

# Maryvale Catholic Primary School

Old Oscott Hill, Kingstanding, Birmingham, B44 9AG

**Inspection dates** 27 – 28 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress requires improvement in mathematics. Pupils' progress and standards in mathematics are not as good as those in English
- The quality of teaching varies too much and staff do not always set work that is hard enough, or carried out at a demanding pace.
- In some lessons, teachers do not match the work well enough to the ability of pupils. As a result, pupils do not make as much progress as they should.
- Not all subject leaders are involved enough in the monitoring of the quality of teaching. Leaders' checks on the quality of teaching do not yet focus closely on pupils' progress.
- Pupils do not have sufficient opportunities to use their mathematical skills in different subjects.
- Some parents would, justifiably, like more information about the learning and progress their children make.

### The school has the following strengths

- Pupils achieve well in English. More pupils have made at least the progress they should in mathematics this year than in the past.
- Children make good progress in the Early Years Foundation Stage. They are taught well and adults work as a team to provide calm and sensible support to the children.
- Pupils feel safe and behave well. They work hard in most lessons and are polite and courteous.
- The school is improving steadily. Over the last half year, the pace of change has picked up significantly, and support to help teachers improve is better directed than it was in the past.
- The headteacher and the governing body have identified the main priorities for improvement in teaching and achievement and have clear plans for tackling weaknesses. Their planning is beginning to have the impact intended.

## Information about this inspection

- Inspectors observed 17 lessons, of which two were joint observations with the headteacher. In addition, inspectors listened to pupils read.
- Meetings were held with a group of pupils, a representative of the local authority, the Chair of the Governing Body and senior and middle leaders.
- Inspectors took account of the 25 responses to the online (Parent View) questionnaire.
- Inspectors looked at many documents, including: the school’s own information on pupils’ current and recent progress; planning of work in different subjects; evidence of leaders’ checking on teaching and learning quality; and records relating to behaviour, attendance and safeguarding of pupils.

## Inspection team

Steve Nelson, Lead inspector	Additional Inspector
Terry Mortimer	Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average primary school.
- The proportion of pupils from minority ethnic groups is average. Very few pupils speak English as an additional language.
- The proportion pupils who are supported at school action are average. The proportions of pupils who are supported at school action plus or with a statement of special educational needs are below average.
- The proportion of pupils who are known to be eligible for the pupil premium (additional funding available to the school to assist pupils eligible for free school meals, those in care and those with a parent in the armed services) is average. There are no pupils in the school with a parent in the armed forces.
- The school meets the government's current floor standards, which are the minimum expected nationally for pupils' attainment and progress.

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

- Improve teaching and achievement, particularly in mathematics, by:
  - giving pupils more opportunities to solve mathematical problems, and undertake practical, investigative activities that require them to apply their mathematical skills
  - providing more opportunities for pupils to use and extend their mathematical skills in other subjects
  - increasing the pace of learning in lessons so that pupils spend the majority of the time on doing things themselves
  - always setting work at the right level of difficulty for all ability groups, particularly to challenge the average or higher-ability pupils.
- Improve the quality of leadership, management and governance by:
  - ensuring that leaders in charge of subjects develop their role in reviewing the quality of teaching
  - making sure that the monitoring of teaching has a closer focus on pupils' progress
  - increasing communications with parents so that they are more regularly informed about the progress their children are making.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Attainment at the end of Key Stage 2 improved to average in 2012. English was above average and mathematics was broadly average. However, in mathematics, not all pupils made the progress they should. Achievement requires improvement because pupils do not make good progress in all classes and, although there are improvements in progress in mathematics, it is not yet well established.
- Pupils use numbers confidently. However, their books show that they do not do sufficient practical, investigative work in mathematics – nor do they use their mathematical skills enough in different subjects. Therefore, they miss opportunities to apply those skills in everyday situations.
- The school's focus on raising standards in writing is proving effective. Grammar, punctuation and spelling are usually accurate. Pupils are becoming increasingly confident in using more interesting words to form sentences and write fluently in different styles.
- Across the school, pupils' reading has improved and they make good progress. They are encouraged to read at home. Pupils read regularly and the majority are confident and fluent readers. They are able to use a range of skills to help them read difficult words and understand their reading.
- When the children enter the school, they have skills below those expected for their age. Children are encouraged to make their own choices and become independent learners, and they make good progress in the Early Years Foundation Stage. They enter Year 1 as confident learners.
- In 2012, the attainment in English and mathematics at the end of Key Stage 2 of looked after pupils and those eligible for free school meals was below that of other pupils in the school. The school's assessment data show that these pupils are making better progress in English and mathematics. This is because the headteacher regularly checks how well they are doing and makes sure that extra support is provided if necessary. As a result, the gap between their attainment and that of other pupils is closing.
- Disabled pupils and those who have special educational needs make better progress than their peers. In lessons these pupils are currently making the progress they should, because of regular support by teachers and other adults who make sure that pupils' work is set at the right level.
- Pupils from minority ethnic groups, including those who speak English as an additional language, achieve well.

### The quality of teaching

### requires improvement

- Teaching has improved since the previous inspection and more teaching is now good. However, teaching requires improvement because it is not consistently good in all classes and does not ensure that all pupils make good progress over time, especially in mathematics. This is because tasks set are not always hard enough to stretch average and more-able pupils and they have few chances to use their mathematical skills to solve practical problems.
- Teachers do not always make sure that the information gained from assessment is used well enough in the planning of activities so that work is properly matched to pupils' specific needs

and capabilities. In some lessons the pace of learning is too slow and teachers spend too long going over work already learned, or explaining the tasks ahead.

- In the better lessons, teachers are confident in the subject, and clearly explain the tasks ahead so that pupils understand what they need to do. For example, in a Year 6 English lesson, pupils were taught well how to write in the role of a particular individual. Consequently, they made good progress in applying their writing skills by writing as if they, personally, were in the given situation.
- The teaching of reading and phonics (linking sounds and letters) supports pupils' writing well by improving their spelling and broadening their vocabulary. In guided reading sessions, teachers and other adults skilfully question all pupils to make sure they know what they are doing and how to improve.
- Teachers have good relationships with the pupils and expect pupils to work hard in lessons. All adults know what part they play in lessons. Teachers provide opportunities for pupils to work together with others to develop their social skills and share ideas. In most lessons, teachers maintain pupils' interest.
- Teaching is consistently good in the Early Years Foundation Stage. Adults work well as a team and plan a wide range of exciting activities indoors and outside that engage the children's interest and support their learning effectively.

### **The behaviour and safety of pupils** are good

- Pupils behave well in lessons and around the school. They are polite, courteous and welcoming. They say they are happy and feel safe in the school. Pupils from different backgrounds get on well with each other and play happily together.
- In lessons, pupils work hard and are enthusiastic about their work. They try to do their best, even if they are finding the work difficult. Learning in lessons is rarely disturbed, although occasionally, when they get overexcited, pupils call out answers or do not listen well enough.
- Pupils are very clear about how they are expected to behave. The school is good at helping pupils with particular behavioural needs. Activities such as 'nurture' groups help these pupils to improve their social skills.
- Pupils say that bullying is rare and if it does occur they are confident that adults in the school will sort it out. Older pupils have a good awareness of the different types of bullying, including cyber and emotional bullying.
- Pupils enjoy coming to school. This is reflected in attendance, which has been improving and is now broadly average. The school is taking the right action to work with parents of children with low attendance to make them aware of the benefits of regular attendance.

### **The leadership and management** requires improvement

- Leadership and management require improvement because there is still too much teaching that

requires improvement. Although attainment has risen in mathematics, pupils have not made enough progress.

- The headteacher has shared a clear vision of how to move the school forward and is fully supported by the staff and governors in driving the necessary changes. Consequently, their strong sense of purpose and the improvements already made show the school has the capacity to improve and develop further.
  - The headteacher has identified the right priorities, based on an accurate assessment of the school's strengths and weaknesses. There are effective procedures for checking the progress and attainment of all individuals and groups of pupils to make sure they all perform equally well. Teachers' pay levels are determined by how successful they are in helping pupils to achieve well.
  - Not all leaders in charge of subjects are fully involved in checking the quality of teaching so they lack impact on improving teachers' skills and classroom practice. Leaders' monitoring of teaching sometimes does not sufficiently record the impact of teaching on pupils' progress.
  - The values embedded in the way subjects are taught strongly promote pupils' spiritual, moral, social and cultural development. The school provides pupils with a wide range of subjects and various educational visits. Other school activities, including music and sports clubs, add greater enjoyment to pupils' learning. However, pupils do not have enough opportunities to practise their number skills across all subjects.
  - The online survey (Parent View) indicated that parents think that not enough information is given to them about the progress their children make. Inspectors agree that parents could be better informed about the learning and progress made by their children.
  - The local authority provides effective support to the school. It has worked well with the school to improve the quality of teaching and learning, and contributed effectively to its improvement.
  - **The governance of the school:**
    - The governors are active in the school and understand its strengths and weaknesses. They know how well the school performs compared with other schools and challenge the school to improve further. Governors monitor the progress of particular groups such as those pupils eligible for extra funding and understand how it is helping all pupils achieve better. They have a wide range of experience and used additional training to develop their skills further. Governors manage the school finances well. They ensure that leaders take action in the event that any teaching is weak, and make sure that any pay increases are linked directly to pupils' performance. Governors ensure that national safeguarding requirements are met.
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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

<b>Unique reference number</b>	103426
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	400618

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne-Marie Butler
<b>Headteacher</b>	Damien McGarrigle
<b>Date of previous school inspection</b>	17 May 2010
<b>Telephone number</b>	0121 6751434
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