

# Our Lady of the Wayside Catholic Primary School

Stratford Road, Shirley, Solihull, B90 4AY

**Inspection dates** 25–26 June 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Levels of attainment, consistently well above average by the end of Key Stage 1, are now rising to their previously high levels by the end of Key Stage 2. Pupils make good progress across the school. They enjoy their learning and are keen to do well.
- Children achieve well in the Early Years Foundation stage, developing good learning skills.
- Disabled pupils and those with special educational needs make good progress, as do those pupils known to be eligible for free school meals. There is now no gap between their performance of this group and that of their classmates.
- Teaching is consistently good and some is outstanding. Pupils say that teachers make their learning fun. Teachers plan their lessons well so that pupils can build their skills step by step.
- Pupils behave well in lessons and around the school. They are polite and welcoming. They say that the school keeps them very safe and have a good understanding of how to keep themselves safe.
- The outstanding headteacher and deputy are very well supported by the governing body. Together with the wider leadership team, they have been rigorous in striving to secure high quality teaching to ensure that all pupils reach their potential in an improving school.

### It is not yet an outstanding school because

- A small number of teachers do not have high enough expectations of what the highest attaining pupils can achieve and sometimes miss opportunities to fully challenge them or to promote their independent learning skills.
- The quality of marking is inconsistent so that not all pupils know how to develop their work in order to reach their targets.

## Information about this inspection

- Inspectors observed 25 lessons, four of which were jointly observed with one of the school’s senior leaders. They also made a number of further short visits to lessons.
- Meetings were held with pupils, members of the governing body, parents and carers, a representative of the local authority and staff, including year group leaders.
- Inspectors observed the school’s work and looked at policies, self-evaluation and development planning, monitoring records, minutes of meetings of the governing body, information about pupils’ progress, safeguarding documents, and samples of pupils’ work.
- The views of the 76 parents and carers who responded to the online questionnaire (Parent View) were taken into account, in addition to two phone calls from parents and carers. Inspectors also took account of 26 responses to the staff questionnaire.

## Inspection team

Mary Davis, Lead inspector

Additional Inspector

Colin Lower

Additional Inspector

Rowena Green

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is low. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The majority of pupils are from White British backgrounds and very few speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for looked after pupils, those known to be eligible for free school meals and pupils who have a parent in the armed forces), is low.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- In the past two years the school has experienced considerable disruption because of extensive building work taking place on the site. This has resulted in some year groups being taught in temporary classrooms and play space being limited.
- The school has recently experienced staffing turbulence as a result of long-term absence.

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

- Increase the proportion of outstanding teaching by ensuring that
  - all teachers have high expectations of what the highest attaining pupils can achieve and provide tasks that are sufficiently challenging and that promote their independent learning
  - teachers consistently provide clear written feedback on pupils' work and give them the opportunity to respond to the advice given, so that they can take responsibility for their own progress and reach and exceed their targets.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Nursery with skills, knowledge and understanding that are typically in line with the levels expected for their age. They make good progress through the Early Years Foundation Stage and enter Key Stage 1 above the levels expected for their age.
- In Key Stage 1 pupils continue to make good progress. Attainment has been consistently well above national expectations, with an above average proportion of pupils attaining the highest levels in reading, writing and mathematics.
- In 2012 the results of national tests dipped, partly as a result of experiencing some disrupted teaching and not quite making up the lost ground. Leaders have carefully analysed this fall in achievement, most notably in mathematics, and addressed all elements of underachievement. As a result, the current Year 6 have reached high levels of attainment in English and mathematics, with an increased proportion attaining the very highest levels.
- Leaders' robust tracking of progress across the school indicates that the proportion of pupils making and exceeding expected rates of progress compares favourably with pupils nationally.
- All pupils enjoy reading. From the start children learn how to sound out words. Support to develop reading continues through Key Stage 1 with extra support provided in Key Stage 2 if needed. The Year 1 screening test showed nearly all reaching the expected level. By Year 6, all are reaching or exceeding expected attainment levels in reading.
- Inspectors observed Year 1 pupils showing great excitement during a guided reading lesson, many sitting in the fresh air with their books. One group of boys worked independently, reading a play script together, deciding who would read each character's part and showing great enjoyment and pride in their achievements.
- Disabled pupils and those with special educational needs make good progress as a result of the support they receive. Good support from teaching assistants in lessons enables them to be fully included. As a result, this group of pupils made better progress than their classmates in 2012. The very few pupils who speak English as an additional language are similarly well supported and achieve well.
- In 2012 the gap between the attainment of those receiving the pupil premium and their classmates had widened. These pupils were two terms behind in English and mathematics. The school addressed this rigorously during the current year and there is now no gap in performance between this group and their peers. This demonstrates effective use of the additional funding.

### The quality of teaching is good

- Nearly all teaching is good or outstanding. Teachers plan tasks that are fun and active, although this has been hampered recently for some groups taught in cramped mobile classrooms. Teachers have compensated well for this and pupils have shown great resilience.
- In the best lessons teachers enable pupils to build their learning and practice skills before quickly moving to their next steps. For example, in an outstanding mathematics lesson the teacher quickly identified when pupils could solve problems involving addition and subtraction with ease

and moved them on to a more challenging task.

- Pupils told inspectors that teachers link mathematics to their own experiences so they understand the value of a skill. The same happens in English. Year 6 pupils enjoyed writing stories that showed suspense following their residential weekend at a hall which was reputed to be haunted.
- 'Steps to success' are frequently used to help pupils understand what makes a high quality answer so that they can check for themselves. Teachers use questioning skilfully to ensure that pupils think carefully and can justify their answers.
- External music and sports experts enable pupils to make rapid progress. In a highly effective music lesson, a whole year 4 class were observed learning to play stringed instruments. Expert teachers enabled them to build their skills by including singing and dancing activities to reinforce their understanding of pitch and rhythm.
- Although most teachers plan effectively for the variety of abilities within each class, occasionally teachers do not have high enough expectations of their highest attaining pupils. They miss opportunities to set them more challenging tasks to tackle independently, but expect them to move step by step with the rest of the class who need this slower approach.
- Although teachers mark work regularly, the marking policy is not yet fully in place and there is some inconsistency. Some pupils are unclear how to meet their targets. Opportunities are also sometimes missed to encourage pupils to respond to advice by practising skills or undertaking a new challenge.

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

- Parents, staff and pupils agree that behaviour is good. Although pupils have high expectations of each others' behaviour they say that their learning is hardly ever disrupted and that teachers are fair.
- Despite the lack of space, pupils play and cooperate well on the playground and show a very good understanding of how to keep themselves safe during the building work. They have a good understanding also of how to use the internet safely.
- Pupils say that bullying is very rare and that adults encourage them to sort out 'upsets' themselves first, before asking an adult to intervene. They have a good understanding of the different forms that bullying and say that they feel safe and well cared-for.
- Adults lead by example and the caring ethos of the school is well established so that pupils show care and respect for each other. Warm relationships exist between adults and pupils. Parents told inspectors how much they value this caring family atmosphere.
- Pupils enjoy taking responsible roles, for example through the school council and raising money for charity. Older ones support younger ones in the playground. Pupils told inspectors how they support new pupils to the school from other countries so that they feel welcome and included.
- Attendance rates are above average and the school works well to support families facing challenging circumstances to promote good attendance.

**The leadership and management are outstanding**

- The headteacher and deputy work as a close and very effective team in driving their vision for the school. They are very well supported by an outstanding governing body who have a deep understanding of all issues.
- Responsibility is well devolved to the wider leadership team who are held accountable for closely checking on teaching and learning within their year groups. Support and training ensure that teachers improve their practice and any whole-school issues identified through regular checks, are addressed and the impact of actions reported to staff and governors.
- The school has a very clear view of its strengths and areas for development. A variety of appropriate strategies have been implemented, including extra support for pupils and training for staff. This has resulted in a rapid rise in achievement to former high levels.
- For example, leaders have been relentless in their efforts to ensure that teachers have the subject knowledge, particularly in mathematics, to be able to provide suitable challenge to the highest attaining pupils. This has had a dramatic impact, seen in the improvement in mathematics achievement in 2013.
- Leaders' tracking of progress is extremely thorough, with detailed analysis of the performance of different groups of pupils ensuring equal opportunity for all. Pupil progress meetings ensure pupils receive the support that they need to achieve. Use of the pupil premium funding has been particularly well directed to ensure that the gap between the achievement of this group and that of their peers is closing.
- Pupils develop numeracy and literacy skills through relevant and exciting experiences through a range of subjects. For example, the current 'Fashion' topic has been outstanding in enabling pupils to make rapid progress, working and cooperating in mixed age groups. They have developed their artistic skills, created and made their own designs and written information leaflets, including creating their own logo using a computer notebook, and have developed their social skills and teamwork.
- Pupils speak of how much they value the wide range of activities offered beyond the school day, including trips, visits and residential courses. These are particularly effective in building self-confidence and promoting good spiritual, moral, social and cultural development.
- Extremely strong partnerships with home lead parents to say that they always feel welcome and able to voice any concerns. They expressed their gratitude for the support that the school provides for their children and for themselves. Parents have been instrumental in raising funds through exciting activities that can be enjoyed by all, including furniture for the new school building.
- The local authority provides light-touch support for the school's leaders, including the provision of training for governors and teachers.
- **The governance of the school:**
  - The governing body is very well informed, qualified and very well led. The Chair of the Governing Body works in close partnership with the schools' senior leaders. Governors benefit from regular training. They understand the school's performance and compare it with schools nationally. They know the school's strengths and areas for development well and have taken an active role in ensuring that achievement has risen, providing appropriate challenge and support. Governors are well deployed according to their expertise so all the school's work is

scrutinised. They are fully aware of the spending of pupil premium funding and check its impact on raising the achievement of the pupils it supports. They have ensured effective management of financial resources and that safeguarding procedures and practice are exemplary. They know about how the school manages teachers' performance, including that of the headteacher, and fully support him in tackling underperformance.

## 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>	104098
<b>Local authority</b>	Solihull
<b>Inspection number</b>	412000

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>	462
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Bentley
<b>Headteacher</b>	Bart O'Shea
<b>Date of previous school inspection</b>	18 November 2008
<b>Telephone number</b>	0121 7446852
<b>Fax number</b>	0121 7440608
<b>Email address</b>	office@ol-wayside.solihull.sch.uk

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