

Inspection of Maryvale Catholic Primary School

Old Oscott Hill, Kingstanding, Birmingham, West Midlands B44 9AG

Inspection dates: 4 and 5 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The school's virtues of live, love, learn and pray underpin everything that happens at the school. This is a warm and welcoming place that pupils enjoy attending. As one pupil summarised, 'When we wake up, we can't wait to get to school.' Pupils feel safe in school. They know there are trusted adults who they can talk to if they are worried.

The school has high expectations of pupils, including pupils with special educational needs and/or disabilities (SEND). The curriculum is ambitious and allows pupils to flourish.

Pupils relish the range of roles and responsibilities they take on. Pupils from across the year groups have jobs, such as school councillors, reading representatives, friendship guardians, charity ambassadors and sports leaders. Pupils value the opportunity to be role models and know they have a voice in the school. One pupil said, 'We all get a chance to speak out and teachers listen.'

Pupils are well prepared for life in modern Britain. They learn about and respect cultures and beliefs that may be different to their own. The school ensures that pupils are well prepared for secondary school and beyond, through ensuring they are taught about how to manage risks and keep safe outside school.

What does the school do well and what does it need to do better?

The school's curriculum is broad and ambitious. Leaders have thought carefully about what they teach to the pupils and why. For example, pupils learn Latin to support them with their understanding of root words, grammar and language development. The curriculum identifies the important knowledge that pupils need to know and is planned in a sequential order. Teachers revisit prior learning and regularly check pupils' understanding. Assessment is used effectively to check if pupils have remembered their learning. Teachers then use this information to address any gaps in knowledge. Teachers have secure subject knowledge. However, some of the activities that teachers plan do not match the intended learning well enough. When this occurs, some pupils remember the activity, but not the precise skills and knowledge that leaders would expect.

The school has worked hard to raise the profile and enjoyment of reading. Leaders have identified the books and stories they want the pupils to know across the curriculum. These include books about diversity, world issues and historical events. The pupil reading representatives value the opportunity to read to other pupils across the school and share books that inspire them. This has ensured that there is a palpable buzz about reading in the school.

Children in early years make a quick start learning to read. Staff are well trained in the school's phonics scheme. They quickly address any errors or misconceptions and

give all pupils regular chances to practise the sounds they are learning. This helps pupils to become confident and fluent readers.

Pupils with SEND benefit from an ambitious curriculum. Teachers scaffold learning to ensure that the majority of pupils work alongside their peers. The school's 'Tranquillity Room' allows pupils who need more bespoke support to receive a tailored curriculum that meets their individual needs.

Pupils behave with respect and kindness. They understand right and wrong and say they stand up for each other. Pupils are adamant that bullying is very rare, with one child saying, 'We just don't tolerate bullying or meanness here.' Behaviour in lessons and at social times is positive. Pupils are proud of their school and their achievements. Most pupils take pride in their work. However, teacher's expectations of pupils' handwriting and presentation is variable. This means that although pupils achieve well, their written work does not show all they know and can do.

Leaders have worked hard to improve attendance. The school works closely with families to help them to understand and overcome barriers to attendance. For example, staff have worked with families to plan more efficient bus routes to the school. This has seen an increase in the school's overall attendance.

Pupils' wider development is a strength. Pupils talk confidently about different religions and cultures. The school's charity ambassadors have a say in how they fundraise for charities, such as the local food bank. Through the school's comprehensive personal, social and health education programme, pupils are taught to keep safe in a range of contexts, including online and when walking to and from secondary school. Pupils say this gives them confidence about how to handle difficult situations.

Staff are proud to work at the school. One member of staff commented, 'This is a school with a good heart.' Staff appreciate how workload is taken into account when decisions are made about the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always ensure that planned activities match the intended learning well enough. This results in some misconceptions not being addressed and pupils not learning what leaders expect them to. The school should continue to train and develop teachers so that they can make informed choices about the tasks given to pupils so they learn the intended curriculum.

- At times, teachers do not have high enough expectations of pupils' presentation and handwriting. This means that the work pupils produce is not as good as it could be. The school should work with teachers to ensure that all staff share the same high expectations so that all pupils' work reflects what they are able to achieve.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 103426 |
| Local authority | Birmingham |
| Inspection number | 10322696 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 230 |
| Appropriate authority | The governing body |
| Chair of governing body | Christine Hopkinson |
| Executive Headteacher | Catherine Dalzell |
| Website | www.maryvaleprimary.org.uk |
| Date of previous inspection | 19 December 2018, under section 8 of the Education Act 2005 |

Information about this school

- The school is within the Archdiocese of Birmingham. Its most recent section 48 inspection under the Education Act for schools of a religious character was carried out in November 2021.
- The school does not make use of any alternative provision for pupils.
- The headteacher is the executive headteacher of another local school.
- The school has been affected by the removal of reinforced autoclaved aerated concrete. The school carried out remote learning during the first and second week of the autumn term in September 2023. The school currently accesses a diocesan building for lunchtimes, assemblies and some indoor sporting activities.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the head of school and other leaders.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subjects.
- The lead inspector met with members of the governing body, including the chair of governors.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to pupils during lesson visits. They observed pupils' behaviour in lessons and at breaktimes and lunchtimes. The inspectors spoke to staff about behaviour and about their workload in the school.
- The inspectors considered responses to Ofsted's online surveys for parents, pupils and staff.

Inspection team

Eve Morris, lead inspector

His Majesty's Inspector

Mark Gilbert

Ofsted Inspector

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