

# St Osburg's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	103711
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	355439
<b>Inspection dates</b>	15–16 February 2011
<b>Reporting inspector</b>	Marion Thompson

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Garry Byrne
<b>Headteacher</b>	Tracey McGeever
<b>Date of previous school inspection</b>	14 March 2008
<b>School address</b>	Upper Hill Street Coventry CV1 4AP
<b>Telephone number</b>	024 76227165
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<b>Email address</b>	admin@st-osburgs.coventry.sch.uk

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<b>Age group</b>	3–11
<b>Inspection dates</b>	15–16 February 2011
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**Number of children on roll in the registered  
childcare provision**

**Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by three additional inspectors who observed 16 lessons taught by eight teachers. Inspectors talked to parents and carers, pupils, staff and the Chair of the Governing Body. They observed the school's work, and looked at pupils' work, information about their progress, curriculum and lesson plans, safeguarding documents and school improvement plans. They considered 33 questionnaires from parents and carers as well as staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors investigated the impact that the school's strategies are having on developing the literacy skills of pupils at the early stage of learning English.
- They also studied the consistency of pupils' progress across Key Stage 2.
- They explored the school's capacity to sustain recent improvements in pupils' progress.

## Information about the school

The school is of average size. Just under half of the pupils are of White British heritage. Around a fifth of pupils are from Eastern European countries and approximately a tenth are of Black or Black British-African heritage. A high percentage of pupils are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils known to be eligible for free school meals is high. A high number of pupils join and leave the school during the school year. The governing body is responsible for a breakfast and after school club. There is an on-site special educational needs and/or disabilities resource base managed by the local authority. The school has Healthy Schools status, Sportsmark and the Eco Silver award.

**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?**

**2**

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

**2**

## Main findings

St Osburg's school provides a good education. Pupils make good progress and reach broadly average standards by Year 6. Attainment and progress in reading, writing and mathematics have improved significantly, enabling most pupils to catch up ground lost through previous slow progress. Pupils who remain throughout the school reach higher standards than those who attend for a short time. Pupils achieve well.

Children settle happily into the Early Years Foundation Stage, because of good transition arrangements. However, planning is occasionally too focused on activities rather than on meeting children's specific needs and developing their skills. From time to time this leads to a lack of pace and challenge. The purpose of activities is not always shared so opportunities for children to talk about their learning and extend their vocabulary are missed. Consequently, children make satisfactory progress in the Nursery and Reception.

Individual pupils are carefully nurtured through the good care, support and guidance the school provides. As a result, pupils enjoy school and behave well. They treat each other with respect and are polite. They adopt a healthy lifestyle, for example choosing a balanced diet in school dinners. Uptake of extra-curricular sport is high. The school's success in this area is recognised by external awards.

Pupils' spiritual, moral, social and cultural development is enhanced by the recently reviewed curriculum. This provides pupils with a wide range of exciting experiences which motivate them to learn. For example, during the inspection pupils in Year 5 were engrossed when 'Aliens' landed in the school hall. This inspired them to produce an interesting film and develop mathematical, research, observational, information communication technology (ICT) and artistic skills well. Teaching and assessment have improved and are now consistently good. A particular strength is the way in which work is matched to the wide-range of learning needs in each class, including the literacy and other needs of pupils at the early stages of learning English. This enables pupils of all abilities and backgrounds to make rapid progress.

Despite current good progress, attainment is still too low for a small minority of older pupils whose learning has suffered considerable disruption in the past. Well-organised extended writing occasionally still contains too many spelling mistakes and punctuation errors. Handwriting, while improving, is still sometimes ill-formed. In mathematics, daily sessions have improved pupils' calculation skills. However, pupils do not have sufficient opportunities to apply what they have learnt in mathematics to solve problems in other areas of the curriculum, especially in relation to the interpretation of data.

The headteacher, supported well by the staff of the school, has provided a strong lead in driving improvement. Judicious use has been made of external support and partnership work to improve the quality of provision. Self-evaluation is good and is based on a close

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knowledge of the strengths and weaknesses of the school. Improved progress and higher attainment in reading, writing and mathematics, consistently good teaching in Years 1-6 and a more engaging curriculum show that the school has a good capacity to continue to improve.

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

- By February 2012 raise standards in writing and mathematics, particularly for the small minority of pupils who have fallen behind, by ensuring that:
  - spelling and punctuation are accurate and handwriting is well-formed
  - calculation skills are consolidated
  - pupils have frequent opportunities to apply their mathematical skills in all areas of the curriculum, especially in relation to the interpretation of data.
- By February 2012 ensure that satisfactory learning in the Early Years Foundation Stage moves to good by taking care that:
  - activities are consistently planned to focus on children's specific needs and develop their skills
  - the purpose of activities is explained so children can talk about their learning and extend their vocabulary
  - the pace of learning is brisk and consistently presents children with a good level of challenge

## **Outcomes for individuals and groups of pupils**

**2**

Pupils enjoy their learning, especially when they have the opportunity to work things out for themselves. For example, in a challenging Year 4 lesson pupils enthusiastically contributed ideas about how to work out the perimeter of a square, drawing on their prior knowledge and on observation. They worked well, independently and collaboratively to refine and develop their ideas, finding more efficient ways of tackling the problem. As in most lessons, they work with enthusiasm, confidence and concentration. Those at the early stage of learning English make rapid progress in developing their language skills because they are supported well.

Writing has improved rapidly in terms of organisation, content and the ability to draw in and interest a reader. Pupils use increasingly sophisticated vocabulary. However, a small minority of pupils who are still catching up continue to experience difficulty with spelling, punctuation and handwriting. Reading has improved rapidly and supports learning well. Regular practice has improved pupils' mental calculation skills, but there are still a small number of pupils for whom this is not secure.

Skills on entry to the Nursery are below those expected for their age. Children make satisfactory progress, but attainment is below average by the time they reach Year 1. Pupils make consistently good progress through the rest of the school, reaching broadly average standards by the end of Year 6. They are rapidly making up the previous deficit, but have further to go. Pupils with special educational needs and/or disabilities make good progress because their needs are clearly identified and good support is provided for them in lessons. The work set is challenging and staff have high expectations of work rate and

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behaviour, which pupils respond to well. Pupils with emotional and behavioural difficulties settle well into most lessons and work hard. Pupils with specific difficulties, for example in speech and language, benefit from the specific training staff have undergone.

Pupils feel safe because there is very little bullying within the school and they feel it is dealt with swiftly when it occurs. They make a good contribution to the school and take their responsibilities, such as being members of the Eco Council, very seriously. The school has received an external award for this work. They contribute well to the wider community, for example by producing an international cookery book in conjunction with a local special school, a Polish and a Lincolnshire school and members of the local community. Attendance is broadly average and there are few persistent absentees. Social skills develop well. Literacy and numeracy skills are broadly average. Consequently, preparation for the future is satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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?**

Teaching provides a good level of challenge for pupils of all abilities and backgrounds, through opportunities for challenging independent work, skilful questioning and good deployment of support staff. For example, in a Year 2 lesson on measurement, pupils with special educational needs were challenged by open questions such as, 'What do we already know?' and 'How do we know that?' Higher attaining pupils worked in pairs without support on a challenging task. Pupils of average ability were asked to explain and

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justify what they had done. One-to-one support was provided for a pupil at the very early stages of learning English so that good progress was made. In most lessons literacy skills are developed well, for example through partner work. Relationships are good and the pace is brisk so interest is maintained. Marking has improved but occasionally does not provide enough guidance on how to improve work or the time to follow advice. In a small minority of lessons pupils spend too long passively listening.

The curriculum is broad and balanced. It is well-matched to pupils' very diverse needs. For example one-to-one support raised standards considerably for older pupils during the last academic year. The curriculum is enriched by partnerships, for example with local schools, in developing a curriculum that reflects interests, such as the impact of the Second World War in the locality. There are, however, too few opportunities for pupils to use their numeracy skills across the curriculum.

The school provides good care, support and guidance for all pupils, including those who arrive in school during term time, so that they settle into school well. Pupils whose circumstances make them vulnerable due to their circumstances are supported well, with good involvement from other agencies. Robust procedures ensure that attendance, while broadly average, is above that of similar schools. The needs of pupils with special educational needs and/or disabilities are clearly identified and met well. The breakfast and after school club meet the needs of children and their families well.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Self-evaluation is accurate and effective strategic planning is leading to rapid improvement in attainment and progress. Judgements are a little over generous in relation to the Early Years Foundation Stage. The headteacher sets high expectations through the target setting process. Subject leaders have developed the skills to support and challenge staff and there is a shared understanding of accountability for pupils' progress. Well-focused and intense coaching has led to rapid improvements in teaching.

Governance is good. The governing body provides good support and challenge. Monitoring is good and governors make a valuable input into planning. They carry out their duties in relation to safeguarding satisfactorily. Parents and carers appreciate and support the work of the school. There are fruitful links with other partners, for example, local schools, which are used well to enhance provision. Secondments of skilful staff from other schools have contributed well to improving the quality of teaching.



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The school successfully promotes respect for all, regardless of background. Discrimination is vigorously challenged on the rare occasions when it occurs. Pupils of all abilities and backgrounds make good progress in Year 1-6, but progress in the Early Years Foundation Stage is satisfactory. For this reason, equal opportunities is satisfactory overall. The school works hard to promote shared values through the school community and its close links with the church. There are purposeful links with a range of schools, for example partnership with a school in Devon provides an insight into a very different way of life. Links with schools in Poland and Nigeria value pupils' diverse backgrounds. Work on ecology promotes an understanding of global issues well. The school promotes community cohesion well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</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>2</b>

## Early Years Foundation Stage

Children start in Nursery with skills below those expected for their age, especially in language development. A large number are at the early stages of learning English. They make good progress in personal and physical development, reaching broadly average standards on entry to Year 1. In other areas they make satisfactory progress and attainment is below average on exit.

Children settle happily into the Early Years Foundation Stage because staff know them well and provide a good level of care. They develop trusting relationships with adults. Children become more confident and behave well. Day-to-day assessment is carefully recorded in learning journals which are shared with parents and carers. There is a satisfactory balance between teacher directed and self chosen activities. Children learn to share, take turns and listen to each other. They begin to concentrate on activities, sometimes for an extended period. Occasionally planning is too activity- based and learning objectives are unclear. As a result, opportunities are sometimes missed for

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children to talk about what they are learning rather than what they are doing and the pace of learning slows.

Leadership and management are satisfactory. Staff form close and productive relationships with families, which enhance children's learning, but planning occasionally lacks focus.

*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

A much lower than average proportion of parents and carers responded to the questionnaire. Of these, the very large majority are pleased with the work of the school. Inspectors corroborate their views that children are kept safe, that the school helps them to lead a healthy lifestyle, that they make good progress and that the school deals with unacceptable behaviour effectively. A small number of parents and carers do not feel that the school helps them to support their children's learning. The inspection found that the school provides workshops for parents and carers to help them to support their children. While some of these have been well attended, a number have attracted very low numbers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Osburg's Catholic Primary School 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 inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	70	8	24	1	3	0	0
The school keeps my child safe	26	79	7	21	0	0	0	0
My school informs me about my child's progress	25	76	6	18	2	6	0	0
My child is making enough progress at this school	25	76	5	15	1	3	0	0
The teaching is good at this school	22	67	7	21	1	3	0	0
The school helps me to support my child's learning	23	70	8	24	2	6	0	0
The school helps my child to have a healthy lifestyle	23	70	10	30	0	0	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)	23	70	9	27	1	3	0	0
The school meets my child's particular needs	23	70	8	24	2	6	0	0
The school deals effectively with unacceptable behaviour	25	76	7	21	1	3	0	0
The school takes account of my suggestions and concerns	20	61	11	33	1	3	1	3
The school is led and managed effectively	25	76	7	21	1	3	0	0
Overall, I am happy with my child's experience at this school	26	79	5	15	2	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.**



17 February 2011

Dear Pupils

**Inspection of St Osburg's Catholic Primary School, Coventry, CV1 4AP**

Thank you for the warm welcome you gave us when we inspected your school. We found that the school provides you with a good education. A lot of things have improved recently and these improvements have helped you to make faster progress. You get off to a satisfactory start in the Early Years Foundation Stage and settle quickly because staff provide you with good care. Some of the other good things we found are listed below.

You make good progress, attend regularly and enjoy your learning.

You have a good understanding of how to keep safe and stay healthy. You behave well and make a good contribution to the school and wider community.

You have a good understanding of right from wrong and show respect for others, whatever their background and religion. You develop good social skills.

The school provides you with good teaching and an interesting curriculum. You told us that staff provide good care for you when you are having difficulties.

The headteacher and staff are working hard to make sure that the school continues to improve.

We too want the school to continue to improve so we have asked staff to do the following things.

Help you to improve your writing, especially punctuation, handwriting and spelling.

Help you to improve your mathematical skills by giving you more opportunities to practise across the curriculum and getting you to keep practising mental mathematics.

Plan better so that children in the Early Years Foundation Stage make faster progress and talk more about what they are learning.

Yours sincerely

Marion Thompson

Lead inspector

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