

# Our Lady and St Kenelm RC School

Bundle Hill, Halesowen, B63 4AR

**Inspection dates** 23–24 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
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.

- The headteacher is ably supported by the deputy headteacher and a dedicated team of staff and governors. Together they have created an exceptional learning environment that is constantly improving and where all pupils can flourish.
- Pupils' achievement is outstanding, whatever their ability level or background, and attainment, by the time they leave at the end of Year 6, is typically well above average.
- Teachers plan and teach lessons that are consistently at least good and often outstanding.
- Learning activities are highly demanding, but carefully matched to pupils' individual needs. They are supported by excellent help and guidance for pupils of all abilities. Just occasionally, teachers do not make the most of marking to help pupils improve their work.
- Pupils have overwhelmingly positive attitudes to learning and this contributes to their excellent progress. They work together exceptionally well, feel very safe and are always polite and respectful towards adults and their friends.
- Pupils' above-average attendance reflects their enjoyment of school.
- The governors are very knowledgeable about all aspects of the school, and hold the headteacher and staff very effectively to account by insisting that they explain clearly and regularly how well the school is performing.

## Information about this inspection

- Inspectors observed 14 lessons. Two of these lessons were observed jointly with the headteacher and deputy headteacher. In addition, inspectors made some short visits to small group sessions, heard pupils read and looked at their work.
- Meetings were held with pupils, governors, a local authority adviser, and the school’s staff including senior and middle leaders.
- The views of 31 parents who responded to the online questionnaire (Parent View) were taken into account, as well as those gathered through discussions with parents at the start of the school day. The inspectors also received and considered 17 staff questionnaires.
- The inspectors observed the school’s work and looked at a number of documents including: the school’s self-evaluation and planning for improvement; the information the school keeps on pupils’ current progress and achievement; reports on the quality of teaching; teachers’ planning and work in pupils’ books; records relating to behaviour and attendance; and the school’s safeguarding information.
- The inspection team observed morning playtime and lunchtime activities, and attended an assembly.

## Inspection team

Sarah Somers, Lead inspector

Additional Inspector

Suha Ahmad

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average primary school.
- The proportion of pupils supported by the pupil premium (which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and pupils from service families) is below average.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- All classes through the school are single-age classes.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

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

- Make even more teaching outstanding by:
  - ensuring that the quality of all teachers' marking matches that of the very best
  - sharing the skills of the outstanding teachers to inspire and develop other staff.

## Inspection judgements

### The achievement of pupils is outstanding

- Children usually join the Reception class with skills and knowledge at typical levels for their age, although there is some variation from year to year. They make strong progress as a result of a stimulating learning environment, and activities which develop their basic skills and independence very well.
- Standards at the end of Year 2 are typically high in all subjects. Pupils enjoy reading and use their knowledge of letters and sounds well in reading new words. Most pupils read fluently and with good expression. In the 2012 phonics reading check in Year 1, the proportion of pupils who achieved the nationally expected level was well above average.
- Pupils' achievement is outstanding. By the end of Year 6, attainment in reading, writing and mathematics is consistently well above average, particularly in reading and mathematics. School information for the current Year 6 shows that attainment and progress are on track to rise again at the end of this year, with even more pupils achieving the higher National Curriculum levels.
- Pupils practise and apply their reading, writing and mathematics skills well when learning in other subjects, such as the work on the Romans and Egyptians.
- Pupils cooperate and work together extremely well to support each other's learning. This collaborative learning develops their speaking and listening skills and ensures that pupils are confident in speaking publicly.
- Pupils who are supported by the pupil premium do exceptionally well. The test results for this group at the end of Year 6 are well above those of similar groups nationally. There is no difference in the school between the progress and attainment of those supported by the pupil premium and those who are not. This shows how well any gaps in learning are closed.
- Disabled pupils and those who have special educational needs receive focused support to ensure that they make excellent progress. Many overcome their difficulties and are confident learners.
- Pupils' achievement in music and art is excellent. The standard of the artwork displayed throughout the school is high, and pupils have the opportunity to participate in a range of musical activities.

### The quality of teaching is outstanding

- Teaching is of a consistently high quality in lessons, with much that is outstanding. Teachers encourage pupils to take responsibility for their own learning.
- Teachers ask pupils carefully-chosen questions to keep them engrossed in each lesson, to consolidate learning, and to challenge pupils' thinking by encouraging them to explain their reasoning. They also use questions well to assess understanding and ensure that all pupils are clear about what is expected of them.
- In lessons, teachers plan activities that get the very best out of all groups of pupils. As a result, the needs of all pupils are met, they learn quickly and achieve extremely well. More-able pupils are given difficult work to further develop their learning, which they enjoy. Pupils known to be

eligible for the pupil premium, disabled pupils and those who have special educational needs are all very well supported and learn at the same excellent rate as others in the school.

- Additional adults are used very well to support learning throughout the school. Teaching assistants are an integral part of the teaching team and their support is effective and carefully used for maximum effect. They give excellent guidance and support, and extend pupils' learning in all parts of lessons including small group and one-to-one sessions.
- Teachers provide written feedback to pupils on how they can improve their work. Pupils have the chance to respond with their own comments and are very positive about this aspect of marking. Occasionally development points are not clearly linked to the next steps pupils need to make. One or two teachers do not give pupils enough opportunity to respond to teachers' comments, or to review other pupils' work.

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

- Pupils' behaviour and their enjoyment of learning are outstanding, so they are able to get on with their work very well and learn extremely effectively. Pupils take responsibility for managing their own behaviour and set themselves very high standards.
- Pupils' exemplary behaviour is reinforced by warm and trusting relationships with staff. Pupils are polite and considerate. They are very welcoming and friendly to visitors.
- School records show that incidences of misbehaviour are rare. There is no disruptive behaviour in lessons. Pupils cooperate well with each other and willingly offer to work with others to help them with their learning.
- Pupils know about different types of bullying, but say it is very rare in the school. They are confident that any incidents would always be dealt with effectively by staff. Discrimination of any kind is not tolerated. Pupils are proud of their school and say they really enjoy being there.
- The school gives a high priority to encouraging pupils to attend regularly, and so attendance rates are above national averages. This demonstrates that pupils clearly enjoy coming to school.
- Pupils are proud ambassadors for their school and willingly take on a range of responsibilities as, for example, assembly monitors and school councillors. Pupils meet with the governing body and talk to them about aspects of school life.
- Pupils say they feel very safe in school. They are confident that there is always someone on hand to help if they have a problem. Pupils know exceptionally well how to keep themselves safe in various situations, including when using the internet.
- All parents who responded to the Ofsted online questionnaire (Parent View) said that their children are happy and feel safe in school.

### **The leadership and management** are outstanding

- The school is very well led as a result of the headteacher and deputy headteacher's strong determination to carry on improving. Their thorough procedures for checking on the school's

performance give them a clear picture of pupils' achievement and the quality of teaching.

- Senior leaders have a thorough knowledge of how well individuals and groups of pupils are learning and making progress. This information is analysed and shared with the governing body very effectively. Any pupils at risk of falling behind are quickly identified and given support to help them catch up.
  - Leaders judge the quality of teaching accurately. They recognise the features of outstanding teaching and there is a close link between teachers' pay and the quality of teaching. Targets set for teachers have led to improvements in their lessons.
  - There is a strong sense of teamwork among staff, and a desire to raise standards further. This was seen in the unanimously positive comments of staff in their questionnaires. All strongly agreed they were proud to be a member of staff and many commented positively about the leadership of the school.
  - Teachers and teaching assistants are supported effectively so that they develop their practice. Leaders are aware that the next step to raise the quality of teaching even higher is to make the most of the elements of outstanding practice that already exist in the school by sharing them regularly with all staff.
  - The rich and creative curriculum meets the needs of all groups of pupils well and makes an outstanding contribution to their spiritual, moral, social and cultural development. It is enriched by visitors to the school, a range of trips, and opportunities for pupils to develop artistic, musical and sporting skills.
  - The school has very effective links with the Halesowen Network of Schools and the cluster of Catholic primary schools. This has led to improvements in various aspects of the school's work through sharing practice and ensuring that teachers check pupils' work accurately.
  - The local authority provides appropriately 'light-touch' support for this outstanding school.
  - The school is heavily oversubscribed and popular with parents. Parents spoken to during the inspection were highly supportive. Almost every parent who responded to Parent View agreed that it is led and managed well, and would recommend the school to others.
  - **The governance of the school:**
    - Governors have a clear and detailed overview of pupils' achievement because they take regular opportunities through the year to examine data on how well pupils are doing. They receive regular reports on the quality of teaching and learning. This enables them to play an active part in evaluating the school's work and to ask questions from a well-informed standpoint. They manage staff performance effectively, ensuring that everyone is held to account for pupils' progress. Governors are fully aware of the link between staff performance and pay rises. They ensure that the school's finances are well managed and that pupil premium funding is spent wisely to help overcome barriers to learning. Governors carry out their statutory duties effectively, ensuring that the rigorous safeguarding policies and procedures are managed well and reviewed regularly, and meet national requirements. They ensure that equal opportunities are promoted vigorously, and discrimination is not tolerated.
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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>	103850
<b>Local authority</b>	Dudley
<b>Inspection number</b>	413203

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Weaver
<b>Headteacher</b>	Jayne Brock
<b>Date of previous school inspection</b>	14 June 2007
<b>Telephone number</b>	01384 816880
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