

# Our Lady's Catholic Primary School

Watkin Street, Fenton, Stoke-on-Trent, Staffordshire, ST4 4NP

## Inspection dates

30 April–1 May 2013

Overall effectiveness	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		Requires improvement	3
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 do not achieve as well as they can in Key Stage 2 and attainment is broadly average. Fewer pupils than average achieve above the level expected for their age.
- Teaching is not good enough in Key Stage 2, particularly in Years 4 and 5, so the rate of learning slows.
- In the lessons that move at a slow pace, pupils become distracted and behaviour requires improvement.
- Attendance is slightly below average.
- Although the quality of teaching and learning is monitored regularly in Key Stage 2, teachers are not always given sufficient guidance to help them to improve. Senior leaders do not always ensure that the quality of teachers' performance is appropriately rewarded.

### The school has the following strengths

- Children in the Early Years Foundation Stage make good progress from their starting points and achieve well.
- Pupils in Key Stage 1 make good progress and attainment has been significantly above average at the end of Year 2 for the last three years.
- Disabled pupils and those with special educational needs achieve well as do those pupils supported by the pupil premium and the increasing number of pupils whose home language is not English.
- Pupils have a good understanding of how to keep safe and in most lessons, pupils behave well.
- Teaching is consistently good in the Early Years Foundation Stage and in Key Stage 1.
- Rigorous monitoring by the leaders of the Early Years Foundation Stage and Key Stage 1 has resulted in sustained improvements in teaching and achievement.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- Governors are in school regularly and have provided good support through staff changes.

## Information about this inspection

- Inspectors observed eight teachers in 14 lessons, two of which were joint observations with the deputy headteacher. In addition, inspectors made a number of short visits to lessons and observed staff working with small groups of pupils outside the classroom.
- Meetings were held with staff, groups of pupils, three members of the governing body and a representative from the local authority.
- Inspectors listened to pupils read and scrutinised the work in their books.
- They looked at the school development plan and school documentation about pupils' progress, on procedures for safeguarding pupils and the monitoring of staff performance. They also looked at the use of the pupil premium (additional government funding received to support pupils in local authority care, those from service families and those known to be eligible for free school meals.)
- Inspectors checked the 16 responses to the on-line questionnaire (Parent View). They also looked at the summary of the school's own parental questionnaires completed last summer.
- They looked at 21 questionnaires completed by staff.

## Inspection team

Shirley Herring, Lead inspector

Additional Inspector

Geoffrey Lawrence

Additional Inspector

# Full report

## Information about this school

- The school is similar in size to the average primary school and all classes contain a single age group.
- The majority of pupils are from a White, British background. About a quarter of pupils are from a range of different minority ethnic groups, which is broadly average and an increase since the last inspection.
- The proportion of pupils known to be eligible for free school meals is above average.
- The proportion of pupils supported by the pupil premium is above average.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the current floor standards for attainment and progress in English and mathematics set by the government.
- The school is working closely with three local primary schools and a high school to form a Multi-Academy Company.
- The assistant headteacher with responsibility for Key Stage 1 has recently been promoted to deputy headteacher.
- The headteacher was on short-term sick leave during the inspection and the deputy headteacher deputised in her absence.
- The headteacher is to retire at the end of the term and a new headteacher has been appointed from September 2013.
- There is a Breakfast-Club managed by the governing body.

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

- To raise attainment in Key Stage 2 in mathematics and English, building on the good standards in the rest of the school, improve the quality of teaching, particularly in Year 4 and Year 5, by:
  - addressing the lack of continuity in teaching in Year 5 as a matter of urgency
  - providing more challenge for all pupils, but particularly for the more-able
  - senior leaders monitoring the quality of teaching and learning more critically so that teachers know precisely what they need to do to improve
  - linking teachers' performance more closely to salary progression
  - improving the quality and quantity of work in pupils' books to accelerate progress
  - raising teachers' expectations of what pupils can achieve.
- Explore further ways to work with parents to improve pupils' attendance.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The proportion of pupils attaining the expected level for their age in English and mathematics has been broadly average at the end of Key Stage 2 for the past two years and the majority of pupils make progress similar to that of others nationally. However, the school is less successful in ensuring that the more-able pupils attain the higher level 5 in the national tests. The school's assessments and the work in pupils' books show a similar picture in Year 6 for the current year.
- Interruptions to learning in Year 5, with several different teachers in the current school year, have resulted in slower progress for these pupils.
- Children enter the nursery with a range of skills that overall are below what could be expected for their age. They make good progress from their starting points in the Early Years Foundation Stage and most achieve a good level of development by the time they leave the Reception class.
- Pupils in Key Stage 1 make good progress and standards have risen and have been significantly above average for the last three years. The school's information and observations during the inspection confirm that this trend of improvement continues in the current year.
- Disabled pupils and those with special educational needs achieve well because of the good level of support they receive. The programme for improving reading has been particularly successful in accelerating progress in reading throughout the school.
- Pupils supported by the pupil premium achieve well as the school has a good range of support to meet their needs. In the 2012 national assessments at the end of Year 6, all these pupils achieved the expected level for their age in English which was better than others in school and better than the national picture. The proportion achieving the expected level in mathematics was slightly better than others in school and similar to others nationally.
- Pupils from minority ethnic groups are integrated well and make progress similar to that of others in their class.
- Pupils whose home language is not English are supported well and make good progress.
- Standards in reading are above average in Year 2 and broadly average in Year 6.

### The quality of teaching

### requires improvement

- Teachers in the Early Years Foundation Stage plan a good range of activities, indoors and outside, that engage children's attention and are clearly focused on what children need to learn. Having heard the story of Jack and the Beanstalk, children in the nursery enjoyed hunting for the numbered beanstalk leaves and hanging them in order on the washing line. Letter sounds and counting skills are taught systematically so children's early basic skills are developed well.
- Teachers in Key Stage 1 take good account of what pupils already know when planning lessons and ensure that activities match the needs of different groups so all learn well. This good practice is continued into Year 3. Teachers make good use of a range of practical resources to engage pupils' attention. This was seen in Year 1 when pupils used an interactive whiteboard, an index and an alphabet mat to help them to place objects in alphabetical order.
- Slower progress in Key Stage 2 indicates that teaching has been less effective over time. Teaching is inconsistent and so learning slows. Expectations in Year 4 and Year 5 are not high enough. In a significant part of some lessons, pupils are engaged in the same work before getting on with more challenging tasks more suited to their needs.
- Because of staff absence, pupils in Year 5 have been taught by several teachers over the year. Learning has lacked continuity and this is reflected in the lack of quality and quantity of work in their books. Consequently, they are not making enough progress.
- Teaching picks up in Year 6 but this is not sufficient to overcome previous gaps in learning and so value-added over the key stage needs improvement.
- Teachers generally mark pupils' work carefully and make good suggestions for improvement, but

do not always insist that work is tidy and well-presented.

- Learning assistants are deployed well in lessons and with small groups they make a good contribution to pupils' learning throughout the school.
- Teachers provide good opportunities across the curriculum for pupils to use and develop their reading, writing and mathematical skills. The good range of pupils' art work on display and the beautiful singing in assembly indicate that teachers plan a good range of activities to promote pupils' spiritual, moral, social and cultural development.

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

### **requires improvement**

- Pupils say they feel safe in school and know how to stay safe. They have a good understanding of aspects such as e-safety.
- Pupils are aware of different forms of bullying and say that occasional instances of bullying are usually resolved quickly and effectively.
- Children in the Nursery and Reception classes respond well to high expectations of behaviour and quickly learn to co-operate with others, put up their hands, take turns and say please and thank you.
- Pupils themselves say that behaviour varies 'between good and bad!'
- In the majority of lessons, pupils concentrate well and behaviour is good. However, in those lessons requiring improvement, pupils become distracted and lose concentration.
- Pupils welcome responsibilities such as becoming librarians and play buddies. Making applications for jobs, helping the caretaker or working in the school office prepare them well for the future.
- Attendance is improving but is still slightly below average. However, there has been a significant reduction in the number of persistent absentees.

### **The leadership and management**

### **requires improvement**

- The monitoring of teaching and learning in the Early Years Foundation Stage and Key Stage 1 by the inspirational key stage leaders has been rigorous and resulted in improvements in teaching and achievement. The effective use of strategies for monitoring teachers' performance has aided this process.
- The monitoring of teaching and learning by senior leaders has not been rigorous enough to bring about the required improvements in Key Stage 2. This has been exacerbated by significant staff absences in Year 5.
- While senior leaders monitor lessons regularly the performance of teachers is not linked closely enough to their progression up the pay scales.
- Efforts to improve attendance have met with some success but the school recognises that more needs to be done to work with parents to promote pupils' good attendance.
- The Breakfast-Club is a valuable addition to the school day and has helped to improve punctuality and attendance.
- Parents speak highly of the school's arrangements for introducing young children to school.
- Although the school's view of its own performance is a little generous, the priorities for improvement in the school's development plan are accurate. Sustained improvements in the Early Years Foundation Stage and Key Stage 1 indicate that the school has the capacity to improve further.
- The school is aware of the difficulties in Year 5 but has not acted quickly enough to improve the situation.
- The curriculum is broad and balanced with a strong emphasis on reading. This has resulted in good improvements in the Early Years Foundation Stage and Key Stage 1 and is beginning to have an impact in Key Stage 2. Pupils' spiritual, moral, social and cultural development is promoted well and the school is working towards pupils becoming Rights-Respecting Global

Citizens.

- The school is committed to providing equal opportunities. It is a harmonious place and discrimination of any sort is not tolerated.
- The local authority is giving appropriate support to the school.

■ **The governance of the school:**

Governors are well-trained and are well aware of their responsibilities for safeguarding pupils and staff and all required systems are in place. They have been fully involved in the decision-making and planning for joining other schools in forming the proposed Multi-Academy Company. They know the school well, come in to school regularly and have a good understanding of how the school's results compare with those of other schools. Consequently, they are able to provide well-informed challenge and support for senior leaders. They know how the pupil premium is being used and what effect it is having on the progress of pupils for whom it is intended. They are responsible for monitoring the performance of the headteacher but do not have sufficient awareness of how the performance of other staff is rewarded. They are providing good moral and practical support for the deputy headteacher during the temporary absence of the headteacher.

## 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>	124321
<b>Local authority</b>	Stoke-On-Trent
<b>Inspection number</b>	402252

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>	Annmarie Comfort
<b>Headteacher</b>	Stella Adcock
<b>Date of previous school inspection</b>	11 November 2009
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