

St Mary Queen of Martyrs RC Primary School

Inspection report

Unique Reference Number	118052
Local authority	Kingston upon Hull City of
Inspection number	379531
Inspection dates	13–14 March 2012
Lead inspector	Christine Millett

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	319
Appropriate authority	The governing body
Chair	Peter Harris
Headteacher	Mrs Pat Graham/Mrs Angela Nicholl
Date of previous school inspection	19 April 2007
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Introduction

Inspection team

Christine Millett
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Susan Twaits

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 19 lessons or parts of lessons given by 13 members of staff. They held meetings with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress and records on safeguarding, health and safety and attendance. The inspectors looked at the on-line questionnaire (Parent View) but no responses were recorded. Inspectors considered the 122 questionnaires completed by parents and carers as well as those from pupils and staff.

Information about the school

St Mary Queen of Martyrs is larger than the average-sized primary school. Most pupils are of White British heritage. A very small number are from minority-ethnic groups. Almost all pupils' first language is English. The proportion of pupils known to be eligible for free school meals is above the national average. The number of disabled pupils and those who have special educational needs is broadly in line with the national average. The school exceeds the government floor standards for attainment and progress. The school has achieved Healthy School status. The school operates a daily breakfast club for its pupils.

There have been a number of changes to staffing since the previous inspection. Following the retirement of the previous headteacher, the deputy headteacher and a phase leader share the temporary acting-headship of the school. The deputy headteacher has been appointed substantive headteacher from September 2012.

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

Key Findings

- St Mary Queen of Martyrs is a good school. It is not outstanding because teaching and pupils' achievement are good rather than outstanding. Pupils achieve well in a safe, nurturing environment. They feel safe and have confidence in adults to take care of them. All parents and carers who responded to the questionnaire agreed their children were well looked after. This overriding philosophy of care, alongside a well taught curriculum contributes significantly to pupils' outstanding spiritual, moral, social and cultural development.
- Children are provided with a good start in the Early Years Foundation Stage. Attainment is above average by the end of Year 6. Progress is not as rapid in Key Stage 1 as Key Stage 2. The school has identified this and put new initiatives in place which are beginning to embed.
- Attainment data is used well to monitor pupils' progress and ensure that teachers and pupils know how well they are doing. Pupils are made aware of their targets and what they have to do to improve through the conscientious marking of their work. Intervention strategies enable disabled pupils and those with special educational needs to make similar progress to their peers. A number of parents and carers of Key Stage 1 pupils feel they do not have enough information to fully support their children's learning.
- Teaching is good overall. A strong team of highly committed staff consistently provide good quality, sometimes outstanding teaching. Pupils behave well, demonstrate positive attitudes to learning and say they feel safe in school. They make good progress because teachers provide them with interesting opportunities to develop skills in reading, writing, communication and mathematics. However, pupils have fewer opportunities to improve their skills in information and communication technology.

- Leaders and managers, including members of the governing body have high aspirations for pupils' progress and personal development. They are managing the improvement of teaching well through effective professional development.

What does the school need to do to improve further?

- Raise attainment and accelerate progress in Key Stage 1 by:
 - monitoring closely the impact of additional resources that have been put in place to raise achievement in reading and writing
 - increasing the level of challenge for pupils, particularly the more able
 - creating more opportunities for the use of information and communication technology
 - providing additional opportunities for parents and carers to be involved in their children's learning

Main Report

Achievement of pupils

Pupils achieve well during their time in school. A view rightly held by the overwhelming majority of parents and carers. Pupils benefit from consistency in the quality of teaching through the school and therefore their progress is good overall.

A good start is made in the Reception classes. On entry, children have skills below those expected for their ages particularly in communication, language and literacy, and personal, social and emotional development. They make good progress so that by the time they start Year 1, pupils have average ability in communication, language, numeracy and social skills. Progress through Key Stage 1 slows to satisfactory so that by the end of Year 2, attainment in reading, writing and mathematics is still broadly average. Progress accelerates strongly through Years 3 to 6 and attainment at the end of Key Stage 2 is above average. In 2011 a significant proportion of pupils achieved Level 5 in English, with reading a clear strength in the subject. These levels of attainment were confirmed by work seen during inspection. For example, pupils can articulately respond to questions, some of which are really searching, and can also apply themselves diligently to their written work. This is particularly evident when pupils are asked to work independently or in pairs. There is usually a 'buzz' of working noise as pupils settle quickly to the task in hand. Some variability in progress comes about when teaching does not ensure all pupils are fully challenged. For example, pupils are taught English and mathematics in ability groups. However, there is too little sharp matching of work to the level of ability within the groups. Disabled pupils and those who have special educational needs are well supported and, as result, are making similar good progress to their peers and learn well. Staff are united in their efforts to build on their success and accelerate achievement for all.

Quality of teaching

Parents and carers were unanimous in their belief that their children are taught well, and rightly so. Teaching is effective because of the positive, caring relationships between all adults and pupils. These also contribute to pupils' outstanding spiritual, moral, social and cultural development. Teaching assistants form good relationships with teachers and pupils. They ensure that disabled pupils and those with special educational needs are included in lessons and are fully engaged. Staff are adept at asking questions which promote thinking skills, reasoning and the use of appropriate vocabulary. This also has a very positive impact upon pupils' spiritual, moral, social and cultural development.

The love of reading is well promoted across the school and pupils have many opportunities to practise their reading skills. Starting in the Early Years Foundation Stage children are developing their knowledge of phonics (linking sounds and letters) in a systematic way. This includes not only learning new sounds, but practising writing them. The school is aware that this good progress in reading and writing slows down in Key Stage 1 and is addressing this through substantial investment in resources and training for staff. A number of parents and carers suggested they would like to know more about what and how their children are learning.

Work is marked regularly and there is evidence of good practice in both mathematics and English. This gives pupils a clear understanding of what they have achieved and they are provided with guidance on how to improve their work. However, guidance on the presentation of work is sometimes overlooked. Pupils take part in self- and peer-assessment during the course of a lesson and in written work. This was particularly well illustrated in an English lesson where pupils were asked to 'mark' their partner's work by writing a positive comment and a point for improvement against success criteria. This successfully encouraged pupils to think about how they could improve their own work.

Teachers' good subject knowledge underpins a good curriculum. In the best lessons, teachers set up well thought out learning opportunities to develop pupils' skills and understanding. This was seen in a Year 3/4 mathematics lesson where pupils were measuring the sides of polygons to find their perimeter. The use of information and communication technology focused pupils' attention and the practical activities provided opportunities for pupils to demonstrate what they had learned.

Behaviour and safety of pupils

Parents and carers accurately believe that behaviour and attitudes to school are good. The comment that, 'Staff provide a sense of security, safety and family. The whole team is supportive and caring.' made by one parent was typical of the many received. Pupils and staff also say that pupils behave well in the playground and in lessons. The inspection findings echo these views. This is a very harmonious community where all pupils work and play well together. A calm atmosphere pervades lessons and well ordered systems at lunchtime and playtime ensure these are enjoyable times for all pupils. Pupils develop a maturity and confidence in their own abilities and they are courteous and friendly. Pupils told the inspectors that they consider the school a happy and safe place to be. Children in the Early Years

Foundation Stage learn to take responsibility for their belongings through, for example, the use of lockers. This spills over into lessons where they take some responsibility for managing their own learning, often sustaining concentration well when working and playing individually and in small groups. By Years 5 and 6, pupils are attentive and have developed good team skills.

Pupils' well-established understanding of right and wrong is developed strongly through staff's consistent approach to behaviour management which places high expectations on pupils, while providing warmth and compassion. This has ensured good behaviour and relationships over time. Parents and carers told inspectors how much their children enjoy their time in this school. Poor behaviour is rare because pupils receive good support from all adults and are helped to learn and adjust to situations. Pupils enjoy the playground and say they feel safe and know how to keep themselves safe. Pupils understand the different types of bullying. They say instances are very rare and have confidence in adults to deal with any incidents which may occur. Pupils have a good understanding as to what constitutes a safe and unsafe situation. The curriculum equips them for life through age-appropriate life skills such as those experienced on residential visits. Punctuality and attendance have improved in the past year and are now above average. Pupils and parents and carers are made aware of attendance targets.

Leadership and management

The success of the school in maintaining a good level of achievement and promoting consistently good attitudes and behaviour are the result of a cohesive team which is well led and managed. Both acting headteachers lead by example, and have developed an effective team whose members implement their vision with determination and commitment. Good practice is shared across the school and a range of effective professional development strategies have been put in place to ensure pupils' achievement continues to improve. Astute leadership and management has recognised the plateau of progress in Key Stage 1 and put in place a reading and writing programme to give learning a boost. Staff training has been rigorous and the impact upon pupils' achievement, as seen in the school's tracking system, is positive. However, the programme has not been in place long enough to give an accurate picture. Sustained good standards and accurate self-evaluation demonstrate the school's good capacity for further improvement.

The curriculum is good because it has been developed to provide meaningful cross-curricular links and topics which appeal to all ages. Pupils' own ideas and suggestions are valued and developed. A wide range of visits and visitors bring learning to life. Spiritual, moral, social and cultural development is outstanding. Pupils' spiritual development is extremely well supported by all staff. This allows pupils to reflect on their feelings thoughtfully as was seen in assembly where one pupil led the prayer asking others to reflect on their mistakes. Pupils benefit from the study of a range of other beliefs and cultures.

The governing body is well informed and is active in providing both challenge and support. Management systems are effective and the school runs smoothly. The school successfully promotes equality of opportunity. Discrimination is not tolerated. Safeguarding requirements are met and systems and procedures for child protection

are in place. The school engages well with parents and carers and plays an important part in the community.

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.
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 St Mary Queen of Martyrs RC Primary School, Hull HU7 4BS

Thank you for the warm welcome we received when we visited your school recently. We thoroughly enjoyed our visit, particularly having the opportunity to talk to so many of you and to see you in lessons and at play. You and your parents and carers told us that this is a good school and we agree.

- Teaching is good and this helps you to make good progress.
- You get off to a good start in the Early Years Foundation Stage and achieve well during your time in school.
- You attain average standards in Key Stage 1 but by the time you leave school these are above average.
- You told us that you enjoy school and feel safe and secure.
- You think that behaviour is usually good, and we found that you behave well in lessons and around the school. You were extremely polite.
- You have good relationships with your teachers and you get on well with each other.

The headteachers, other adults and the governing body are working hard to make the school as good as possible for you. In order to help you do even better in your learning we have asked them to make sure pupils do as well in Key Stage 1 as they do in Key Stage 2 by:

- checking regularly that the new way of teaching reading and writing is working
- ensuring there is more challenge in work, particularly for the more able
- creating more opportunities to use information and communication technology
- letting your parents and carers know what is being learned at school so they can help at home
- making sure that attendance continues to improve.

All of you can help the school by continuing to try your best in lessons, coming to school regularly and always behaving well. We wish you all the best in the future.

Yours sincerely
Christine Millett

Lead inspector

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