

Our Lady Queen Martyrs

Hamilton Drive, Holgate, York, North Yorkshire, YO24 4JW

Inspection dates

6–7 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in English and outstanding progress in mathematics.
- Attainment in mathematics is high. Typically, 20% of Year 6 pupils are nearly three years ahead of the average for their age group.
- Pupils read well. Older pupils read avidly for pleasure.
- Children get off to a good start in the Nursery and Reception classes. They clearly enjoy learning both indoors and outside.
- Disabled pupils and those with special educational needs make good progress.
- Teaching is good overall. It is outstanding in Year 6. Teaching in mathematics is excellent.
- Behaviour is outstanding both in lessons and around school. Pupils feel extremely safe.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. This underpins pupils' exemplary attitudes to learning.
- The school is a thriving community that successfully unites two different parishes and two former schools.
- The headteacher's leadership is first rate. He has created a strong staff team with a clear focus on high achievement as their goal.
- Governors provide good support and challenge. They are fully involved in the life of the school.

It is not yet an outstanding school because

- Teaching in literacy is not outstanding. Teachers do not set pupils suitably different or challenging tasks and so pupils do not write as well as they read.
- Literacy leaders are at the early stages of ensuring that teachers teach writing skills systematically from Reception to Year 5.

Information about this inspection

- The inspectors observed 23 lessons or parts of lessons taught by 16 teachers. They also watched teaching assistants teach small groups in most classes.
- The inspection team observed lessons when pupils were taught how letters and sounds link together (phonics) and 'guided reading' lessons when they heard pupils read and discuss books.
- Lower-attaining readers in Years 2 and 6 read to an inspector.
- The inspectors sampled pupils' English and mathematics books in Years 3, 4, and 5 to check the standards of their work and how much progress pupils had made since September 2012.
- In addition, two groups of pupils from Year 6 showed two inspectors their writing and their work in mathematics. They talked about the books they liked to read and discussed what helped them to learn generally and what they found difficult.
- The inspectors held meetings with three groups of pupils, including school council members. They also held meetings with the headteacher, staff, the Chair of the Governing Body, the chair of the standards and school effectiveness committee and a representative from the local authority. The lead inspector also had a telephone conversation with the school improvement partner.
- The inspection team looked at a range of documentation supplied by the school. This included information relating to safeguarding, data on pupils' progress and attainment, the school's evaluations of teaching and its future plans.
- The inspection took account of 91 parents' views in the on-line questionnaire (Parent View) and the views of parents who met inspectors informally.

Inspection team

Lesley Clark, Lead inspector	Additional Inspector
Mark Randall	Additional Inspector
Anne Firth	Additional Inspector

Full report

Information about this school

- This school is much larger than the average sized primary school.
- It provides flexible nursery provision in a 52-place nursery.
- Most pupils are White British.
- The proportion of pupils eligible for the pupil premium (additional funding in this school for pupils known to be eligible for free school meals) is below average.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported through school action plus is below average.
- The proportion of pupils who have a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- This is a new school formed from an amalgamation on 1 September 2011 of two formerly federated schools, English Martyrs' and Our Lady's RC primary schools. Staff and pupils moved into new purpose-built premises on 3 January 2012.

What does the school need to do to improve further?

- Improve teaching in literacy, especially writing, by making sure that:
 - pupils of different abilities do suitably different and challenging work
 - more-able pupils start on tasks as soon as they are ready to do so
 - more-able pupils are suitably challenged and have more opportunities to learn independently and think for themselves
 - phonics lessons (where pupils learn how letters and sounds link together to form words) are pitched at the right level for different ability groups.
- Literacy leaders should give teachers clear guidance as to how to teach writing so that pupils build up skills systematically from Reception to Year 5.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well. Attainment is above average in English and significantly above average in mathematics. Almost all pupils, including disabled pupils, those with special educational needs and those in receipt of the pupil premium, reach nationally expected levels.
- More pupils reach the higher levels in reading and mathematics than they do in writing. Typically, two-thirds of pupils exceed national expectations in reading and mathematics, whereas fewer than a fifth do so in writing.
- Children make good progress in the Nursery and Reception classes. They develop into confident, independent learners. However, their progress in learning how letters and sounds link together to form words is not always as fast as it should be.
- Pupils do not build up their writing skills systematically. This means that using paragraphs and spelling complex words tend to be erratic. More-able pupils do not use a suitably wide range of punctuation until Year 6 when their progress accelerates because of intensive teaching of writing skills.
- Most pupils read well. Younger pupils read well because staff hear them read several times a week and pupils are encouraged to change their books often. By Year 6, pupils are confident readers with distinct preferences for particular authors and genres. Pupils explained, 'We are taught how to skim read till you get to a point in the text when you need to read more carefully.' This skill enables them to read quickly and efficiently and helps them to make good progress in other subjects.
- Pupils make excellent progress in mathematics because from an early stage teachers encourage them to learn through thinking things out for themselves. As a result, more-able pupils' progress soars and a good proportion work at an exceptionally high level for their age group by Year 6.
- The school identified a gap between the progress of pupils in receipt of the pupil premium and that of others. As a result of well-targeted, individual help, they are rapidly catching up with the pupils who are not known to be eligible for free school meals. The gap between their attainment and that of others is now negligible.
- Disabled pupils and those with special educational needs do well because tasks and activities are exactly matched to their needs. Their progress is reviewed regularly and the support is adapted as soon as their needs change.

The quality of teaching is good

- Teachers use teaching assistants skilfully. Their role ranges from working with different ability groups to helping teachers to make teaching points clear. All staff, therefore, are able to help pupils equally well to make good progress. In addition, pupils with special educational needs have a good balance of adult support and times to learn independently.
- Teachers have good subject knowledge and use up-to-date technology well to give clear information or demonstrations to pupils. This means that pupils know what they are to learn and how to judge whether they have been successful.
- Teachers encourage pupils to work with a 'response partner'. This ranges from paired discussions to checking each other's work and making suggested improvements. Pupils say, 'You can ask your response partner for help rather than asking the teacher. It gives you a different perspective.'
- Teachers question effectively, often probing pupils' understanding, especially in mathematics where teaching is outstanding. For example, in one lesson, the teacher doggedly questioned in slightly different ways to help pupils to work out the solution for themselves. When they did, it was like a light being switched on as the process suddenly made sense to them.
- Teaching is extremely well organised in mathematics so that pupils of different abilities do

suitably different tasks that are closely matched to their capabilities.

- It is a different picture in literacy, especially writing. Sometimes, more-able pupils sit through introductions to lessons when they could start on their tasks sooner. In these instances, opportunities for more-able pupils to work independently and to think for themselves are restricted. Reception children learn phonics all together rather than at the level and rate that match their different capabilities.
- Marking is a strength. Teachers give pupils extremely good guidance as to how to improve their work and also the time to make amendments. This means that pupils learn from their mistakes.
- An outstanding feature of teaching is the extent to which pupils assess their own and each other's work. This is a key factor in the outstanding teaching in Year 6. For example, pupils explained, 'We had a lesson on how to thoroughly edit our own work, for example, by reading each sentence in reverse order and seeing if it said what we thought it did.'

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well both in lessons and around the school. They are very attentive and keen to learn. The mutual respect that adults and children have for each other makes this school a very happy and productive working environment.
- Pupils are polite, friendly and full of life because the school teaches them to be confident and to have faith in themselves. They say that, 'teachers understand us as individuals.'
- School clubs are very well attended. The school orchestra is an example of how well pupils work together and of the school's high expectations of their maturity. Pupils have an equal say in what they play and which instruments take the lead. They discuss how increasing the volume increases the intensity of the music. This type of approach is typical and underpins pupils' exceptionally profound spiritual, moral, social and cultural development.
- The school council represents the school very well indeed. Pupils themselves rate it highly. They say, 'The school council does a lot. It organises playground rotas, sales to raise money and it has regular meetings and a suggestion box for our views.' Pupils also appreciate the chaplaincy team and the way that their prayers contribute to worship times.
- Pupils feel extremely safe. They know about different forms of bullying and agree that there is very little in their school. They are well informed about cyber-bullying.
- Pupils are completely confident that adults deal with any concerns really well. They say, 'Teachers always say to tell if anyone is hurting or abusing you and this really works.'
- Pupils are adamant that there is no racism and that they do not use the word 'gay' as a term of abuse. The school's behaviour and incident records confirm their positive views.
- These factors contribute to pupils' views that, 'This is a good school. It's not posh but it's nice. Everyone is very friendly and there is lots of space.'

The leadership and management are good

- The diocese and local authority supported the school through a transitional period when two federated schools amalgamated to become one. The school now receives light-touch support and additional help from both, as and when the school requests it.
- The headteacher's first-rate leadership is characterised by an attention to detail and a firm commitment to high achievement within a spiritually, morally, socially and culturally rich environment. The curriculum is very interesting and makes pupils keen to learn.
- The headteacher is developing a strong leadership team. All staff agree about what needs to be done to make the school even more successful and how to do it. Literacy leaders are starting to work out a systematic way to teach writing, to mirror the very successful one devised by the numeracy leaders, but this is at an early stage of development.
- The school takes effective action to promote good quality teaching. The leadership of teaching is good and is leading to higher achievement. The procedures to check how well teaching helps

pupils to learn are thorough, highlighting common areas to improve as well as considerable strengths. As a result, all staff are keen to improve their practice further.

- Arrangements to check the performance of staff are closely linked to pupils' progress and to teachers' professional development. Teachers comment that the system has 'helped us to grow as teachers as well as making us more accountable for our pupils' progress'.
- The school evaluates its work accurately. Improvement planning is detailed and robust. It is used well to improve the school at a fast rate.
- Safeguarding meets current government requirements. Parents agree that that their children feel very safe at school. They are delighted with their children's progress.
- **The governance of the school:**
 - Governors are knowledgeable about standards and national comparative data. They come into school regularly to check how well pupils are learning. This gives them a good handle on how well pupils are doing and how well they are taught. They make sure that the funding for pupils eligible for the pupil premium is spent to the best effect and are pleased with these pupils' rapidly improving progress as a result of their spending decisions. Governors have an accurate view of how effectively staff are led and managed. They analyse performance and check that the decisions they make to promote high achievement are cost effective.

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	136435
Local authority	York
Inspection number	400276

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	451
Appropriate authority	The governing body
Chair	Anna Vinuesa
Headteacher	Derek Sutherland
Date of previous school inspection	Not previously inspected
Telephone number	01904 555222
Fax number	Not applicable
Email address	olqm.primary@york.gov.uk

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