

Our Lady Queen of Peace Catholic Primary

Bransford Road, St John's, Worcester, WR2 4EN

Inspection dates 22–23 January 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- From starting points that are typical for their age, children make good progress in the Reception Year.
- Pupils also make good and sometimes outstanding progress in Key Stage 1 and 2. They leave Year 6 with standards above national averages in all subjects and do particularly well in mathematics.
- Positive relationships between teachers and pupils, along with the interesting activities planned by teachers, motivate pupils to learn well.
- Behaviour is exemplary and this contributes well to pupils' learning. Pupils are very proud of their school and actively encourage each other to respect all adults and adhere to the rules and regulations of the school.
- There is a caring family atmosphere in the school. Visitors and new pupils to the school are made to feel very welcome.
- The governing body and headteacher are ambitious and they work well together to ensure the school's continued improvement.

It is not yet an outstanding school because

- Leaders responsible for subjects and year groups have recently been appointed and require further support and development before they are totally effective in raising standards and the quality of teaching.
- Although most teaching is good or better, a small amount requires improvement. Sometimes teachers set work which is too difficult for some pupils and too easy for others.

Information about this inspection

- Inspectors observed 14 lessons, including four joint observations with the headteacher. Inspectors also made a number of shorter visits to staff working with small groups or individuals and heard pupils read.
- Discussions were held with a group of pupils, the Chair of the Governing Body, other governors, members of the senior leadership team and other staff with particular responsibilities.
- A meeting was held with a representative from the local authority.
- Inspectors spoke to parents visiting the school and those dropping off their children at school in the morning. They also took account of the 26 responses to the online parent questionnaire (Parent View) and 24 staff questionnaires.
- Inspectors studied a range of documents including the school’s plan for improvement, data related to pupils’ previous and current progress and attainment, the management of teachers’ performance and curriculum documentation. Records related to pupils behaviour and safety were also examined.

Inspection team

Shahnaz Maqsood, Lead inspector

Additional Inspector

Lesley Voaden

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The large majority of pupils are White British. Of those from minority ethnic backgrounds, the largest group is from Eastern Europe. Over 20% of pupils speak English as an additional language, with some at the early stages of learning English.
- The proportion of pupils eligible for pupil premium is below average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children with a parent in the armed services and those children that are looked after by the local authority.
- A below-average proportion of pupils are supported through school action, school action plus and or with a statement of special educational needs.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been a number of staffing changes in the past year including the appointment of a new deputy headteacher and three phase leaders with responsibilities for particular areas of the school's work.

What does the school need to do to improve further?

- Ensure that all teaching is good or better by checking that all teachers plan activities which challenge the most able and provide support for those who find the task difficult.
- Increase the capacity of the middle leaders by providing training and more opportunities for them to develop leadership skills in order to further improve the quality of teaching.

Inspection judgements

The achievement of pupils is good

- Pupils begin the Early Years Foundation Stage with skills and knowledge typical for their age. The strong focus on learning in Reception by the class teacher has ensured that pupils develop rapidly and make good progress so that, by the end of the Early Years Foundation Stage, they are well prepared for their move into Year 1. Unlike at the previous inspection, children's learning is purposeful and focused.
- Results in the national phonics screening check in Year 1 to assess pupils' knowledge of letters and the sounds they make, including unfamiliar words, were above those found nationally in 2013. Pupils use their phonics skills well to read, and reading is a strength in the school.
- Pupils speak fondly of reading. They enjoy going to the newly refurbished, colourful and vibrant school library. One pupil commented on how the visits to the school by two authors had inspired him to read and write more.
- This good progress continues through Key Stage 1. Attainment in reading, writing and mathematics at the end of Year 2 has been rising steadily over three years and, in 2013, it was above the national average. Current data provided by the school shows that this trend of improvement is continuing. Gaps in attainment between boys and girls are closing rapidly.
- In 2013, at the end of Year 6, pupils' standards in reading, writing and mathematics were above the national average. All pupils made at least expected progress and a higher proportion than nationally made more than expected progress in all three subjects.
- The most-able pupils in Year 6 are sometimes withdrawn from classes and given more challenging work to enable them to reach their full potential.
- The gaps between the attainment of pupils supported by the pupil premium and that of all pupils in the school are not narrowing rapidly enough. In 2013, these pupils were more than a year behind their classmates in English and mathematics, although current data indicates that this gap is now closing.
- Disabled pupils and those who have special educational needs benefit from the carefully targeted help they receive and this ensures that they make good progress.
- The school has sought support and advice from the local authority and other professionals for the increasing number of pupils who speak English as an additional language. Provision for these pupils is now more focused and this has enabled this group along with other pupils from minority ethnic backgrounds to make good progress and, by the end of Year 6, to reach standards above the national average.

The quality of teaching is good

- Resources and activities are well organised, both indoors and outdoors, in the Early Years Foundation Stage to allow children to learn and explore by themselves and with the support of adults. Some of the teaching in the Early Years Foundation Stage is outstanding. It is innovative, and learning activities capture children's imagination. For example, children were awed to arrive at school in the morning to find a 'crashed spaceship' in the outside area. They were told that an alien had landed and that he was desperate to get back home. This resulted in some excellent

writing, drawings and clay models being produced by the children.

- Relationships are strong and this provides a positive atmosphere for learning in lessons. Collaborative work is encouraged in the school and this has improved pupils' communication skills and confidence. In many cases, talking helped pupils to reflect on their work and that of others in order to improve.
- Pupils make gains in their learning because they are given time to read the teachers' comments about their work and then to respond. For example, in Year 2 pupils were improving their written work further by using highly complex openings, correcting spellings and punctuation.
- Teachers use questions well to find out what pupils understand and to make them think about their answers. This helps teachers to assess pupils' learning and to adapt their teaching accordingly.
- Teaching assistants contribute well to pupils' learning and progress. They are skilled because they are well trained and thus provide valuable support. They know the pupils assigned to them well and use this knowledge for targeted support and so help these pupils succeed.
- In a few lessons, teachers plan the same activity for all pupils. The most able find the task too easy whilst others need additional resources to help them complete the task.

The behaviour and safety of pupils are outstanding

- Behaviour of the pupils in this school is outstanding. Pupils' attitudes to learning are extremely positive and this impacts on their good achievement.
- Pupils are very proud of their school and are always smartly dressed in their bright uniform. They enjoy taking on responsibilities and demonstrate maturity in thinking. For example, one pupil explained in detail how he had chosen his assistant from all the applicants to help him with the school magazine.
- Pupils manage their own behaviour very well so that adults only have to intervene very occasionally.
- Pupils show respect to each other and to all adults in the school. This has created a calm and harmonious environment for them to learn. Those who join the school partway through their primary education are welcomed and they very quickly settle in and make friends including among pupils from different ethnic backgrounds.
- The school's work to keep pupils safe and secure is outstanding. Parents are overwhelmingly positive about the school, which is at the heart of the local community, and they agree that their children are safe and well cared for.
- The school has robust procedures for ensuring pupils are safe. Safeguarding arrangements meet all statutory requirements.
- Pupils say that they feel safe in school. They are aware of different forms of bullying, including cyber-bullying, but say such incidents are very rare and, if they do occur, are dealt with effectively by the school.

- Attendance at the school continues to be above average. There have not been any exclusions in the last three years.

The leadership and management are good

- The headteacher is determined to raise achievement and is well supported by the new deputy headteacher and the governing body. Their shared ambition for the school has contributed to the improvement.
- The quality of teaching is regularly checked by the leaders, and the headteacher has accurately identified the areas for improvement. Many initiatives and strategies to improve the quality of teaching are in place, such as links with the local cluster of schools. These have resulted in the sharing of best practice.
- There are systems to regularly monitor the progress and attainment of pupils. Meetings are held every six weeks to address any issues that arise. This is an improvement since the previous inspection and attainment has risen as a result.
- The curriculum is reviewed regularly and is well suited to the needs and interests of the pupils. It offers pupils a wide range of extra-curricular sport, art and music clubs. Visits are arranged to the theatre to watch plays such as *Narnia* and *A Christmas Carol*, and to local museums. These enhance the experience of the pupils. Pupils' development of spiritual, moral, social and cultural understanding is a strength and underpinned by the pupils' outstanding behaviour.
- The governing body and the headteacher focus sharply on working closely with parents and the local community. The school has links with a number of local businesses and they are used to support pupils' learning.
- The school uses the sports funding to employ coaches to teach new skills to pupils, and teachers thus raising achievement in physical education and promoting a healthier lifestyle.
- The local authority monitors the progress of the school and provides valuable advice to its leaders.
- **The governance of the school:**
 - The governing body knows the school well and has a clear understanding of its strengths and areas for development. Recently, all governors updated their training on how to use data and they now have better knowledge of how well the school is doing in comparison to other schools. They are passionate about the school and have high aspirations and wish to be fully involved with school life. Governors regularly visit the school and have assigned themselves responsibilities in particular areas to certain classes depending on expertise. They monitor the performance of the headteacher, taking advice from an educational consultant, and set challenging targets. They are aware of the quality of teaching and ensure that there is a link between teachers' pay progression and pupils' achievement. Governors check how the pupil premium is used and its impact; they now monitor the progress of eligible pupils more closely.

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	116921
Local authority	Worcestershire
Inspection number	431543

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Paul Whieldon
Headteacher	Gwen Fennell
Date of previous school inspection	26 February 2009
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