

Our Lady of Perpetual Succour Catholic Primary Academy

Piccadilly, Bulwell, Nottingham NG6 9FN

Inspection dates	10–11 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The exciting curriculum highly engages the pupils. As a result, pupils are enthusiastic learners and achieve well.
- Pupils' spiritual, moral, social and cultural development is strong. The school celebrates the wide range of cultures that pupils represent. Consequently, pupils are very respectful towards each other and adults.
- Pupils, including disadvantaged pupils, make good progress through the school, particularly in mathematics and reading.
- Senior leaders are very focused on raising pupils' achievement. As a result, standards are rising and pupils' current progress is good.
- Teaching is good. Pupils' work in books shows that they are progressing well over time.
- Pupils in the early years enjoy the curriculum and are eager to participate. They achieve well.
- Governors know the school well and support and challenge senior leaders effectively to improve standards even further.
- Pupils' personal development, behaviour and welfare are outstanding. Pupils' attendance is high and they have excellent attitudes to their learning.
- Pupils' physical well-being is promoted well. The primary school sports funding is used thoughtfully to ensure that the large majority of pupils participate in tournaments, festivals or extra-curricular clubs.

It is not yet an outstanding school because

- Pupils' spelling in key stage 2 and the phonics skills of the least-able pupils in Year 1 are not as well developed as they should be.
- Teachers do not consistently challenge pupils well enough to use more ambitious vocabulary in their writing or challenge pupils to develop their thinking skills by solving complex problems.
- Disadvantaged pupils do not make as much progress in their writing as other pupils nationally or attain in writing as highly as other pupils.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - providing opportunities for the least-able pupils, particularly in Year 1, to develop their phonics knowledge more rapidly
 - ensuring that teachers focus more sharply on improving pupils' spelling in key stage 2
 - ensuring that teachers challenge pupils, particularly the most able, to use a wider range of vocabulary in their writing
 - continuing to develop pupils' thinking skills to solve more complex problems.
- Raising the achievement of disadvantaged pupils by:
 - ensuring that more pupils reach the highest standards, particularly in key stage 1
 - improving their progress and attainment in writing.

Inspection judgements

Effectiveness of leadership and management is good

- Senior leaders have created a positive ethos for learning where there is mutual respect for everyone. The school's motto, 'Learn to Love and Love to Learn', is well embedded in the day-to-day practice at the school. As a consequence, the school is a harmonious environment where pupils are thriving. The large majority of parents are very supportive of the school.
- The headteacher, very ably supported by the deputy headteacher, has created an environment where good teaching practice is shared regularly among all colleagues. Middle leaders are knowledgeable about their subjects and lead by example. The staff's continuous professional development is given a high priority at the school and valued by staff. As a result, the quality of teaching is good and improving and staff morale is high.
- Leaders have good systems in place to manage teachers' appraisal. The teachers are set measurable targets for the progress their pupils make and for their contribution to the wider aspects of school. Teachers' progress towards meeting their targets is checked through a range of strategies including lesson observations and the scrutiny of pupils' work.
- Senior leaders and governors are committed to raising standards for all groups of pupils. Pupils' achievement is regularly tracked by senior leaders and action is taken if any pupils are not making the expected progress. As a result, pupils' progress through school is good and outcomes at both key stages 1 and 2 are well above those achieved nationally.
- Disadvantaged pupils made good progress through the school in reading and mathematics by the end of key stage 2 in 2015. However, their progress in writing was not as strong and this group's attainment in writing was low. The school uses the pupil premium funding to provide a range of intervention groups to support pupils' progress. Current school information shows that this group of pupils is making good progress through the school, but not attaining as highly as their classmates, particularly in writing.
- The pupils' spiritual, moral, social and cultural development is strong. Some pupils are part of the chaplain's team and offer support to other pupils who have worries. Teachers ask open questions which help pupils reflect on life. In response to the question, 'What does being merciful mean?' one pupil wrote, 'When I close my eyes and think of being merciful, I see everyone, smiling, caring and welcoming people.' The annual cultural diversity day allows pupils to celebrate their own culture and gives all pupils the opportunity to learn about other pupils' cultures through food, dress and music. Pupils are well prepared for life in modern Britain.
- The school's curriculum is broad and exciting. The school makes great efforts to link with other organisations to provide rich opportunities for pupils to learn. The school participates in the Out Of This World project by growing seeds which have been in space. A theatre company has visited the school and taken the pupils back in time to re-enact key moments in history, for example the Great Fire of London. Pupils from Years 4 to 6 are learning to play the guitar. Pupils in the lower juniors became museum guides to show parents around their classroom at the end of their Egyptian topic. School productions and the annual music festival give opportunities for pupils to demonstrate their talents. A wide range of extra-curricular clubs complement the pupils' learning. The gardening and cooking clubs enhance the pupils' knowledge of healthy eating.
- The PE and sport premium funding is very well used by the school to encourage pupils to participate in a range of sports, tournaments and festivals. The school has had many successes in recent times. The football team won the local Carnival cup; the Year 2 pupils won gold in the multi-skills tournament against other local schools. Pupils with special educational needs or disability have recently taken part in a curling competition and boccia. There are a range of extra-curricular clubs which include handball, Irish dancing, athletics and rugby. The sports' leader closely tracks pupils' participation in sports, both in and out of school. As a result, the majority of pupils in key stages 1 and 2 take part in a sporting activity.
- Equality of opportunity is promoted well by the school. The deputy headteacher, who is also the special educational needs coordinator, closely tracks the progress of pupils with additional needs. The school's provision map is detailed and there is a wide range of support offered to pupils to support their learning. Consequently, pupils with special educational needs are making good progress.
- The school's improvement plan sets out the clear actions by which targets are to be achieved. There are milestones to check whether targets are being met. However, not all of the school's priorities are on the plan, for example improving phonics and writing, which makes it more difficult for governors to check the progress being made in these areas.

■ The governance of the school

- Governance is good because the experienced governors offer support and challenge to the school's leaders to continue to raise standards. Minutes of governing body meetings show that governors ask questions about the progress of pupils who speak English as an additional language and disadvantaged pupils. Governors keep a close eye on the spending of the pupil premium funding and its impact on the progress of disadvantaged pupils. However, they do not always ask questions to compare the progress and attainment of the disadvantaged pupils with other pupils in the school and nationally.
- The governing body uses an external adviser to support the performance management process of the headteacher and meets termly to discuss the progress being made towards the targets. Governors also ask questions about the teachers' performance management to ensure that pay rises have been awarded appropriately.
- The arrangements for safeguarding are effective. The safeguarding governor has skills and knowledge that are used well to monitor the work of leaders. The governor meets regularly with the school staff to review the school's work. The home-school support worker knows the families well and supports the pupils as well as the families to meet everyone's needs. The school's records are detailed and show that the school works well with a range of external agencies to support pupils.

Quality of teaching, learning and assessment is good

- Teachers are enthusiastic and motivate pupils to learn. Pupils said lessons are fun and challenging. One pupil said, 'It's exciting when you learn something new.' Pupils' work in books reflects the good progress they have made since the start of the academic year across the curriculum.
- Teachers work hard to ensure that lessons are creative and engage pupils very effectively. In Year 1, pupils were making potions with different quantities of coloured water. The teacher challenged the most-able pupils to find out all the different quantities that would make one litre. Pupils responded well and thrived on the challenge. In Year 6, pupils were dressed as scientists and planned an investigation to find out how long they could dunk a biscuit in water before it crumbled. Pupils explored all the variables and considered how best to apply the principles of fair testing in their investigations.
- The teaching of mathematics is effective. Pupils are fluent in calculating addition, subtraction, multiplication and division. The pupils apply their skills to problem-solving questions before deepening their knowledge through mathematical reasoning. Sometimes, when the most-able pupils find the mathematical problems challenging, teachers give them too much support; this limits pupils' ability to independently solve more complex calculations.
- The teaching of phonics to most pupils is good. Pupils are eager to learn new sounds to read books and write sentences using their phonics knowledge. The writing in Year 1 shows very good progress from the start of the academic year for the vast majority of pupils. However, the least-able pupils in Year 1 do not develop their phonics knowledge as quickly as they could because pure sounds are not emphasised enough to help pupils read and spell the words accurately.
- There are occasions when teaching does not meet the needs of the least-able and most-able pupils in lessons. The least-able pupils do not always receive the support they need to achieve the task; the most-able pupils are not always given sufficient time to complete challenging tasks.
- The teaching of writing is good. Pupils are taught to write effectively in different genres. For example, Year 2 pupils wrote a factual report about emperor penguins to develop their writing skills. Pupils in Year 4 use rhetorical questions, similes and paragraphs well in their writing. However, pupils' spelling in key stage 2 is not as well developed as it should be and vocabulary choices for the older pupils are not typically ambitious.
- Pupils respond well to the teachers' feedback, which helps them to make good progress in their learning. Teaching assistants support pupils' learning well in lessons and when they lead intervention groups for those pupils who require more support.

Personal development, behaviour and welfare

is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are very eager to acquire new knowledge and skills and display highly positive attitudes in lessons. As a result, the vast majority of pupils are achieving well.
- The promotion of pupils' physical well-being is very strong. The sports coordinator is highly skilled and dedicated and is eager for all pupils to be fit and active. After some pupils participated in a fun run, the coordinator felt that the pupils were not as healthy as they should be. All pupils now regularly run in warm-ups for PE lessons and are timed to run a mile every half term to check that their times are improving. The sports ambassadors have received training to lead games for younger pupils.
- Pupils are proud to carry out roles of responsibility. These roles include membership of the school council; promoting recycling as green angels; being digital leaders who help with computer problems or play leaders; and Year 6 buddies who help develop the confidence of Reception pupils. These roles ensure that pupils have to listen to each other and cooperate and help make the school a cohesive community.
- Pupils are well aware of the rules to stay safe on the internet. They know to tell an adult if they receive a message that worries them. School records show that bullying is rare. Pupils know that they can go to any adults or the chaplain's team if they have concerns that are worrying them.

Behaviour

- The behaviour of pupils is outstanding. Pupils' conduct around the school is exemplary. Behaviour in lessons and on the playground is excellent.
- The learning environment is stimulating and celebrates pupils' work. The hall display shows the different charities that the pupils have raised money for. This has included raising money for people in Nepal after the earthquake.
- Pupils strive for the school's rewards for good behaviour and for good work. Each week in Friday's assembly, the school nominates missionaries who have done something very special that week. The missionaries look forward to having their lunch on the following Monday with the headteacher. In addition, pupils earn house points and aim for a 'star in jar', which includes a special mention in assembly.
- Attendance is high compared with the national average. Persistent absence is reducing because the school closely monitors pupils' absence and works with families to improve attendance rates.

Outcomes for pupils

are good

- Pupils make good progress through the school and achieve well in the end of key stage 2 assessments from their starting points. Pupils are well prepared for the next stage of their education. In 2015, pupils' attainment in mathematics, reading and English grammar, punctuation and spelling was significantly above the national average. Outcomes for writing were just above the national average. At key stage 1, outcomes were also significantly above the national average for reading and writing and above the national average for mathematics.
- Pupils did not make as much progress in writing compared with the other subjects by the end of key stage 2. The progress and attainment in writing of disadvantaged pupils was low. Current school information shows that disadvantaged pupils are making good progress in writing, but their attainment is behind that of their classmates in most year groups.
- In key stage 1, disadvantaged pupils have attained less well than their classmates and other pupils nationally in all subjects for the past three years. Very few disadvantaged pupils have attained the higher levels in any subject. However, not all disadvantaged pupils reached the age-related expectations in Year 2 across all subjects in 2015. There are too few disadvantaged pupils to comment on their current achievement in Year 2.
- In 2015 boys attained higher than girls in the end of key stage 2 assessments across all subjects. In key stage 1, girls outperformed boys in all subjects. Boys and girls are making broadly similar progress through the school. However, girls are attaining higher than boys in most year groups.

- Current school information shows that the vast majority of pupils are making the progress expected through the school in all subjects. The proportion of pupils making more than expected progress differs between year groups.
- Pupils who speak English as an additional language are making excellent progress through the school and attain highly. In 2015, this group of pupils attained much higher than their classmates and other pupils nationally.
- Outcomes in the Year 1 phonics check dropped in 2015 to below the national average. This year, outcomes are expected to rise and be just above last year's national average. Pupils enjoy reading and were inspired by the visit of an author for world book day.
- The current progress of pupils who have special educational needs or disability is good. This is because there is extensive support to meet the pupils' needs. The deputy headteacher monitors the support to ensure that it is of good quality and helping the pupils to learn well. Teachers and senior leaders closely track and review the pupils' progress termly.

Early years provision

is good

- Good induction arrangements into Nursery and into Year 1 ensure that the children settle well into their new classes. Staff make home visits to see the children before they start Nursery to learn more about the children and their families. Before starting Year 1, children make regular visits to the Year 1 classroom to enable them to be familiar with their new learning environment. As a result, the children make good progress in the early years and continue to do so in key stage 1.
- Teachers plan an exciting curriculum which the children enjoy. After a recent visit to the fire station, children from Reception pretended to put out a fire in role-play. Children were also observed building a fire station using the big bricks outdoors. As part of the 999 topic this term, children have been enthused to write police speeding tickets.
- In the Nursery, children were enjoying making jelly and conducting a survey to find out what the class's favourite car was. The children were accurately recording the results using tallies. In the hall, the children were excitedly exploring different ways they could travel around with a balloon. Children were imaginative in their movements and were well supported by the adults.
- The school fosters good links with parents and carers. Children receive regular homework which complements learning in the classroom. A home-school reading record allows parents to comment on the children's reading progress. There are three opportunities a year for parents to meet with the teachers to discuss their child's progress. In addition, parents are invited into the classroom to learn more about phonics and how mathematics is taught.
- Teachers plan observations and take photographs of the children's work to check on the progress that the children make. As a result of accurate assessments, the children make good progress from their starting points. Last year more children attained a good level of development than nationally and were better prepared to start Year 1. Current evidence in the children's books shows that good progress has been made this year in both Nursery and Reception.
- Children are excited to learn and want to achieve well. Occasionally, the children's writing is not developed as well as it could be because the children do not have the support they need to help them form letters correctly to write a sentence. In Nursery, not enough time is given to support the least-able pupils to make as much progress as possible.
- The school has used the early years pupil premium funding to fund more teaching assistant time to support children's language and communication skills. The progress of the children is tracked to ensure that the funding is being allocated effectively. There are too few disadvantaged pupils in the early years to comment on their achievement.
- Staff in the early years work with a range of external agencies to ensure that the provision meets the needs of all learners. Children's welfare and safety are well catered for, with locks on doors and fencing around the outdoor area. The children listen well to each other and to adults and their behaviour is good.

School details

Unique reference number	138338
Local authority	Nottingham
Inspection number	10010905

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair	Judith Traynor and Russell Donoghue
Headteacher	Celine Toner
Telephone number	0115 9150500
Website	www.ourladyopsbulwell.com
Email address	headteacher@ourladyopsbulwell.nottingham.sch.uk
Date of previous inspection	Not previously inspected.

Information about this school

- The number of pupils on roll is just below the national average for primary schools.
- The proportion of pupils for whom the pupil premium provides support is below average. This is the additional funding to support pupils known to be eligible for free school meals.
- The proportion of pupils who receive special educational needs support is in line with the national average.
- An increasing number of pupils are from minority ethnic groups and a much higher percentage of pupils speak English as an additional language compared with all schools nationally.
- There is a breakfast club on site managed by the governing body.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

Information about this inspection

- The inspectors carried out 18 lesson observations, some jointly with the headteacher and deputy headteacher.
- Meetings were held with: the headteacher; the deputy headteacher who is also the leader with responsibility for pupils with special educational needs or disability; subject leaders for English, mathematics, the curriculum, physical education and the early years; and with one of the co-chairs of the governing body and two other governors. In addition, an inspector held a phone call with an external consultant who supports the school.
- Inspectors met with a group of pupils from key stages 1 and 2 and listened to pupils from key stage 1 read.
- Inspectors looked at pupils' work in a range of subjects.
- Inspectors spoke to parents informally in the school playground at the start of the school day. Inspectors also considered the 19 responses to the online Ofsted questionnaire, Parent View.
- The inspectors also considered questionnaires completed by 16 members of the school staff.
- The inspectors looked at a range of documentation including: the school's self-evaluation; the school improvement plan; minutes of the governing body meetings; the school's most recent information on pupils' achievement; and information relating to performance management, teaching, behaviour, attendance, safeguarding and the headteacher's reports to the governing body.

Inspection team

Martin Finch, lead inspector	Her Majesty's Inspector
Vondra Mays	Ofsted Inspector
Susan Birch	Ofsted Inspector

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