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Christine Finnegan
Headteacher
Our Lady and St Kenelm Roman Catholic Primary School
Bundle Hill
Halesowen
Dudley
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Dear Mrs Finnegan

No formal designation monitoring inspection of Our Lady and St Kenelm Roman Catholic Primary School

Following my visit to your school on 22 October 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about behaviour at the school.

Evidence

I considered evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussions with pupils
- documentary evidence
- discussions with school leaders, staff and parents.

Having evaluated all the evidence, I am of the opinion that at this time:

Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

Context

Since the previous inspection in 2013, you have joined the school, along with one new teacher and one new teaching assistant. The school is slightly smaller than the average-sized primary school.

Approximately one out of every seven pupils are eligible for pupil premium funding (additional government funding for pupils known to be eligible for free school meals or who are cared for by the local authority). This is about half the national average. One out of every six pupils are from minority ethnic backgrounds and one out of every 10 pupils speak English as an additional language. Both of these figures are well below the national average. Less than one out of every 10 pupils are disabled or have special educational needs. Fewer pupils than average arrive and leave the school at times other than in Reception Year and Year 6.

Personal development, behaviour and welfare

Since the previous inspection in April 2013, you have been successful in maintaining the very high standards of behaviour and the excellent attitudes to learning that were reported. You and the senior leaders have high expectations of pupils and staff. Since your appointment, you have made some effective changes to modernise the school and further improve the provision for all pupils. Staff and pupils agree that behaviour in lessons, around the school buildings and in the playground is very positive and often exemplary. This is because pupils know how to behave well. They demonstrate high levels of self-control and have a clear understanding of what is expected. In addition, adults have respectful, warm and positive relationships with pupils, have high expectations and are consistent in their application of the school's policies. Pupils arrive at school on time and their attendance is above the national average.

Earlier this year, through Ofsted's online questionnaire Parent View, some parents expressed concerns about behaviour and safety at the school. I spoke to 15 parents during my visit, discussing behaviour and safety among other topics. The vast majority of parents were very happy with their child's education, and with how leaders and teachers maintained high standards of behaviour and safety and supported pupils' happiness and progression. A small minority of parents voiced their opinions regarding past incidents and some communication issues, but also had positive comments to make about the school. I talked with a range of leaders, staff, governors and a representative from the local authority about these concerns. These adults were able to provide evidence of effective management of pupils' personal development, behaviour and safety. I also saw evidence of strong parental support, such as a questionnaire from earlier this year with over 90% agreement in all areas. One letter from a parent pointed out the 'time, effort and dedication' that the leadership team and staff have invested in the pupils.

A parent told me how much the school had helped their child's low self-esteem and that the child now enjoys coming to school. Another parent said 'the science laboratory is amazing and the standard of [my child's] work is brilliant'. I spoke with a range of pupils at playtime and during lessons, who told me they felt very safe in school and that any issues were quickly and fairly dealt with by the staff. Pupils also told me that they nearly always sort out any rare problems themselves, due to the support they had been given by school staff.

All classrooms are well ordered, busy and purposeful environments. Pupils respond quickly to the adults' instructions and lessons run smoothly and without incident. Pupils have exemplary listening skills from Reception Year to Year 6. Throughout the inspection, pupils were engrossed in their lessons and enthusiastic to share their learning.

One pupil said that school was fun because 'teachers get really involved in your learning'. Pupils were observed being very courteous and respectful around the school at different times of the day.

Playtimes are happy and relationships are harmonious. Adults supervise pupils closely and ensure that play is safe and appropriate. Pupils are engaging, friendly and polite. They were keen to join a conversation with me. Older pupils explained that they have 'life lessons' to help them understand and prevent any bullying. Any incidents of poor behaviour are recorded in detail. Upon hearing the bell at the end of playtime, all pupils stopped immediately and then lined up with their teachers very quickly and quietly.

The behaviour policy is applied consistently throughout the school. Pupils are also extremely positive about 'golden time' and getting their names in the 'golden book' for extra-special work, behaviour and attitudes. Pupils are aware that they can lose 'golden time' if they do not behave appropriately; this is helping them to understand the consequences of their actions. Pupils can put other pupils' names in the class 'friendship book' when they have done something kind or helpful. Governors consider pupils' attitudes when checking the school's work and are 'confident there are no concerns about the welfare, behaviour and safety of pupils'. I found a range of first-hand evidence during my visit to support this view.

All pupils who spoke to me said that the school is a safe place to learn and play. They have complete confidence in the adults to deal with any problems that arise. Identified pupils have nurture provision to boost their confidence and self-esteem. Staff support vulnerable pupils by providing breakfast and swimming kits, for example. Pupils, including those who acknowledge that they sometimes have trouble consistently behaving well, exhibited a high level of honesty about their own and others' behaviour. They also explained that they felt the school's behaviour systems are fair and support all pupils.

Dudley local authority carried out a review of the school in September 2015 and found that the school had maintained the very high standards of pupils' behaviour and learning outcomes.

Overall, your work to monitor and maintain the high standard of pupils' personal development, behaviour and welfare has been very successful.

I am copying this letter to the Director of Children's Services for Dudley local authority, the Secretary of State for Education, the Chair of the Governing Body and the Archdiocese of Birmingham. This letter will be published on the Ofsted website.

Yours sincerely

Stuart Bellworthy

Her Majesty's Inspector