

# Our Lady of the Rosary Catholic Primary School

Park Avenue, Staines, TW182EF

**Inspection dates** 13–14 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good and sometimes outstanding progress in the school. Progress across Key Stage 2 improved significantly in 2013.
- Their attainment across Key Stage 1 and 2 classes is above average, particularly in reading. When they leave at the end of Year 6, their attainment is significantly above average in English and mathematics.
- There is a positive climate for learning in the school and teaching in the school is good.
- Pupils have positive attitudes to learning and this helps them to make good progress.
- Pupils enjoy reading and are taught how to sound out letters and words effectively in Reception and Key Stage 1.
- Pupils enjoy school and their attendance is high. They behave well and they feel safe.
- The school promotes pupils' spiritual, moral social and physical development well; pupils have good opportunities to be thankful for the gifts in their life, to discuss their learning and participate in sport.
- Leaders' monitoring of teaching has improved and, alongside appropriate priorities for school improvement, this has helped to maintain pupils' good achievement and the school's good overall effectiveness.
- The school has worked effectively with the local authority. This has helped to ensure that an above average number of children leave Reception having made good progress.

### It is not yet an outstanding school because

- Assessment information is, on occasions, not used well to set work at the right level for all groups of pupils.
- Guidance in pupils' marked work is not always precise and pupils do not always respond to it.
- Some pupils do not have a good understanding of the range of cultures within the United Kingdom.
- Progress for a few pupils, particularly in mathematics, is not always strong.
- The progress of different groups of learners is not tracked very closely and governors are not well informed about this or about links between teachers' performance and salary progression.
- The school's self-evaluation is not closely aligned with the school development plans.

## Information about this inspection

- The school had half a day’s notice of the inspection and the inspection took place over two days.
- Inspectors observed teaching in 17 lessons or part lessons in all of the school’s classes. Some of these observations were conducted jointly with senior leaders.
- Meetings were held with pupils, leaders and managers, members of the governing body and a representative of the local authority.
- Inspectors held informal discussions with parents. They also took account of 64 responses to the Parent View online survey, and 19 questionnaire responses from staff.
- They looked at pupils’ work in lessons and also separately with senior staff. This included some work from the previous academic year. Inspectors heard pupils reading and observed them in class and around the school.
- A wide range of school documentation was considered. This included: information relating to the attainment and progress of pupils and groups of pupils across the school; the performance management of staff; evidence of checks on teaching by the school; external evaluations of the school; the school’s website; the school’s action plans; minutes from governing body meetings; the school’s self-evaluation, and behaviour records and safeguarding information.

## Inspection team

Najoud Ensaff, Lead inspector	Additional Inspector
Avtar Sherri	Additional Inspector

## Full report

### Information about this school

- Our Lady of the Rosary Catholic Primary School is smaller than the average-sized primary school.
- The large majority of pupils are White British, with other pupils coming from a range of minority ethnic backgrounds. There are few pupils who speak English as an additional language, although this number is increasing and some of them join the school other than at the usual times.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average, and the proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- There are very few pupils supported through the pupil premium, which is additional funding for pupils eligible for free school meals, those in the care of the local authority or those with a parent or carer in the armed services. In this school, it applies to pupils eligible for free school meals or in the care of the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There has been a change to the Chair of the Governing Body, since the previous inspection and a number of changes to teaching staff and middle leaders.

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

- Raise the quality of teaching to outstanding by ensuring that:
  - assessment information is used well to provide work at the right level for pupils with different needs and abilities, including the most and least able and the few with special educational needs or who speak English as an additional language
  - pupils are always given precise guidance about how to improve in marked work and that they have opportunities to respond to this advice.
- Improve leadership and management by:
  - ensuring that the progress of groups of pupils across different years is tracked more closely so that all pupils make more consistently good progress in both English and mathematics
  - ensuring school development plans are linked more closely to the school's self-evaluation and that the success of actions is measured in relation to the intended outcomes
  - making sure pupils gain a better understanding of the range of cultures within the United Kingdom
  - ensuring that the governing body is well informed about the progress of groups of pupils across the school, and the way that teachers' performance leads to salary progression.

## Inspection judgements

### The achievement of pupils is good

- Overall, children enter Reception with skills which are typical for their age, although some enter with skills below those that are typical. They make good progress in most areas of learning so that the large majority leave with a good level of development. At the end of last academic year their skills in communication, language and literacy and understanding of shape were stronger than their understanding of number.
- Pupils make good and sometimes outstanding progress across the rest of the school, particularly in English in Key Stage 2 classes. Pupils from White British backgrounds in Year 6 made outstanding progress across Key Stage 2 in 2012 and 2013, as did non-mobile and middle ability pupils in Year 6 in 2013.
- Key Stage 1 pupils' skills in linking letters and sounds are good and pupils' attainment in reading, writing and mathematics is above average across all classes.
- In 2013, Year 6 pupils' attainment rose to significantly above that of other pupils in the country in English and mathematics, and the percentage of pupils who gained Level 4 and Level 5 in English and mathematics was at least above average in 2012, and in 2013 was significantly above average.
- Current assessment information indicates that progress across different years in mathematics is not as strong as in English, and progress in Year 1, particularly in mathematics, and in Year 3 is not as strong as in other years.
- Disabled pupils and those with special educational needs generally make similar progress to other pupils. A few of these pupils make less consistent progress than they should because teachers do not always set work at exactly the right level and they are not always given enough opportunities to work by themselves .
- Most of the very few pupils supported through the pupil premium and the few who speak English as an additional language make at least expected progress but occasionally a small number make less progress than this because leaders have not monitored the progress of groups of pupils as closely as possible. Also, at least half of these pupils join the school part way through their school life, so they do not always have as strong foundations in linking sounds and letters, for example, as other pupils.
- Pupils from minority ethnic backgrounds generally make similar progress to others but occasionally a few of these pupils make less progress than this. This is because leaders and managers do not track the progress of groups of pupils closely enough and do not always identify any slower progress quickly enough.
- While by the end of Year 6 the attainment of pupils who are supported by the pupil premium is sometimes behind that of their peers by up to two terms in English and mathematics, their attainment in comparison to similar pupils nationally is good and the school is addressing this issue to close the gap with their peers.
- More able pupils generally make good progress and in 2012 in Year 6 they made outstanding progress. Occasionally these pupils are not challenged as well as possible in lessons so the pace of their learning slows.

### The quality of teaching is good

- Teachers work hard and successfully to create a positive climate for learning; pupils' art work adorns walls and there is a buzz of productive activity in classrooms.
- As a result of good teaching over time, pupils make good progress across the school. Pupils behave well in almost all lessons. They enjoy their learning, and have positive attitudes to learning. Consequently, they achieve well.
- Most teaching considers pupils' needs and abilities well and provides pupils with effective

opportunities to work at the right level and to measure how successful they are. Teachers use questioning effectively to build on pupils' learning and provide pupils with good opportunities to share their learning in pairs or groups. Learning moved at a good pace, in most lessons.

- Teachers provide pupils with appropriate individual targets which help to guide them in their learning. Marking in pupils' books usually reinforces their learning and often guides them in what to do to improve. Comments in marked work are not always as precise as possible and pupils are not always given an opportunity to respond to these comments. Because of this, their progress is not yet outstanding.
- Where teaching is best, teachers consider pupils' needs extremely well and match work precisely to pupils' needs. They make learning exciting and provide them with lots of opportunities to develop their independence in working by themselves. For example, in a Year 6 history lesson, both a teacher and an additional adult took on roles as Ancient Egyptian women, a video clip was used well to interest pupils and resources were effectively utilised to enable pupils to independently research lifestyles in Ancient Egypt. Pupils were active, engaged and worked well by themselves, making rapid progress.
- Progress in most lessons is good, with teachers giving pupils structured activities that build on their previous learning well. Occasionally, where teachers do not consider individual pupils' needs carefully enough, some pupils make less progress. Very occasionally, more able pupils are not well challenged and a very small number of pupils with special educational needs and those supported by additional funding do not always make good progress because they are sometimes over-directed by adults or assessment information is not used well to set the right work.
- Teachers promote pupils' spiritual, moral, social and physical development well. Pupils spoke about good opportunities to take part in a range of sporting, musical and educational activities. They have excellent opportunities for reflection in assemblies and to raise money for charities abroad. However, some pupils' understanding of the range of cultures within the United Kingdom is not as strong as it could be. As a result, some pupils reported that a few say unkind things about pupils whom they see as different from themselves.

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

- Pupils behave well in almost all lessons. They have positive attitudes to learning and say that they enjoy attending school because of the friendships they have at school and because staff care about them.
- School records of behaviour and responses by pupils, parents and staff indicate that this good behaviour is usual for the vast majority of pupils.
- Pupils report that they feel safe at school because the site is secure and the environment is 'happy' so they do not feel scared. They know how to keep themselves safe when travelling to school, cycling and in case of a fire.
- Older pupils have a clear understanding of how to keep safe when using the internet.
- Attendance for almost all pupils is high and pupils say that they enjoy school because 'teachers help you and keep you safe'. There have been no exclusions of pupils in the past few years.
- Behaviour around the school is good. Pupils are friendly and polite. Behaviour is not yet outstanding because in lessons where teaching is less strong, pupils do not always behave so well and some pupils indicated that a few individuals are unkind to others on the playground or in lessons.
- Pupils understand different forms of bullying such as physical, verbal, cyber and racist bullying. Rare instances of bullying are almost always handled well by the school. Almost all parents and carers who responded to the Parent View online survey indicated that their child felt safe at school and that their child was well looked after.
- A behaviour audit by the local authority found the school to be a purposeful and calm environment where pupils and staff interacted positively together.
- Leaders keep written records of incidents and are starting to monitor how well playground rules are followed. They do not yet analyse incidents for any patterns or trends that could usefully be tackled.

## The leadership and management are good

- Leaders have been successful in improving the checks on teaching and targets are used to guide pupils. They have ensured that the quality of teaching and pupils' achievement have remained good and that for some pupils, their achievement has been outstanding.
- Leaders identify key priorities and have provided relevant training for teachers, relating to challenging more able pupils in writing and supporting pupils in mathematics. This has helped to improve individual teachers' practice and helped to maintain pupils' good achievement.
- Leaders' formal meetings with teachers to review progress is helping them to close gaps in the learning and attainment of the vast majority of pupils. They ensure that pay progression is clearly linked to teachers' performance.
- Light-touch support from the local authority has helped the school to improve provision in the Early Years Foundation Stage, to develop the role of middle leaders and to improve the quality of teaching in English and mathematics.
- While there are clear systems in place to monitor pupils' progress across key stages and attainment across years, checks on progress across different years and for groups of pupils are not as rigorous as they need to be. As a result, a few pupils with special educational needs and a very small number supported through the pupil premium or who speak English as an additional language do not always make consistently good progress. The school has implemented a system to monitor the effectiveness of support for these pupils but it has not been in place long enough to ensure that they make sustained good progress.
- Subjects are well planned, with a wide range of extra-curricular clubs, educational visits, acts of worship and exciting residential trips which pupils enjoy. These enhance pupils' experience and enjoyment and promote their spiritual, moral, social and physical development well. Their understanding of the range of cultures in the United Kingdom is not promoted as well.
- The school's self-evaluation is broadly accurate and identifies appropriate priorities. These are not as closely aligned to the school's development plans as they could be. Some useful actions are identified in the development plan, with personnel and time deadlines identified. However, the success of actions in these plans is not always measured in terms of their intended outcomes.
- Leaders use the sports funding effectively to widen opportunities for pupils to take part in competitive sports, such as tennis, cricket, rowing and canoeing. These have a positive impact on pupils' health and well-being. For example, during the inspection, pupils were congratulated during an assembly for coming first in a hockey tournament.
- The school is a friendly and happy community. While there are a few differences in the achievement of a small number of pupils and their peers, leaders assert that discrimination of any kind is not tolerated at the school and that equality of opportunity is promoted.
- Strong partnerships with the local parish, a local secondary school and another primary school have enhanced provision for pupils at the school and within the local community.
- Parents are generally very positive about their experiences with the school and the school website provides useful information for parents and pupils.
- **The governance of the school:**
  - The governing body supports the school well. Governors are actively involved in the work of the school, making visits to classes. As a result of recent training, they have a growing understanding of the quality of teaching and of the school's performance in comparison with other schools. They ask some searching questions, for example about the achievement of pupils at the end of key stages and the attendance of some pupils with special educational needs. The governing body is not informed well enough about the progress of pupils across years and of groups of pupils, or about the way in which teachers' performance links to salary progression. It oversees the school's finances well, so that, for example, sports funding is used effectively to increase opportunities for pupils to learn a range of sports, including dragon boating and rock climbing, and these activities have a positive impact on pupils' health and well-being. The governing body sees that safeguarding meets requirements.

## 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>	125215
<b>Local authority</b>	Surrey
<b>Inspection number</b>	426624

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>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Howard Hughes
<b>Headteacher</b>	John Mescall
<b>Date of previous school inspection</b>	13–14 November 2013
<b>Telephone number</b>	01784 453539
<b>Fax number</b>	01784 449485
<b>Email address</b>	admin@ourlady.surrey.sch.uk



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