

# St Mary's Catholic Primary School, Henley-in-Arden

## Inspection report

---

<b>Unique Reference Number</b>	125711
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	359926
<b>Inspection dates</b>	19–20 January 2011
<b>Reporting inspector</b>	Clive Lewis

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

---

<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>	38
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kathryn Gray
<b>Headteacher</b>	Lindsay Nash (Acting)
<b>Date of previous school inspection</b>	21 November 2007
<b>School address</b>	Arden Road Henley-in-Arden B95 5LT
<b>Telephone number</b>	01564 792316
<b>Fax number</b>	01564 792316
<b>Email address</b>	admin3508@we-learn.com

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	19–20 January 2011
<b>Inspection number</b>	359926

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by an additional inspector. The inspector visited five lessons and observed four teachers. Meetings were held with governors, staff, local authority representatives and groups of pupils. The inspector observed the school's work, including a sample of pupils' books, teachers' planning documents, tracking and assessment data and analysed questionnaires from 17 parents and carers, 18 pupils and 6 staff.

The inspector reviewed many aspects of the school's work, and looked in detail at a number of key areas.

- The effectiveness of leadership and management under the current acting-headship arrangement was investigated.
- The inspector checked the quality of the school's new assessment and tracking systems.
- The contribution made by subject leaders and curriculum managers to pupils' learning and progress.

## Information about the school

This is a very small primary school with mainly White British pupils taught in two mixed-age classes. The proportion of pupils known to be eligible for free school meals is well above average and that for pupils who have special educational needs and/ or disabilities is broadly average. The proportion of pupils from minority ethnic groups is lower than average and very few pupils speak English as an additional language. This latter group of pupils contains a small number who have complex learning difficulties and associated emotional and developmental needs. The school has had considerable staff upheaval since the last inspection, with some very recent changes. As a result of this historical turbulence, the mobility of pupils has been very high and the number of pupils on the school roll has reduced dramatically, necessitating a reduction in classes from three to two. The school has been led by an acting headteacher with the support of two assistant headteachers from the adjacent primary school since the start of the current school year. During the inspection, governors learned that their negotiations for 'federation' with a nearby small Catholic school had been successful. This arrangement will begin from the start of the new school year.

**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?**

**3**

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

**3**

## Main findings

St. Mary's Catholic Primary has been through a difficult period since the last inspection but is now getting back on track and improving due to the skilled leadership of the acting headteacher. In a very short time, with the strong support of the local authority and the governing body, she has effectively resolved the main issue for the school by strengthening the quality of teaching and setting clear and appropriate priorities for further improvement. Parents and carers are supportive of the school's work, although a few have expressed concerns about the recent changes in leadership and staffing and their effect on the progress their children are making. One parent wrote, 'I am very happy with the progress my child is making' and a parent of a child with special educational needs wrote, 'The school are working very well and hard to meet my child's needs'.

Children get off to a satisfactory start and make satisfactory progress in the Early Years Foundation Stage. However, provision for the outdoor curriculum does not promote children's independent learning skills sufficiently. This satisfactory progress continues in Years 1 and 2. Standards in the latest national tests in 2010 were in line with national averages at the end of Year 2 but below national averages in Year 6. This reflected slower progress in Key Stage 2 which was, to some extent, a result of prolonged instability in teaching in the Key Stage 2 class. This situation has been successfully resolved and pupils in Years 3 to 6 are now making satisfactory progress. They are on track to achieve standards that are in line with those found nationally by the end of Year 6. Teaching is now satisfactory across the school. Subject leaders and curriculum managers provide satisfactory support for their colleagues by helping them to keep up to date with developments and providing guidance for improvement. Assessment and tracking systems have been strengthened although teachers do not always make the best use of the improved data when planning lessons. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically. Levels of attendance, however, although steadily improving, remain only average. Pupils have well-developed personal skills. They have a good understanding of how to keep safe. A strong moral code is implicit within the school's ethos and pupils' spiritual, moral, social and cultural development is good. In most cases, pupils work hard and conscientiously, without the need for constant adult intervention, both independently and co-operatively. The curriculum is appropriately broad and balanced. Pupils receive a satisfactory variety of activities and experiences through visits, residential stays and visitors to school. Care and guidance are good. Support for vulnerable pupils is an established part of the school's provision and plays a useful role in fostering their personal development. Despite the temporary nature of the current leadership, its positive impact on improving the quality of teaching and outcomes for pupils, and the continuing support of the governing body and local authority, demonstrate the school's satisfactory capacity to maintain and sustain improvement. This is further assured by the recently negotiated federation with another Catholic school.

**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

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve planning, resources and regular, child-initiated access for the outdoor curriculum in the Early Years Foundation Stage in order to further develop children's independent learning skills.
  - Improve the quality of teaching so that it is consistently good or better throughout the school by ensuring all teachers make the best use of accurate assessment and tracking data to plan work with the appropriate level of challenge for all pupils.

## Outcomes for individuals and groups of pupils

**3**

Children make satisfactory progress in the Early Years Foundation Stage and this satisfactory progress continues into Years 1 and 2. After a short period of uneven progress, pupils in Years 3 to 6 are now making at least satisfactory progress due to the successful initiatives introduced by the acting headteacher. Where teaching is good, pupils make good progress because of the high level of motivation generated, the good pace to the lessons and the good planning so that pupils of differing ages and abilities are all appropriately challenged. Observations during the inspection confirm that standards are now securely in line with those found nationally by Year 6. Pupils who are known to be eligible for a free school meal and those who have special educational needs and/or disabilities make satisfactory progress. Within this latter group of pupils is a small number who have complex learning difficulties and associated emotional and developmental needs and they make good progress. Observations during lessons and around the school confirm that, although pupils' behaviour is improving due to more consistent teaching practices, it remains satisfactory overall. Pupils' spiritual, moral, social and cultural development is good. Pupils show considerable respect for the feelings and beliefs of others. In most cases, they have good attitudes to learning and develop considerate relationships with their peers and with adults. They say they feel very safe and understand the need for healthy lifestyles and the need for exercise. They value their school community and participate constructively in school life. Pupils say they enjoy coming to school but, despite recent significant improvements in attendance, it remains average. Their satisfactory skills in literacy and numeracy and their good social skills prepare them soundly for the future world of work.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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 satisfactory overall, and varies between satisfactory and good across the school. Most teachers demonstrate good subject knowledge. They ensure classroom routines are made clear, and regularly reinforced, so that learning takes place in a well-structured environment and all pupils can contribute to lessons. Learning intentions are made clear at the beginning of each lesson and, as a result, pupils know precisely what it is that they are expected to do. Most teachers monitor pupils' work well during lessons, pick up any general misconceptions and adjust their plans accordingly. In one good literacy lesson in Key Stage 2, following up the previous day's visit to a Roman museum, the class teacher effectively motivated pupils so that they put forward their ideas confidently and enthusiastically and remained on task throughout the lesson. She provided suitably challenging work for the older/more able pupils while ensuring younger/less able pupils were well-supported. However, in a small minority of lessons learning and progress are held back because teachers do not plan work adequately for the range of abilities in the class or ensure sufficient challenge for all pupils. Teachers are well supported by effective and skilled teaching assistants who are fully involved in lessons and ensure that pupils receive extra help as they need it. Marking is up to date and encouraging but does not consistently point out what steps pupils should take to improve their work. The curriculum provides a satisfactory range of experiences through visits, residential stays and visitors to school and pupils are enthusiastic about the new 'creative' curriculum topics they are now working on. The school has well-organised arrangements for the care of all

**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

pupils which contribute to their well-being and support their learning effectively. Staff know and care deeply for all pupils and rigorous welfare procedures help to ensure their safety. When needed, a wide range of specialists and support agencies is called upon to support those pupils whose circumstances make them vulnerable.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The acting headteacher has quickly identified and is beginning to tackle areas requiring improvement with rigour. Most importantly, on arrival, she acted promptly and successfully to secure improved teaching across the school and introduced a more rigorous whole-school assessment and tracking system in order that teachers' planning can be founded on robust evidence and based on good quality data. Governance is satisfactory. The governing body fulfils its statutory duties, is supportive and challenges the school to do well. Systems, to ensure that pupils and staff are safe, are secure. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. Although parents and carers have understandably been concerned about the recent significant changes in personnel and its effect on their children's progress, the school has a positive relationship with most parents and carers. The school promotes equal opportunity in all its work although it is aware that, until recently, the quality of provision across the school has varied considerably. The school makes a good contribution to community cohesion. It has good links with the local community and has forged links with schools in different situations. Pupils from St. Mary's recently visited a large multi-racial school in Birmingham and are eagerly awaiting a return visit. They are pen-friends with pupils in a school in South Africa.

**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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Provision for the youngest children is satisfactory. Although attainment on entry varies from year to year due to the small cohorts, children typically enter the Reception class with skills that are below those expected for their age, especially in communication, language and literacy skills and in personal and social development. Children clearly enjoy school, have settled into the routines well and play happily together and independently. They undertake a variety of whole-class and group activities and, in most cases, cooperate well when working with others. They delight in learning and seeing new things. Good relationships are being developed with parents and carers through daily contact. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are well-supported and are integrated well into all activities. However, although the Early Years Foundation Stage classroom has a small secure outdoor area, directly accessible from the classroom, it is not currently being used to its best advantage. It is only used at certain times within the day and, currently, as there is no covered area the school does not provide for the outdoor curriculum to continue in inclement weather. The current arrangements do not provide children with sufficient opportunities to select activities for themselves, both indoors and outdoors, as 'free-choice' and this hampers the development of their independent learning skills. Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. They manage children and their behaviour appropriately. The Early Years Foundation Stage has recently adopted a new system of assessment and tracking of individual children which has the potential to give practitioners a clearer and more accurate view of both the attainment on entry and the progress of the youngest children.



**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

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The majority of parents and carers are very satisfied with the school. All who responded to the questionnaire feel that their child enjoyed school and over 90% believe the school keeps their child safe, helps them have a healthy lifestyle and deals well with unacceptable behaviour. The very large majority feel that the school is led well, helps them support their child and meets their child's particular needs. All but one parent declared themselves, overall, happy with their child's experience in school. However, three parents do not feel that their child is making enough progress at the school. These are understandable concerns given the recent turbulence in staffing and the almost complete change of teaching staff over the last two years. The inspection found that this situation has now been successfully resolved due to the combined efforts of the local authority, the governing body and the acting headteacher, and pupils across the school are now making at least satisfactory progress and are being prepared satisfactorily for their future education.

## 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, Henley-in-Arden 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 inspector received 18 completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	78	4	22	0	0	0	0
The school keeps my child safe	10	56	7	39	1	6	0	0
My school informs me about my child's progress	4	22	11	61	1	6	0	0
My child is making enough progress at this school	4	22	8	44	3	17	0	0
The teaching is good at this school	5	28	8	44	2	11	0	0
The school helps me to support my child's learning	7	39	9	50	1	6	0	0
The school helps my child to have a healthy lifestyle	5	28	12	67	1	6	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)	2	11	10	56	1	6	0	0
The school meets my child's particular needs	4	22	12	67	0	0	0	0
The school deals effectively with unacceptable behaviour	6	33	11	61	1	6	0	0
The school takes account of my suggestions and concerns	3	17	10	56	2	11	0	0
The school is led and managed effectively	6	33	10	56	1	6	0	0
Overall, I am happy with my child's experience at this school	8	44	9	50	1	6	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 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 2009/10 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.**



21 January 2011

Dear Pupils

**Inspection of St Mary's Catholic Primary School, Henley-in-Arden, B95 5LT**

Thank you so much for helping me when I came to inspect your school recently. I enjoyed meeting so many of you and observing you at work and at play. You made me feel very welcome and made my short visit very enjoyable. You told me you like coming to school and that you feel very safe in school. You understand how to live healthy lifestyles and your behaviour is satisfactory. You work well with your teachers and other adults who help you and, as a result, you are making satisfactory progress with your learning. Most of you work hard and try to succeed in all that you do. Well done!

Overall, the school is giving you a satisfactory education, which means that, although it does a number of things well, some things need to improve. I have asked those in charge to do a few things to make it better.

To ensure the school's leaders and managers support your teachers to make all lessons as good as the best ones, so that you all make better progress.

To help the youngest children to develop their independent learning skills by improving outdoor accommodation and provision.

To make sure that teachers develop a better understanding of the accurate information the school now has about the progress all of you are making and use it when planning lessons.

You can help by behaving well and doing your very best at all times.

I wish you well in your future education.

Yours sincerely

Clive Lewis

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**