

OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL

399 Ewell Road, Tolworth, Surbiton, KT6 7DG

Inspection dates 9–10 October 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a good school because from average starting points pupils have reached consistently above-average standards in English and mathematics at the end of Key Stage 2. Pupils' progress is good.
- The headteacher and other leaders are effective in ensuring that teaching and pupils' achievement continue to improve. They have high expectations of both staff and pupils.
- Members of the governing body know the school well and have a clear understanding of the school's strengths and areas for development.
- Pupils' behaviour is good. Parents say that the school works hard to keep their children safe. The school offers sensitive care and support to its pupils.
- Provision in Early Years Foundation Stage is good. Children make good progress. They are offered a range of stimulating and fun activities to help them learn.
- Teaching is good. Teachers have a good knowledge of a range of subjects and pupils say that they enjoy lessons.
- Disabled pupils and those with special educational needs make the same good progress as their peers, as do those pupils that are disadvantaged.
- Some of most able pupils made very fast progress and achieved the highest available levels in mathematics and writing in 2014.

It is not yet an outstanding school because

- Marking does not always give pupils a clear enough indication of how to improve. Pupils do not always have the chance to respond to teachers' comments.
- Children in the Early Years Foundation Stage do not have enough opportunities to develop their writing skills, particularly in the outside area. Next steps in learning are not always clearly enough identified.
- Progress in mathematics is not consistently outstanding in Key Stage 2 because middle-attaining pupils do not always have work that fully challenges them.
- There are not enough checks on pupils' work in mathematics and this results in some remaining small gaps between the achievement of disadvantaged pupils and their classmates'.

Information about this inspection

- Inspectors observed 24 lessons and part lessons and five were observed jointly with senior leaders. In addition, the inspectors heard pupils reading in Year 2 and Year 6.
- Books in every year group were scrutinised, including children’s work in the Early Years Foundation Stage.
- Meetings were held with two groups of pupils, the chair person and other members of the Governing Body and school staff. There was also a discussion with a representative from the local authority.
- Inspectors took account of 99 responses to the online questionnaire, Parent View.
- Inspectors observed the school’s work and analysed a large range of documents and policies, including the school’s own data on pupils’ current progress and its planning and monitoring documents. Records relating to behaviour, attendance, risk analysis and safeguarding were also examined.
- The views of staff were analysed through the 27 responses to the staff questionnaire.

Inspection team

Liz Bowes, Lead inspector

Additional inspector

Julie Sackett

Additional inspector

Michael Austins

Additional inspector

Full report

Information about this school

- Our Lady Immaculate Catholic Primary School is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is lower than the national average. This is additional funding provided by the government for disadvantaged pupils. The proportion of disabled pupils and those who have special educational needs on school action and on school action plus or with a statement is average. There are currently no pupils with an education, health and care plan.
- Pupils come from a range of different heritages, including White British, any other White background and any other Asian background.
- In 2014 the school met the government floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by ensuring that marking shows pupils how they can improve their work and they are given the opportunity in class to do this.
- Improve progress in mathematics so that it is consistently outstanding in Key Stage 2 by ensuring that:
 - middle-attaining pupils have work that continues to stretch them and meets their needs
 - regular checks on work in pupils' books identify rapidly any underachievement
 - gaps between the achievement of disadvantaged pupils and their classmates continue to close.
- Ensure that children in the Early Years always make outstanding progress by making sure that they know how to improve their writing skills.

Inspection judgements

The leadership and management are good

- The headteacher has steered the school well through a period of staff change. This has been demonstrated by consistently above-average standards at the end of Key Stage 2 from average starting points.
- Leaders regularly monitor attendance, behaviour and progress. They have an accurate view of the school's strengths. Plans for areas for development are detailed and the school has a good capacity for further improvement.
- Those middle leaders responsible for English regularly check on the quality of teaching and frequently monitor books. This ensures that all pupils make consistently good progress whatever their levels of ability. There is less attention given to regularly monitoring pupils' books in mathematics. This is why leadership and management are not outstanding. However, both governors and leaders are aware of this issue and plans have been drawn up to ensure that there will be greater attention in the future.
- Part of the caring ethos of the school is the determination of staff that any pupil can confidentially express concerns or make suggestions. All pupils report that they enjoy voting for pupils to sit on the school council. Activities such as these enable pupils to develop an understanding of British values and life in a modern democratic Britain.
- All pupils are encouraged to think about the next steps in their education. They all respect each other whatever their background and have an equal opportunity to succeed. There is no tolerance of any form of discrimination.
- Teachers are given ambitious targets for improvement based on the progress of the pupils in their class. Pay awards are strictly linked to their performance.
- The local authority provides only light-touch support to the school. Leaders value this and have ensured that staff members attend local authority training, for example, in the new curriculum and mathematics.
- Parents are supportive of the school and most consider that the school is well led and managed. They like the fact that they can come in and help with mathematics and reading.
- Extra funding to promote physical development has been well used and the impact is that pupils of all ages are now more active. It has had a positive impact on their health and well-being. Money has been spent on training and resources. The playground is well equipped with an all-weather pitch for various ball games.
- The range of subjects the school offers is varied and interesting. Pupils report that they like learning through topics such as The Tudors. They were very excited about their forthcoming trip to Hampton Court Palace. Pupils enjoy learning French and have made interesting posters that show their understanding of the vocabulary. The on-site church enables pupils to be active in the community. They attend services and put on productions for local residents.
- Safeguarding arrangements are effective and meet all statutory requirements.
- **The governance of the school:**
 - Governors are determined to hold the school to account and their close monitoring of the finances has ensured that money is focused on the school priorities. They know the impact of spending of additional funding such as that for the sports premium and disadvantaged pupils.
 - They have a good understanding of how the school is doing when compared to other schools.
 - Governors challenge staff and the headteacher regularly through events such as governors' days when they spend an entire day in school. This gives them a clear awareness of the school's strengths and what it needs to do to improve.
 - Governors have a good awareness of the quality of teaching and what is done to reward good teaching and tackle underperformance. They ensure that salary progression is linked to the progress of pupils.
 - Governors review school policies regularly and make sure that school documentation promotes tolerance and respect for all faiths.
 - Governors fulfil their statutory duties effectively.

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

- The behaviour of pupils is good.
- Both pupils and parents consider that behaviour in the school is good. As one pupil said, 'It is like a big family here so we all get along well.' Records show behaviour is good and there are only a few incidents of inappropriate behaviour.
- In lessons, pupils are attentive and follow the teachers' instructions well. There were rare incidents when behaviour for learning was not as strong, particularly in lower-attaining mathematics groups. This is why behaviour is not outstanding.
- Pupils respect each other and value each other's views. Spirituality is strong. This was demonstrated very clearly in religious education where pupils displayed a very mature understanding of their faith. For example, when discussing how to become a better peacemaker, one pupil had written of the need to have more humility.
- Pupils have a clear sense of right from wrong. They enjoy taking on responsibilities such as being a prefect or on the school council, members of which helped design the adventure playground.
- Pupils in Year 5 and 6 particularly enjoy running the 'Art Studio' at lunchtimes where pupils, including children in Reception, have the chance to paint and draw. Opportunities such as these enhance social development.
- Cultural opportunities are numerous. Artistic skills are well developed as, for example, in the large painting after the style of Monet that was painted by a pupil. Music is integral to the life of the school, both in school productions and in music lessons, where pupils play a variety of brass instruments.
- Attendance is good and is continuing to improve. The school has effective systems in place to monitor attendance and punctuality.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe and parents report that they have no concerns over children's safety.
- Bullying is 'almost non-existent', according to the pupils. They know who to go to should they have any concerns. Pupils say they learnt a lot during anti-bullying week and they have a good awareness of most of the different types of bullying.
- Staff and governors have had appropriate training to keep pupils safe, including first aid, child protection and safer recruitment.

The quality of teaching is good

- Teaching is typically good in reading, writing and mathematics.
- Standards are continuing to rise as a result of teachers' high expectations of what most pupils can do.
- Pupils report that teachers make learning interesting. One pupil said, 'My teacher knows that I can find some things hard but she helps me to learn things in a fun way.'
- Teachers closely monitor the progress of pupils in their class, including that for different groups of pupils, including those who are disabled or who have special educational needs. Close working between teachers and learning support assistants enables these pupils to make good progress.
- Learning assistants are effective in helping those who speak English as an additional language. They ensure that all pupils are fully involved both when they are in class and outside of class.
- Those who are more able receive additional challenging work that enables them to reach the highest standards.
- Teachers celebrate pupils' successes and pupils are rightly proud of their work. In classes, the walls are covered in useful facts to help pupils in their work in English and mathematics. One pupil said, 'I find that I have to remind myself about the different symbols in mathematics but they are all up on the wall for me to look at.'
- Homework is regularly set for pupils and many said they liked the fact that homework club offered them the opportunity to do their homework before they went home.
- Teaching is not outstanding because there is some inconsistency in how work is marked. In some classes, teachers do not give enough indication to pupils of the next steps to help them progress and improve their

work. In some classes, pupils do not have enough chances to respond to teachers' comments.

The achievement of pupils is good

- Achievement is good. From average starting points, by the end of Key Stage 2, pupils leave school with above-average standards in reading, writing and mathematics.
- Reading is strongly encouraged throughout the school. There are close links with Kingston Library Service and cups are awarded for the class which has read the most books. As a result, pupils are consistently performing well above the national average in the phonics reading check and at the end of Year 6.
- Pupils have good opportunities to develop their writing skills. The results of the national tests in grammar, punctuation and spelling have been consistently well above average. Walls in classrooms and corridors showcase pupils' work on topics such as The Romans. In subjects other than English, pupils write extensively, as for example, in history. Pupils wrote very thoughtfully about the poppy as a symbol of remembrance.
- Progress in mathematics is good in Key Stage 1. In Key Stage 2, pupils, particularly those who are middle attainers, do not always have work that fully stretches them. This is why achievement is not outstanding.
- Overall, the small numbers of disadvantaged pupils in the school typically make good progress, particularly in reading and writing. In 2013 there were only small gaps between the achievement of these pupils when compared to their classmates and all pupils nationally. In 2014, unpublished data indicates that disadvantaged pupils were approximately a term behind all pupils nationally in reading, writing and mathematics. When compared to their peers, gaps were wider and they were about two and a half terms behind their peers in reading and writing. The gap was four terms behind in mathematics. Within the different year groups gaps are closing rapidly. In some cases, such as in reading in Years 3, 4 and 6 and in writing in Years 2 and 3, disadvantaged pupils make better progress than their peers.
- Typically those who are more able achieve well both in Key Stages 1 and 2. Unpublished data for 2014 shows this trend is continuing and high proportions of more able pupils achieved well in reading, writing and mathematics. This is because of highly effective focused teaching and staff who know the needs of these pupils very well.
- Disabled pupils and those with special educational needs make good progress. Their needs are well met because of the effective support provided to them by both teachers and teaching assistants.
- Groups of pupils from different heritages, including those pupils who speak English as an additional language, make the same good progress as their peers.

The early years provision is good

- Children start school with variable attainment on entry. In 2014, they had skills and abilities that were in line with those expected typically for their age. They make good progress because of the imaginative and stimulating activities on offer. Children are well prepared for Year 1 because by the end of Reception their attainment is above the national average. Reading and mathematics skills are stronger than writing skills. This is because children do not have enough chances to develop their writing skills, particularly in the outside area.
- There are clear induction arrangements and parents are very supportive. They are keen to be fully involved in their children's learning and like visiting on open afternoons.
- The school promotes physical development particularly well. The 'trim trail' specially designed for the youngest children in the school enables them to start to develop healthy lifestyles at an early stage.
- Teaching is good. Children settle quickly into the Reception class. They behave well and feel safe and trust the adults who care for them.
- Leadership is good, as demonstrated by the substantial increase in the percentage of children reaching a good level of development in 2014. Progress is not outstanding because while there are assessments of how each child has progressed, the next steps in learning are not clearly enough identified.

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	102595
Local authority	Kingston Upon Thames
Inspection number	449340

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	417
Appropriate authority	The governing body
Chair	Celsus Joseph
Headteacher	Timothy Sheehan
Date of previous school inspection	October 2008
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