

St Mary's Catholic Primary School

Leamington Road, Broadway, WR12 7DZ

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils achieve extremely well and reach standards that are above average in English and mathematics.
- Teaching is consistently good with much that is outstanding. Teachers expect pupils to do well, whatever their starting points, and plan for this accordingly.
- Marking of the highest quality celebrates pupils' achievements and ensures that they know what they need to do next to improve. Pupils are not always given sufficient opportunities to respond to feedback or to review their work.
- Excellent support for disabled pupils and those who have special educational needs ensures that they make very good progress.
- Pupils' behaviour is excellent. They enjoy being in school and they are extremely enthusiastic about what they are learning.
- The executive headteacher sets very high expectations of staff and is passionate about ensuring that all pupils do as well as they can. She has assembled a unified staff team in a relentless drive to improve teaching and learning.
- School leaders and managers, including the governing body, know what needs to be done to sustain the high standards achieved.
- Pupils' spiritual, moral, social and cultural development is outstanding. They reflect very carefully on an extensive range of issues and have a very clear understanding of the school's values.
- Parents agree that the school keeps pupils safe and pupils know what to do to avoid potentially dangerous situations.

Information about this inspection

- The inspector observed nine lessons taught by five teachers, of which four were joint observations with the head of school. In addition, the inspector saw small-group sessions aimed at boosting the progress of different groups of pupils.
- Meetings were held with a group of pupils, the Chair of the Governing Body and another governor, and staff, including senior and other leaders. The inspector had a telephone conversation with a representative of the local authority.
- The inspector heard pupils read and scrutinised their work in books and on display in classrooms and around the school.
- The inspector took account of the responses of 23 parents and carers to the online questionnaire (Parent View).
- Questionnaire responses from 15 members of staff were taken into account.
- The inspector looked at a wide range of documentation including improvement plans and self-evaluation, as well as assessment data from the monitoring of pupils' progress. Documents detailing the school's arrangements for safeguarding pupils were scrutinised.

Inspection team

David Evans, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school although the number on roll is rising.
- Most pupils are White British. The proportion of minority ethnic pupils and pupils who speak English as an additional language is very low.
- The proportion of pupils who are known to be eligible for free school meals or looked after by the local authority, and for whom the school receives additional income (the pupil premium), is well below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion of those at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since September 2011, the school has been part of a hard federation of three Catholic primary schools, located in two separate counties; the headteacher of this school was appointed executive headteacher of the three schools.

What does the school need to do to improve further?

- Increase the proportion of lessons that are outstanding by making sure that the quality of all teachers' marking and feedback matches that of the very best, so that:
 - when pupils are asked to respond to written feedback, teachers always make sure that they have an opportunity to do this
 - pupils have further opportunities to review their own and each other's work.

Inspection judgements

The achievement of pupils is outstanding

- Pupils make outstanding progress from broadly average starting points when they join the Reception class. Disabled pupils and those who have special educational needs make similar and sometimes rapid progress because of the challenging work they are set and the additional help, from highly effective support staff, which ensures that their needs are fully met.
- Children start Year 1 at levels above those seen for children of this age and this excellent start is built on in Key Stage 1, where outstanding teaching ensures that these pupils continue to make rapid progress. Pupils quickly learn the sounds that letters make (phonics) to support their reading and writing skills. Consequently, these pupils gain in confidence and attain well above average standards by the end of this key stage.
- Pupils in Key Stage 2 continue to build on these excellent achievements. By the time they leave school at the end of Year 6, pupils' attainment in English and mathematics is above average. Results in the national tests confirm that these high standards have been sustained for the last four years.
- Boys and girls make equally rapid progress because teachers ensure that planning focuses on the specific needs and interests of different groups and individuals, for example in the questions used by teachers in lessons, and themes and topics taught to stimulate pupils' interest.
- The small number of pupils known to be eligible for the pupil premium make at least good and often better progress. Their needs are fully met: carefully matched adult support and extra resources are allocated to help these pupils to do as well as they can in lessons.
- Pupils throughout the school read well. The sounds that letters make are taught systematically on a daily basis to children in the Reception class and all-ability groups in Key Stage 1. These skills are taught alongside handwriting to ensure that pupils quickly develop a neat joined-up style of writing.
- Pupils make consistently good and usually outstanding progress. This is a common feature across a range of subjects, including history, design and technology, and information and communication technology. For example, pupils in Key Stage 2 display a very good knowledge and understanding of the Second World War and are very keen to share their research work with others.

The quality of teaching is outstanding

- Teachers have high expectations of their pupils' learning and behaviour. They ensure that every pupil has an equal chance to succeed. Pupils' work is planned very effectively to provide the right level of challenge for each individual.
- Typically, learning moves at a brisk pace because teachers use their excellent subject knowledge to question and probe pupils' thinking and to encourage them to learn more. This was evident, for example, in stimulating English and mathematics lessons across the school and in the way pupils' interest was captured in Years 1 and 2 and Years 5 and 6 lessons.
- Teachers are consistent in providing written feedback to pupils on how they can improve. Pupils

often have the chance to respond with their own comments, but a few teachers do not give pupils enough opportunity to respond to comments or to review other pupils' work.

- Teaching assistants play a significant role in pupils' learning. The quality of their training and experience means that they can work with pupils of all ability, including the higher achieving pupils, to ensure that they do as well as they can.
- Excellent relationships enable teachers to draw pupils into discussions that make a particularly good contribution to their spiritual, moral, social and cultural development. Pupils are thoughtful and reflective, accept that actions have consequences, work with others very well and accept them regardless of background or ability.
- All parents who responded to Parent View agree that their children make good progress in school.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around the school is outstanding. Pupils are very proud of their school, exceptionally well mannered and invariably polite. They enjoy the very warm and friendly atmosphere that is very apparent throughout. A very notable feature is the way that pupils care for each other; for example, older pupils help the younger ones at break and lunchtimes.
- Pupils show highly positive attitudes to learning. They fully engage with the school's initiatives to develop them as independent learners. They display confidence in finding things out for themselves and high levels of cooperation when working collaboratively.
- Pupils report that bullying is very rare and that any minor instances are tackled effectively by staff. The school's behaviour records confirm this picture and show that any misbehaviour is dealt with effectively. Older pupils are very well informed about contemporary issues, such as cyber-bullying and the dangers that might be encountered online.
- Pupils in need of extra help are very well cared for and the school makes good use of appropriate support agencies. Disabled pupils and those who have special educational needs are actively encouraged to develop their skills and potential and are fully included in all activities.
- Attendance is above average because school leaders monitor pupils' attendance closely.
- All the parents and carers who completed the Parent View survey think that their children feel safe and all are positive about the standard of behaviour. Inspection evidence supports these views
- Pupils' spiritual, moral, social and cultural development is outstanding. It is fully promoted through the range of subjects taught and the high level of care and respect shown by adults. Pupils of different ethnic backgrounds, or at different levels of capability, work and play harmoniously, showing full acceptance of diversity. Pupils are actively encouraged to foster a spirit of curiosity and they display this in the way that they eagerly find things out for themselves.

The leadership and management are outstanding

- The executive headteacher has created a very positive sense of teamwork. She works very effectively with the head of school, and both have very high ambitions for St Mary's. There is no hint of complacency in the school.
 - Senior leaders' monitoring of teaching and learning is rigorous. Any concerns are identified, support action is provided and concerns followed up. This has had the effect of sustaining a high quality of teaching through the period of staff change. It shows that the management of teaching is exceptionally effective.
 - Individual pupils' progress is carefully monitored and class teachers are held to account for the progress of their pupils. Appropriate support is planned where pupils are identified as making less progress than targeted. Performance management is closely linked to this process. Leaders and the governing body have made it clear to staff that progression through the promotion ladder depends on results.
 - The school development plan is securely based on robust self-evaluation. It is detailed and focuses sharply on pupils' achievement and on making sure that high standards are maintained. The criteria by which the effectiveness of the plan can be measured are clear and set against challenging targets and time-scales.
 - The local authority assesses the school as one not in need of external support. Consequently, their support has been minimal but they do maintain a monitoring role to make sure that quality is sustained.
 - **The governance of the school:**
 - The governing body makes a strong contribution to the school's improvement by holding the executive headteacher to account for the performance of the school. Members of the governing body have undertaken training, for example on the information available on pupils' attainment and progress. A few are experienced inspectors and educationalists. They are, therefore, well placed to ask suitable questions of the data presented to them by the executive headteacher and others. The governing body has a clear picture of the quality of teaching and a good grasp of how targets set for teachers, and checking progress with improvement priorities, promote improvement. The governing body has endorsed spending most of the pupil premium funding on providing extra help for guided reading and for accelerated literacy schemes and is well aware that information on pupils' progress shows the positive impact of this decision. The governing body ensures that all statutory duties are met, including that pupils and adults are properly safeguarded.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116871
Local authority	Worcestershire
Inspection number	408939

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Richard Jones
Headteacher	Jacqui Le Maitre (Executive headteacher) Sarah Munn (Head of School)
Date of previous school inspection	February 2010
Telephone number	01386 853337
Fax number	01386 854753
Email address	head@st-marysrc.worcs.sch.uk

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