

Our Lady of the Assumption Catholic Primary School

Inspection report

Unique reference number	103712
Local authority	Coventry
Inspection number	376952
Inspection dates	13–14 March 2012
Lead inspector	Mary Davis

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Kevin Lambert
Headteacher	Kate Connelly
Date of previous school inspection	18 November 2008
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Age group	3–11
Inspection date(s)	13–14 March 2012
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Introduction

Inspection team

Mary Davis

Additional inspector

Joanne Sanchez-Thompson

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 18 lessons and all teachers and spent 11 hours in classrooms. They held meetings with groups of pupils, members of the governing body, staff and groups of parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at: policies; development planning; data related to the tracking of pupils' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; pupils' work and 123 questionnaires from parents and carers, together with those from pupils and staff.

Information about the school

Our Lady of the Assumption is an average-sized primary school. The proportion of pupils from minority ethnic heritages and the proportion who speak English as an additional language are below the national average, but increasing year on year. The proportion of disabled pupils and those who have special educational needs is above average. The proportion of pupils known to be eligible for free school meals is double that found nationally. The school has part-time nursery provision, which is non-denominational; not all children proceed into the Reception class and approximately 20% of the Reception class did not attend the school's Nursery. There is a privately run after-school child-care provision, which is inspected separately.

The school does not meet the current floor standards, which set the minimum expectation for pupils' attainment and progress.

The current headteacher took up post in April 2010.

The school holds the Basic Skills Quality Mark and is a Get Set 2012 Network school embracing Olympic values.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- Our Lady of the Assumption is a satisfactory school. Much of its work is showing rapid improvement after a period of low achievement. It is not yet good because teaching is not consistently good enough to raise achievement further. In addition, pupils are not given enough information to really push themselves on at a rapid pace and they do not always learn and practise literacy and numeracy enough in other subjects.
- Achievement is now satisfactory. Attainment is rising strongly and learning and progress accelerating, particularly in Key Stage 2. Pupils enjoy their learning and are keen to do their best.
- Overall teaching is satisfactory but there is an increasing proportion of consistently good practice, particularly in Key Stage 2. Some outstanding practice was observed during the inspection, resulting in a fast pace of learning. Appropriate targets are set to promote independent learning; however, some opportunities are being missed to provide precise information for pupils about their next steps in learning to enable them to take greater responsibility for their own progress.
- Behaviour is good and in some lessons is exemplary. Pupils say they feel safe and well looked after by adults. They have a good understanding of how to keep themselves safe, including when using the internet. Attendance rates have improved dramatically and are now above average.
- The leadership of teaching and management of performance are satisfactory. The new leadership team have established robust systems for tracking pupils' progress and monitoring the quality of teaching and have established effective strategies to address underachievement. Teachers are closely held to account for the progress their children make and, as a result, achievement is rising and the quality of teaching improving.

Schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Raise attainment and accelerate rates of progress, particularly in Key Stage 1 by:
 - sharing existing good practice to raise consistency so that more teaching is good or outstanding
 - ensuring that planned activities are closely matched to individual pupils' needs
 - making sure teachers always explain tasks clearly.
- Enhance target-setting procedures to promote pupils' independence as learners, by providing them with precise information about their next steps in learning and enabling them to take greater responsibility for their own progress.
- Ensure that the curriculum provides opportunities to develop literacy and numeracy skills across all subjects.

Main report

Achievement of pupils

Children enter the Nursery with levels of skill and understanding that are below those expected at their age and well below in speaking and listening. They make good progress during the Nursery year and establish good learning and listening skills. Overall progress by the end of the Early Years Foundation Stage is satisfactory. Pupils also make satisfactory progress during Key Stage 1, although attainment at the end of Year 2 remains below average, particularly in reading and mathematics. During the inspection, however, Key Stage 1 pupils showed that they were able to read confidently and with expression and lower-attaining readers were able to sound out words effectively.

Attainment by the end of Key Stage 2 has been below that found nationally. The 2011 cohort made rapid progress during Year 6, but this was not sufficient for them to make up on lost ground as a result of the many staffing changes they experienced during Year 5. As a result they did not meet the government's floor standards. Current cohorts across the school are now making good progress and particularly so during Years 5 and 6, where teaching is consistently good or outstanding. Pupils are excited about their learning and work well together, helping and supporting each other. Older pupils enjoy taking responsibility for their own learning by setting themselves targets for the lesson. For example, in a mathematics lesson, Year 6 pupils chose their own level of difficulty for a dice game that set challenging problems to be undertaken in a given time. This competition engendered great excitement and a fast pace of learning.

In Key Stage 1, rates of progress are sometimes slower because teachers do not always explain or model tasks sufficiently for pupils to have a clear understanding of what is expected. Nevertheless, learning activities provide exciting and relevant experiences that support pupils' learning. For example, the Year 2 class had fun learning about fractions by cutting up cakes and pies into portions. Disabled pupils and those who have special educational needs are well supported, and appropriate

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tasks are set. As a result they are making equal progress to their peers. The very few pupils at an early stage of learning English are well supported by a language specialist. As a result they are quickly included and are able to make good progress. The many eligible for free school meals also achieve in line with other pupils. Systematic reading support is well established across the school, including for lower attaining pupils in Key Stage 2 and, as a result, Year 6 attainment in reading is currently above national levels.

Almost all parents and carers expressed the view that their children make good progress and enjoy their learning. Inspectors found this to be the case for the current pupils, but judged achievement to be satisfactory rather than better because they take into account achievement over recent years.

Quality of teaching

All teaching observed during the inspection was at least satisfactory and the majority was good. In most lessons activities are well matched to individual abilities, are fun and relevant to pupils' experience. Typically, teachers' planning sets out clear expectations for the learning of all groups of pupils and resources are well prepared to enable this. Teaching promotes pupils' spiritual, moral, social and cultural development well, for example through opportunities to reflect or to work together.

Teaching assistants are a real strength of the provision and good teamwork is evident. They provide high quality support and challenge that is well matched to the needs of the groups they lead. In the best lessons, teachers use questioning well to probe understanding. They have high expectations of what pupils are able to achieve and require pupils to justify and explain their answers. Most teachers use assessment well to support learning and plan activities to address mistakes identified from previous work. However, in lessons that are satisfactory rather than better this planning is not so finely tuned. Although pupils know their individual targets in English and mathematics, and are keen to reach them, identifying for themselves when they have been achieved, they are not currently being provided with precise enough information about what is required to reach the next national curriculum level. Although most teachers mark pupils' books frequently, sometimes opportunities are being missed to link comments to their targets or to what they need to do to reach them.

Almost all parents and carers expressed the view that their children are well taught. A very small minority expressed concerns about individual year groups and inspectors agree that there is some inconsistency. They also take into account the impact of teaching over a period of time. Overall teaching is judged to be satisfactory.

Behaviour and safety of pupils

Warm relationships between adults and pupils are evident throughout the school. Pupils demonstrate positive attitudes to learning and towards adults. They show

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good levels of engagement in lessons and the ability to concentrate for extended periods. Lessons flow smoothly and disruptive incidents seldom occur. Pupils understand and respond to the 'three golden rules', ensuring high standards of behaviour and care, both that pupils show to each other, and the care they take of their learning environment. Pupils have high expectations of each other's behaviour and are indignant if there is any possibility of a disturbance to their learning. Pupils are calm, orderly and considerate when moving around the school and are polite and welcoming to visitors. Parents and carers express confidence that the school will keep their children safe and that behaviour is good. A small minority of pupils expressed concern about their safety on the playground, but said that adults take quick action to support them and that bullying of all kinds and racial incidents are rare and effectively addressed. Pupils told inspectors how much they value the work of the learning mentor and other individual support that has enabled pupils to improve their own behaviour. Pupils have a good awareness of how to keep themselves safe, including from cyber-bullying. Teachers are consistent in their management of behaviour and case-study evidence demonstrates marked improvement over time for pupils for whom circumstances may make them vulnerable, enabling them to feel safe and included. The school has been highly successful in promoting regular attendance. Levels of attendance have risen sharply over the last two years and the proportion of persistent absentees has fallen.

Leadership and management

The headteacher has established a strong leadership team who have been robust in promoting their ambition for the school. Rigorous tracking of pupils' progress has been embedded and underachievement identified. A wide range of strategies have been established to support underperforming groups, including booster classes, individual support and the introduction of Easter classes. Extensive monitoring and subsequent evaluation and determination of next steps have raised the profile of teaching and learning across the school, with the result that all teaching is at least satisfactory, and outstanding practice is increasing. Leaders have sought expert external advice in evaluating the schools' performance and identifying areas for development. This has included effective staff training and support to raise the capacity of middle leadership. The school's leaders and managers are now experienced enough to continue the process unaided. The rising achievement and quality of teaching demonstrate the school's satisfactory capacity to improve further.

The governing body are knowledgeable and committed to further improvement. They use their broad range of skills and experiences to provide effective support and challenge. They are well-trained and ensure that safeguarding procedures are robust and that staff and pupils are safe. The school's leaders ensure that the progress of all groups of pupils is analysed, that all are included and that there is no discrimination.

The thematic curriculum is generally well matched to pupils' needs, although the school recognises the need to increase the opportunities that are provided for pupils to undertake cross-curricular tasks that will provide inspiration for writing and those

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provided to use numeracy for real-life purposes. A key strength of the curriculum is the provision for performing arts and dance. This enables pupils to be creative, develop self-confidence and promotes physical fitness while supporting their good spiritual, moral, social and cultural development. This is also fostered through the literacy provision where pupils reflect and write about moral and social issues in their creative writing. The displays around the school are lively and exciting and promote curiosity and creativity. A wealth of opportunity is provided, particularly in assemblies, for reflection on how children in other parts of the world live, for example in Africa, enabling pupils to empathise with their situation and suggest ways in which they can provide support through fund-raising.

The school engages well with parents and carers, fully involves them in the work of the school and keeps them informed through a wide variety of media including text messaging. Their involvement is exemplified by the high response to the questionnaire and the positive responses to each question.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



15 March 2012

Dear Pupils

**Inspection of Our Lady of the Assumption Catholic Primary School,
Coventry, CV4 9LB**

Thank you very much for the welcome you gave us when we visited your school for its recent inspection. We enjoyed talking with you and seeing all that you do. We particularly enjoyed hearing you sing so enthusiastically in assembly and your outstanding dancing.

You go to a satisfactory school. You are now making good progress from your starting points, but this has not been the case until recently. Leaders have improved things by making sure that the majority of teaching is good, but we have asked them to ensure that you experience more teaching of the highest quality. They can do this by making sure they plan activities that are just right for you, not too hard or too easy, and by making sure you always understand exactly what to do. You can help by telling them if you are not sure. Your teachers provide interesting tasks and you told us how much you enjoy your learning. Teachers provide you with clear targets but we have asked them to give you more precise information about how to achieve your next steps in learning so that you can take more responsibility for your own progress. You behave well and are confident that the school will keep you safe and you know how to keep yourselves safe. You told us how well the adults care for you. Your attendance is improving strongly and is now above average.

The curriculum you follow enables you to show respect for those from cultures and beliefs different to your own. We have asked leaders to provide more opportunities to practice your literacy and numeracy skills in other subjects. They are working hard to make sure you continue to learn well and develop well as young people. You can help them by continuing to work hard. I wish you every success for the future.

Yours sincerely

Mary Davis
Lead inspector

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