

# Our Lady of the Assumption Catholic Primary School

Hawthorn Lane, Tile Hill, Coventry, CV4 9LB

## Inspection dates

19–20 March 2014

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | 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.

- Actions taken by leaders, including governors, have led to rapid improvement since the previous inspection.
- Pupils make good progress in reading, writing and mathematics.
- Teaching is good. Staff have high expectations of pupils and make good use of questions to check their learning.
- Teaching assistants play a major role in helping pupils to learn successfully.
- Behaviour is good and pupils say they feel safe. The school is a harmonious place where pupils and staff feel valued.
- Training given to staff meets their needs and those of the school well, with positive effect on improving teaching and raising achievement.
- Good use is made of partnerships with local schools and the community to benefit staff and pupils.

### It is not yet an outstanding school because

- Standards in mathematics are not as high as they are in reading and writing. Teachers do not consistently help pupils to improve when they mark their mathematics work.
- Pupils do not have enough opportunities to use mathematics in other subjects. They do not know number facts well enough.
- Not all leaders are fully involved in checking the quality of teaching and learning.
- Systems used by leaders to check the quality of teaching and learning do not always focus sharply enough on how well the more-able pupils are doing.

## Information about this inspection

- Inspectors observed 12 lessons, of which three were joint observations with the headteacher. Inspectors also observed some teaching of groups of pupils. In all, 12 members of staff were seen teaching.
- Inspectors looked at samples of work from all age groups and across a range of subjects. They spoke to pupils during lessons about their work and listened to them read.
- Inspectors met groups of pupils, members of the governing body, school leaders and staff. A meeting was also held with a representative of the local authority.
- Inspectors took account of the 21 responses to the online questionnaire, Parent View and spoke to parents at the start of the school day.
- Inspectors analysed responses from the 28 questionnaires completed by school staff.
- Inspectors observed the school's work, looked at progress and attendance information, improvement plans, evidence of the monitoring of teaching, and documents relating to safeguarding.

## Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

Jatinder Sembi

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- Most pupils are of White British and other White backgrounds.
- The proportion of pupils from minority ethnic groups is average.
- The proportion of pupils who are eligible for the pupil premium, which in this school provides additional funding for those pupils known to be eligible for free school meals, is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The Early Years Foundation Stage comprises a Nursery, which children attend in the mornings, and a Reception class.
- There is privately-run before and after-school childcare. As these facilities are not managed by the school's governing body, they are subject to separate inspection.

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

- Raise attainment in mathematics by:
  - making sure that pupils learn number facts and use them readily in their mathematics work
  - giving pupils more opportunities to use mathematics in a wider range of subjects
  - making sure that marking consistently helps pupils to understand how to improve.
- Strengthen leadership and management by:
  - developing the roles of all subjects leaders more fully so they have a clear understanding of the quality of teaching and learning in their subjects
  - making sure that systems used to check the quality of teaching focus more sharply on how well the more-able pupils are doing in all subjects.

## Inspection judgements

### The achievement of pupils is good

- Since the previous inspection, achievement has improved for pupils of all ages. It is now good. Standards are rising and progress is speeding up because of rapid improvements in the quality of teaching.
- Children start in the Nursery and the Reception class with skills and experiences below those typical for their age. They achieve well, especially in their personal development, to reach broadly expected levels by the time they enter Year 1. Children share resources and take an interest in their learning.
- In 2013, pupils reached average standards in the Year 1 national screening test of pupils' knowledge of phonics (letters and the sounds they make). The school's information shows that pupils are now doing even better because they receive regular teaching in groups that are well matched to their abilities. Pupils' good use of their phonics skills is leading to marked improvement in reading and writing.
- Pupils read regularly and are interested in stories by various authors. By the end of Year 2 and Year 6, standards are average and rising as improvements in the teaching of reading are filtering through the school. In writing, the good progress pupils make in Key Stage 1 is built upon well as pupils move through Key Stage 2. Work in books shows that pupils write extensively in a range of subjects.
- Pupils' progress in mathematics is accelerating. Pupils learn well when they take part in practical tasks. For example, during the inspection, less-able pupils in Year 4 looked for right angles in the classroom. They enjoyed sharing their findings and checking to see if they were right.
- Sometimes the speed at which pupils work slows down because they do not have quick enough recall of number facts. There are not enough opportunities for pupils to use their mathematical skills in a wide range of subjects.
- Disabled pupils and those who have special educational needs make good progress. Leaders and staff who work closely with these pupils have strong links with parents and outside agencies, which contribute effectively to pupils' wellbeing and achievements. Particular attention is paid to preparing pupils well for their move to secondary education. Pupils from minority ethnic groups make good progress in line with other pupils.
- The pupil premium funding is used well to support individual pupils and make sure they make good progress. In 2013, pupils in Year 6 who were known to be eligible for free school meals reached the same levels of attainment in reading, writing and mathematics as their classmates. Eligible pupils currently in Year 6 are making good progress and standards are on an upward trend in line with those of their peers.
- Pupils do well in learning about other cultures, places and eras. Work in books and on display shows that they find out interesting facts about the Tudors, Vikings and Greeks. Pupils engage keenly in science projects and show competence in the use of technology.
- More-able pupils say they like it when the work challenges them to think and use their skills, especially in mathematics. However, work is not always varied enough for them to reach their full potential in all subjects.

- Pupils' raised achievement was not reflected in the 2013 Year 6 test results. This is because, after a period of underachievement and weaker teaching, these pupils had insufficient time to fully catch up. Work seen during the inspection and the school's information on pupils' progress, shows that pupils currently in Year 6 are on track to reach higher standards than previously in reading, writing and mathematics.

### **The quality of teaching** is good

- Teaching has improved markedly since the previous inspection and is now typically good. Staff expect good behaviour and well-presented work. They refer frequently to pupils' targets in writing and mathematics, and remind them of the levels they are working towards. They give pupils opportunities to decide how best to approach their work and judge for themselves how well they are doing.
- Teachers know what they want pupils to achieve and give them enough time to develop and practise their skills. For example, during the inspection, more-able pupils in Year 6 got on with a higher level mathematics task right from the start of the lesson while the teacher worked with the rest of the class.
- Teachers often relate tasks to real-life to motivate learning. They develop language skills well through discussions and link pupils' reading to their writing. For example, during the inspection, pupils in Year 5 expressed their opinions on a class story. Good teaching built upon the pupils' enthusiasm for the story and led to them making good progress in letter writing.
- In the Nursery and the Reception class, effective teaching gives children a good start in acquiring basic skills in reading, writing and mathematics. For example, during the inspection, children made good progress in counting and understanding numbers. Some made 'dominoes' to show doubling whilst others practised addition and subtraction. Outside, children joined in with an adult to build a tall tower and count the number of bricks.
- Teachers quickly spot any misconceptions and skilfully ask the right questions to check understanding. When they mark pupils' work, they indicate how well pupils are doing and give guidance on how to improve. However, this good practice is not as consistently well established in mathematics as it is in English.
- Teaching assistants contribute strongly to pupils' learning. They are fully involved right from the start of lessons and in the teaching of phonics. They work very effectively with pupils of all abilities, including those who have special educational needs. They build very good relationships and help pupils to make good progress.

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

- Pupils are proud of their school and recognise how it has improved. They say that new arrangements at playtimes help them all to behave well. One pupil commented, 'The school rules are good and behaviour has improved.' They value the help they get from staff and say they feel well cared for.
- The behaviour of pupils is good. It contributes strongly to the progress they make in lessons. They settle quickly; lessons start promptly and there is no time wasting. Pupils are attentive and keen to contribute. They show the same good level of behaviour towards all adults. Older pupils

like to help out and take on responsibilities willingly.

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe, a view strongly supported by parents. Pupils talk sensibly about different forms of bullying and agree that 'there is no problem in this school'. The school's records show that incidents are rare but any that do arise are fully recorded and followed up. Pupils are confident that any problems that occur are dealt with. One pupil commented, 'The school has a policy to sort it out.'
- Pupils talk excitedly about the activities on offer. They say that they enjoy their learning because lessons are interesting. They like the many clubs, visits and musical and sports activities. Residential trips are popular because pupils enjoy the experiences they share with their classmates and the chance to take part in team-building and adventurous activities.
- Pupils aspire to do their best. They say they like it when teachers challenge them to work harder. They know their targets in English and mathematics and the levels they are working towards. They are keen to receive house points and awards for their efforts, and sit on the 'top table' at lunchtimes.
- Attendance is above average. Leaders make sure there are good systems to follow up any absences. Few pupils are persistently late or stay away from school for prolonged periods.

### **The leadership and management** are good

- The headteacher insists upon an attractive and well-organised school and has high expectations of staff and pupils. She heads a strong leadership team and ensures good communication between staff. A highly positive response from questionnaires returned by staff indicates that they feel well supported.
- Leaders check how well staff are doing regularly. They make sure that the training staff receive helps them to do their work well. Good links with local schools means that expertise is shared and pupils are well prepared for their move at the end of Year 6. Effective local authority support has helped to develop leadership skills and improve the quality of teaching.
- Staff with subject responsibilities are developing their roles well. Those less experienced work alongside more experienced members of staff and outside advisors. While the school has a range of ways to check teaching and learning, not all subject leaders are yet fully informed about the quality of teaching and learning in their subjects.
- Leaders make sure that learning is interesting and enjoyable. They forge strong links with the local community and church and promote pupils' spiritual, moral, social and cultural development well. This is valued by parents, with one commenting, 'I am impressed that the school teaches the spiritual things about life.'
- The primary school sport funding is used to extend sports opportunities and coaching for pupils to develop games and sports skills. Training for staff develops their expertise in supervising lunchtime games, with positive effect on pupils' engagement in physical activity and improved behaviour.
- Good leadership of the Early Years Foundation Stage makes sure that staff frequently check children's progress. Well-maintained 'learning journeys' collect evidence of children's learning over time. Links with parents are good and there are good arrangements for children starting school.

- Leaders track the progress made by all pupils to quickly identify those in danger of falling behind, reflecting a strong commitment to equality of opportunity for all. However, when leaders check the quality of teaching, they do not always focus well enough on the learning of the more-able pupils to be sure they are making the best possible progress in all subjects.

■ **The governance of the school:**

- Governors know how well the school is doing because they maintain regular links and visit frequently to check on learning. They have improved their skills in understanding information about pupils' progress and ask questions if pupils are not doing well enough. Governors know that good achievement relies upon good teaching and make decisions about teachers' pay based upon this understanding. They evaluate the effectiveness of spending on raising achievement. For example, they know that recent spending on staff training and materials to improve the teaching of phonics is having a positive impact on pupils' achievement in reading and writing. Governors check the progress of pupils supported by the pupil premium to make sure they are doing well. They satisfy themselves that spending of the primary school sport funding is having a positive effect on pupils' involvement in physical activity.
- Governors build positive relationships with parents. They collect their views and consider their responses before making any decisions for example, about homework, school uniform and school meals. The governing body carries out its responsibilities effectively and ensures that safeguarding procedures meet current 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> | 103712   |
| <b>Local authority</b>         | Coventry |
| <b>Inspection number</b>       | 431121   |

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> | 231                           |
| <b>Appropriate authority</b>               | The governing body            |
| <b>Chair</b>                               | Ruth Shirley                  |
| <b>Headteacher</b>                         | Kate Connelly                 |
| <b>Date of previous school inspection</b>  | 13 March 2012                 |
| <b>Telephone number</b>                    | 024 7646 6655                 |
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