

# Our Lady of Perpetual Succour Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	122782
<b>Local Authority</b>	Nottingham
<b>Inspection number</b>	380535
<b>Inspection dates</b>	8–9 November 2011
<b>Reporting inspector</b>	Marion Thompson

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

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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>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Traynor
<b>Headteacher</b>	Pauline Lynch
<b>Date of previous school inspection</b>	1 July 2009
<b>School address</b>	Piccadilly Bulwell Nottingham NG6 9FN
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 20 lessons and parts of lessons. Informal discussions were held with a sample of parents and carers who accompanied their children to school. Meetings were held with the Chair of the Governing Body and a foundation governor, staff and groups of pupils. The inspection team observed the school's work and went on two learning walks, one focused on the curriculum and the other on provision for children at the early stages of learning English in the Early Years Foundation Stage. The team looked at documentation which included assessment and attendance information, safeguarding documentation, curricular planning and samples of pupils' work. Inspectors analysed the results of 127 questionnaires completed by parents and carers, and took account of the views expressed in questionnaires from staff and pupils.

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

- Inspectors investigated the progress made by pupils at the early stages of learning English and those with special educational needs and/or disabilities.
- They also studied the impact of teaching and the curriculum on the progress of the more-able pupils.

## Information about the school

This is an average-sized school, which draws its population from a wide geographical area. The majority of pupils are of White British heritage. There is a rapidly increasing number of pupils from other White backgrounds, and other minority ethnic groups are represented by small numbers of pupils. A small but rapidly increasing proportion of pupils are at the early stages of learning English, especially in the Early Years Foundation Stage. The proportion of pupils with special educational needs and/or disabilities is low, but the proportion with complex needs is above average overall and is high in Year 6. The school has gained gold Healthy Schools status and the Activemark. There is a breakfast club on the school site, managed by the governing body.

**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

The school provides a good education. It has maintained good progress, personal development and achievement for pupils of all abilities, backgrounds and previous experiences since the last inspection. Attainment by Year 6 is typically above average. Pupils' spiritual, moral, social and cultural development is excellent. A particular strength is the way in which pupils think deeply about their own experiences, such as people who have behaved badly towards them, and relate the issues to their own values, like the importance of forgiveness. Social skills are high, with pupils showing strong leadership and teamwork skills through, for example, producing a school newspaper. Pupils have positive attitudes to learning and this is demonstrated by the rise in attendance, which is now above average.

The headteacher, effectively supported by the leadership team and a hard working staff, has provided strong, ambitious and effective leadership. The governing body and staff share their high expectations and ambitions for pupils at a very well attended meeting for parents and carers at the beginning of the academic year. Partnerships with parents, carers and teachers are reinforced through the sharing of targets, clear explanations of work to be covered and guidance about how families can help. Planning is prioritised well and is based on a thorough evaluation of the work of the school. Effective training has brought about improvements to all aspects of provision. Taken together, these features demonstrate that the school has good capacity to continue to improve.

Many parents and carers wrote with feeling about the caring ethos of the school. Care, guidance and support are good. Excellent provision for pupils and their families who are in potentially vulnerable situations enables them to settle very well and make good academic progress. Links with external specialists to support these pupils are very good and, as one grateful parent wrote, 'The school is prepared to go the extra mile.'

In lower Key Stage 2 progress is often slower than in other areas of the school, particularly in writing, where spelling and punctuation are not secure. While most teaching is good, in some satisfactory lessons questioning is not sufficiently searching and activities do not always provide sufficient pace and challenge, particularly for the more-able pupils. Occasionally teachers fail to notice when pupils need more help or further challenge. Time is not consistently provided for pupils to follow up the guidance given through marking.

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

- By November 2012, make sure that all teaching is good or outstanding by ensuring that all teaching staff:
  - use searching questions to extend and develop pupils' thinking
  - provide pace, challenging activities for pupils of all abilities, especially the most able
  - provide extra support and challenge to pupils who need it during lessons
  - provide time for pupils to follow up advice given through marking.
- By November 2012, accelerate pupils' progress, particularly in lower Key Stage 2 and especially in writing, by improving their spelling and punctuation skills.

## Outcomes for individuals and groups of pupils

**2**

Pupils enjoy lessons where they are actively involved. For example, in a Year 1 lesson pupils investigated designing and making rigid frames, working with concentration and using tools safely. They explained their ideas confidently and tried them out carefully. They also like lessons which present them with a high level of challenge, regardless of their ability. A mixed-age Year 5/6 group, containing some pupils who have complex needs, made rapid progress when retelling a story in pairs. They found the task challenging, but were fully engaged through skilful support. Pupils are proud of the work they produce and it is generally presented well.

Levels of skills on entry to the Early Years Foundation Stage vary widely. They are usually below the levels expected for children's age. Pupils make good progress and achieve well. However progress is uneven across the school and is slower in lower Key Stage 2. Attainment at the end of Key Stage 2 has been consistently above average until this year. It is broadly average in the current Year 6, but this is because a high proportion of pupils have special educational needs and/or disabilities.

Pupils' skills in reading and mathematics develop well and support their learning in other subjects. Older pupils develop higher-level reading skills, such as drawing inference, well and read aloud with expression and understanding. Progress in writing is slower, especially in lower Key Stage 2. While the content is often good, pupils still have some difficulties in spelling accurately and in using punctuation consistently.

Pupils with complex needs and other learning difficulties make rapid progress because their needs are very specifically identified and carefully met, often with good support from other agencies. This is highly appreciated by parents and carers. Pupils at the early stages of learning English and those known to be entitled to free school meals make the same progress as their peers. Very occasionally more-able pupils do

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not make quite as much progress as they should because the work lacks sufficient challenge.

Pupils have a good awareness of how to stay safe, for example on the internet, and they behave well. They know about the importance of a healthy diet and many take up the good range of opportunities for extra-curricular sport offered by the school. They make a good contribution to the school and wider community, for example older pupils successfully act as 'buddies' and role models to younger children. Their good enterprise skills, such as initiating and organising fundraising for charities, good literacy and numeracy skills, excellent social skills and above average attendance and punctuality prepare them well for the future.

*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>	2
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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

In the large majority of lessons, well-paced, active and challenging tasks that are well matched to pupils' needs motivate them to learn and help them to make good progress. Teachers keep a careful eye on the progress pupils make to move their learning on. In a demanding Year 6 lesson, pupils of all abilities drew inferences from a text successfully because of skilful questioning that took good account of their individual needs. Appropriate interventions were made when extra support or challenge was needed. The satisfactory lessons also have some good features, but occasionally lack pace and challenge, especially for the most able, and questioning is sometimes confusing and closed, limiting pupils' responses. Limited use is made of ongoing assessment. Marking points out the next steps pupils need to take, but too

<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

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often insufficient time is provided to follow up advice, so mistakes are repeated.

Parents and carers appreciate the good range of educational visits the school provides, such as a recent Tudor Christmas experience, which excite pupils' interest and increasingly motivate them to write. The curriculum is enhanced by a good range of enrichment and extra-curricular activities. Pupils enjoy frequent opportunities for singing and it is of a good standard. Closer tracking of pupils' progress is helping the school to modify the curriculum so that individual pupils catch up on areas they find difficult. The development of information and communication technology is at the early stages, but is improving rapidly.

Many parents and carers comment enthusiastically on the close and caring community the school provides. Pastoral care is good and pupils feel secure and valued. Too many pupils are given permission to take time off for holidays during term time, but this is currently being reviewed by the governing body. Transition arrangements are well organised and responsive to the needs of children and their families. The breakfast club supports the needs of pupils and their families well, and ensures that those who attend are fully prepared for learning at the start of the school day.

*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 is based on close monitoring of pupils' progress. This has enabled the school to sustain good progress and personal development for pupils since the previous inspection. Ambitious but achievable targets have raised expectations and embedded ambition for the school community. Good coaching and development have maintained good teaching. Robust action is taken in areas where improvement is necessary. The governing body provides good support and challenge for the school. The monitoring of safeguarding is satisfactory and all related government requirements are met. The school has the strong support of parents and carers, who welcome the various ways in which it helps them to support their children at home. Good links with other agencies promote pupils' well-being and enhance the curriculum, especially in sport and art.

The school is an inclusive and caring community where equal opportunities are promoted well through all aspects of its work. Pupils of all abilities and backgrounds make good progress and show mutual respect. On the few occasions when

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discrimination of any sort occurs, it is dealt with well, with full involvement of families. Community cohesion is good. Leaders promote a strong set of values across the school and local community. There are good links with the church and other schools, and well-established links with Europe. Charity work is an important part of the school's ethos. Links with communities beyond Europe are not as well advanced as other aspects, but have begun through a link with Nepal.

*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>2</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, including the growing number at the early stages of learning English, achieve well in the Early Years Foundation Stage. They make good progress in all areas. They enter Year 1 with broadly average standards, but their communication skills are lower from entry onwards, especially in writing. Children learn to share and take turns, listen attentively and respond because these skills are carefully taught. In a Nursery lesson children very new to school learnt to listen carefully and with delight to a story about Monkey dressing himself wrongly, joining in with words and actions once they had established a pattern. They develop independence through choosing when to eat their healthy snacks and initiating activities during structured play. Routines are established through good care and regular reinforcement from adult role models, with whom they form trusting relationships. Well-paced teaching, based on careful assessment and a curriculum that combines a good balance of child-initiated and teacher-directed activities, ensures children find learning enjoyable. Effective partnerships with parents and carers support learning. Leadership and management are good. Adults work as a cohesive team and have a clear and sensible agenda for improvement. For example, they are aware that the use of the outdoor area is not fully developed or linked to current themes.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was above average for a primary school. On most questions parents and carers were overwhelmingly supportive of the work of the school. Inspectors endorse these positive views. A small number of parents and carers expressed concern about the way in which unacceptable behaviour is dealt with. Inspectors looked into this issue and found that behaviour was good and generally well managed.

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

Ofsted invited all the registered parents and carers of pupils registered at Our Lady of Perpetual Succour 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 127 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	93	73	33	26	0	0	1	1
The school keeps my child safe	107	84	19	15	0	0	0	0
The school informs me about my child's progress	78	61	43	34	3	2	2	2
My child is making enough progress at this school	71	56	50	39	5	4	0	0
The teaching is good at this school	87	69	37	29	2	2	0	0
The school helps me to support my child's learning	79	62	45	35	2	2	0	0
The school helps my child to have a healthy lifestyle	75	59	51	40	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)	66	52	49	39	3	2	0	0
The school meets my child's particular needs	74	58	44	35	5	4	0	0
The school deals effectively with unacceptable behaviour	64	50	55	43	5	4	0	0
The school takes account of my suggestions and concerns	65	51	55	43	2	2	2	2
The school is led and managed effectively	94	74	30	24	0	0	2	2
Overall, I am happy with my child's experience at this school	96	76	28	22	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 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 2010/11 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.**



10 November 2011

Dear Pupils

**Inspection of Our Lady of Perpetual Succour Catholic Primary School,  
Nottingham, NG6 9FN**

Thank you for the pleasant welcome you gave us when we visited your school, and for telling us your views. We are delighted to tell you that the school provides you with a good education. You get off to a good start in the Early Years Foundation Stage, because teaching and the curriculum are good and staff take good care of you.

You make good progress, especially in reading, and enjoy school. Attendance has gone up and is now above average, so keep it up. You know a lot about how to keep yourselves safe and healthy and take your responsibilities in the school and wider community seriously. You are well prepared for the next stage of your education. Your understanding of moral and spiritual matters is excellent, for example the way you discuss matters like forgiveness and apply them to your own lives.

The school keeps a close eye on your progress and teaching and the curriculum are good. Staff look after you well, especially when you face severe difficulties. The headteacher and staff, with the strong support of your parents and carers, are working hard to make sure the school continues to improve.

We would like the school to continue to improve as well. Your work is nearly always well presented but we have asked staff to help you to improve your spelling and punctuation. You can help by checking these things yourself. We have also asked teaching staff to ask you questions that challenge you and provide you with demanding activities, especially those of you who find learning easy. We want them to spot really quickly when the work you are doing in class is too difficult or too easy for you. In addition, we want you to have plenty of time to follow up the advice you are given through marking. Make sure you read the advice and try to apply it. We hope you continue to enjoy school as much as you do now.

Yours sincerely

Marion Thompson  
Lead inspector

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