establishment of positive and respectful relationships with pupils, parents and carers. This creates a culture in which families feel welcome to come into school. Leaders make clear to parents their expectations for pupils to attend school regularly. Pupils know and understand the importance of this. Leaders and staff regularly celebrate high rates of attendance and improvements made by pupils. Assemblies, newsletters and displays around the building promote the importance of being at school. Where attendance begins to cause concern, the school steps in quickly and works with families. This combination of actions has seen a consistent increase in pupils' attendance over time. Leaders are rightly proud of the positive impact of their actions to support pupils to attend school regularly.

Leaders have high expectations of pupils' behaviour. Pupils consistently demonstrate these in their positive attitudes to learning and their behaviour around school. Pupils are polite and courteous to staff, visitors and their peers. They play harmoniously at break and lunchtimes, including with pupils from different year groups. Older pupils are excellent role models to those in younger classes. Pupils understand the importance of being kind and respectful to others.

Expected standard ●

Achievement

Expected standard ●

Leaders ensure that pupils gain the knowledge that they need in the early stages of reading, writing and mathematics to successfully access the curriculum as they progress through the school. Generally, this is effective. It supports pupils, including those with special educational needs and/or disabilities, to gain the skills and knowledge they need to learn the intended curriculum.

By the end of Year 6, pupils, including those with barriers to their learning, typically achieve in line with national averages. This prepares most pupils well for the next stage of their education. A small proportion of pupils eligible for pupil premium funding do not achieve as well as they might. Leaders have taken action to understand the reasons for this so that this group of pupils consistently benefit from the school's curriculum and teaching.

Curriculum and teaching

Expected standard ●

Leaders have implemented a carefully designed curriculum. It enables pupils to build the important knowledge and skills that they must learn. Leaders regularly review the curriculum to check that it meets the needs of all pupils. They ensure that pupils benefit from appropriate and equitable learning opportunities within the school's mixed-age classes.

Teachers demonstrate confidence in their subject knowledge. They provide regular opportunities to revise and revisit prior learning. This supports pupils to build on their learning successfully. Pupils with special educational needs and/or disabilities are supported appropriately in class. Teachers ensure that pupils are provided with suitable resources to adapt, or enable access to, their learning. Pupils benefit from this. Typically, this helps them to be successful.

Leaders have prioritised the teaching of the early stages of reading, writing and mathematics. This provides pupils with a firm basis upon which to build their learning. Teachers provide purposeful opportunities for pupils to write in different genres and styles. Leaders ensure that pupils are regularly taught skills in letter formation and handwriting. However, pupils do not consistently apply what they have learned in this aspect of their work within their writing.

Early years

Expected standard 

Children in the early years enjoy their time in the classroom and large outside area. Leaders have ensured that children benefit from learning in the attractive outdoor area they have recently developed. Children engage in play for sustained periods of time. They cooperate well with their peers while participating in imaginative activities.

Leaders have established a well-sequenced curriculum. It supports children to develop their learning from the beginning of the Nursery phase to the end of Reception. It prepares children appropriately for the demands of the key stage 1 curriculum. Staff know children well. They provide activities that enable children to learn and develop new skills. Staff ensure that these meet the variety of needs and ages within the early years. Children enjoy learning new skills. They confidently share what they have found out with staff. While this helps children to make progress, sometimes staff do not explore opportunities to develop children's learning further as well as they might.

Staff ensure that children benefit from well-established routines. This helps children to settle quickly. It enables staff to successfully promote ways to develop children's confidence and independence. Leaders provide regular opportunities for parents and carers to visit the school and find out how to support their child's learning. Parents value this partnership with the school.

Inclusion

Expected standard 

Leaders have ensured that staff are appropriately trained to identify and support the needs of pupils with special educational needs and/or disabilities, or who face barriers to their learning. Leaders work in partnership with parents and carers to understand pupils' individual needs. They regularly review the actions taken to support pupils. Generally, the school's approach is effective. In some instances, teachers have limited strategies to check the small steps of progress that pupils make. Where this is the case, it is difficult for leaders to evaluate the impact of support provided to pupils.

Leaders are highly ambitious for all pupils at the school. They have established positive working relationships within local partnerships and with health and care professionals to

support pupils' learning and/or medical needs in school. As a consequence, most pupils who face barriers to their learning or wellbeing attend school regularly and achieve well.

Leaders make appropriate use of pupil premium funding. They use research to inform the actions that they take. Typically, most disadvantaged pupils achieve well. Leaders have rightly identified the need to further understand why a small proportion of disadvantaged pupils do not achieve as well as they might.

Leadership and governance

Expected standard 

The school has undergone a significant period of change in leadership this academic year. The governing board has successfully managed a smooth transition to the new leadership team. Governors have ensured that leaders are appropriately supported in their roles. Leaders, including governors, are mindful of staff's workload and wellbeing in the decisions that they make to develop the school. They regularly check that changes made in school do not adversely impact staff. Staff are proud to work at the school. They feel valued in their roles. Staff benefit from opportunities to work with schools in the local area and diocese. This supports the development of their own practice and contributes positively towards the school's continued improvement.

Governors fulfil their statutory duties appropriately. They ensure that resources used to support pupils with special educational needs and/or disabilities, or those who are disadvantaged, are deployed appropriately. Leaders, including those with responsibility for governance, have identified the right priorities for the school. They have established strategies to review actions that have been carried out. Sometimes, however, leaders' evaluation of these actions lack the precision required to consider fully their impact on pupils' learning and development.

Personal development and wellbeing

Expected standard 

Leaders have prioritised actions to support pupils' personal development and wellbeing. This is seen in the well-designed personal, social and health education curriculum, as well as the wider life of the school. Consequently, pupils develop the skills to become confident, reflective and socially responsible individuals.

Pupils demonstrate an age-appropriate understanding of how to keep themselves and others safe, including when online. Leaders ensure that pupils are taught about risks that they may encounter within the local community, such as road safety. Pupils recognise that it is important to look after their physical and mental health and the strategies they can use to do so. The school's inclusive and caring culture enables pupils to know that everyone is valued. Pupils celebrate difference and that sometimes their peers may need additional support to help them to do well.

Leaders ensure that pupils learn about fundamental British values. Pupils apply their knowledge of democracy in the election of their peers to the 'pupil parliament' and other leadership roles in school. Pupil leaders value opportunities to play an active part in school life. They take their responsibilities seriously and acknowledge ways in which these roles contribute to the school and wider community. Activities such as litter picking in the local

area, carol singing at a care home and sending Christmas cards to local residents enable pupils to make positive contributions to the world around them.

Pupils benefit from learning new skills by participating in competitions and tournaments. The school provides access to some extracurricular sports clubs and lunchtime activity sessions. Some pupils also participate in the school choir. Disadvantaged pupils and pupils with special educational needs and/or disabilities attend these clubs alongside their peers. These clubs contribute towards pupils' personal development. However, leaders do not tailor opportunities precisely so that pupils, including those with barriers to their learning and/or wellbeing, consistently participate and benefit fully.

What it's like to be a pupil at this school

From the start of their time at this school, pupils, parents and carers are welcomed into its community. Some pupils arrive at the school at different times of the year. They quickly develop a sense of belonging and make friends. Pupils are proud to attend this school. They enjoy being with their friends and learning different subjects. Most pupils attend school regularly.

Leaders ensure that pupils with special educational needs and/or disabilities, or who are otherwise disadvantaged, are appropriately supported to achieve well. Leaders implement carefully considered strategies to enable pupils to start each day positively.

Pupils consistently demonstrate high standards of behaviour in school. They know that it is important to be kind to other people. Rare incidents of bullying, or behaviour that falls below leaders' high expectations, is dealt with swiftly and consistently by staff. Pupils know that it is important to learn from their mistakes and make amends when they occur. Staff know pupils and their families well. Pupils feel safe. They know that they can go to a member of staff if they are worried about something.

Pupils carry out a range of leadership roles responsibly. These contribute well to the life of the school. Members of the 'pupil parliament' plan and implement new initiatives that enrich pupils' experiences. Recent developments include the introduction of a reward shop. This recognises pupils' consistently positive attitudes to learning and celebrates their ongoing achievements.

Leaders provide regular opportunities for parents to participate in the life of the school. Parents value this. Regular events, such as family reading sessions and participation in learning activities strengthen partnerships between home and school. It contributes towards positive, professional relationships between staff and parents.

Next steps

- Leaders should continue to refine the implementation of the school's approach to curriculum and teaching so that disadvantaged pupils and those who face barriers to their learning consistently benefit.

- Leaders, including those with responsibility for governance, should continue to develop strategies to review actions taken to improve the school, evaluating the impact of these actions on pupils' learning and development.
 - Leaders should further develop opportunities in the early years for staff to consistently use their interactions with children to move learning forward.
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About this inspection

The chair of the board of governors in this school is Alan Dewhurst.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, assistant headteacher and other leaders during the inspection. Inspectors visited lessons, spoke to pupils and reviewed a range pupils' work. The lead inspector spoke to a representative from the local authority and the director of schools from the Diocese of Hallam. They also spoke to representatives from the school's governing board.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. It is part of the Diocese of Hallam. The school's most recent section 48 inspection was in January 2025.

The school is part of the Catholic Federation of Our Lady of Perpetual Help and Saint Joseph and Saint Teresa's Catholic Primary Schools. Each school has its own headteacher.

The headteacher and assistant headteacher started in post in September 2025.

Headteacher: Yvonne Gac

Lead inspector:

Matthew Harrington, His Majesty's Inspector

Team inspector:

Helen Haunch, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 14 April 2026

School and pupil context

Total pupils

128

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

160

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

31.53%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.56%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.16%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25 (revised)	60%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	47%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (revised)	65%	75%	Below
2023/24 (final)	82%	74%	Above
2022/23 (final)	71%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	72%	Close to average
2024/25 (revised)	65%	72%	Below
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	71%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	73%	Close to average
2024/25 (revised)	70%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	76%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	27%	46%	Below
2024/25 (revised)	25%	47%	Below
2023/24 (final)	40%	46%	Close to average
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	25%	63%	Below
2023/24 (final)	80%	62%	Above
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	59%	Below
2024/25 (revised)	38%	59%	Below
2023/24 (final)	60%	58%	Close to average
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	60%	Below
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	60%	59%	Close to average
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	27%	68%	-40 pp
2024/25 (revised)	25%	69%	-44 pp
2023/24 (final)	40%	67%	-27 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	80%	-25 pp
2024/25 (revised)	25%	81%	-56 pp
2023/24 (final)	80%	80%	0 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	78%	-28 pp
2024/25 (revised)	38%	78%	-41 pp
2023/24 (final)	60%	78%	-18 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	80%	-34 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	60%	79%	-19 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	6.0%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.7%	13.3%	Close to average
2023/24 (3 term)	7.9%	14.6%	Below
2022/23 (3 term)	20.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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