



Our Lady Immaculate Catholic Primary School

Inspection Report

Unique Reference Number 102595
LEA Kingston Upon Thames LEA
Inspection number 276743
Inspection dates 11 October 2005 to 12 October 2005
Reporting inspector Christopher Gray AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	399 Ewell Road
School category	Voluntary aided		Tolworth
Age range of pupils	4 to 11		Surbiton KT6 7DG
Gender of pupils	Mixed	Telephone number	020 8399 9854
Number on roll	461	Fax number	020 8390 8582
Appropriate authority	The governing body	Chair of governors	Mr A Perks
Date of previous inspection	19 January 2000	Headteacher	Sr Josephine Goggin

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Introduction

The inspection was carried out by three inspectors.

Description of the school

The school is bigger than most primary schools. Pupils come from a wider area than the immediate locality. The percentage of pupils from minority ethnic backgrounds is higher than found in many schools. The school has seen an increase in recent years in the proportion of pupils speaking English as an additional language. The current percentage is above average though those at the early stages represent only 7% of the school. Most pupils come from homes whose socio-economic circumstances are a little more favourable than is common. Very few pupils are entitled to a free school meal. The percentage of pupils on the special educational needs register is below that expected, though the proportion of those with statements is average. Children's attainment on entry to school varies widely from year to year and is currently similar to what is found in most schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a very good school with some outstanding features. It gives its pupils a good standard of education and provides good value for money. Inspectors' judgements agree with the school's own evaluation. The school has many strengths, including pupils' excellent personal development and the outstanding leadership given by the headteacher, deputy head and senior managers. In very recent years, the number of pupils speaking English as an additional language has been rising. Results from past years show that these pupils achieved at similar rates to others. However, numbers at the early stages of learning English are now such that the school needs to ensure that they receive the right amount of help in daily lessons. Standards by Year 2 are much higher in mathematics than they are in reading or writing and the school has made changes to its teaching of English. Evidence shows that this is already having a good effect and this work needs to continue. The expertise of staff in the Foundation Stage has improved considerably since the last inspection. Children make very good progress in most aspects of their learning and many exceed expected goals. The quality of provision is outstanding. The school has improved very well since the last inspection, as is shown by its outstanding provision for ICT. It has a strong capacity to make further improvements.

What the school should do to improve further

* increase the amount of support for pupils at the early stages of learning English*
continue the work to raise standards of reading and writing in Years 1 and 2

Achievement and standards

Grade: 2

Standards by Year 6 are significantly above average in English, mathematics and science. The value added by the school is also significantly above average. Pupils reach the challenging targets set for them because management is determined to keep tabs on the progress they make in each year. Standards of entry fluctuate greatly in each year. Evidence shows that many children are now beginning school with lower English skills than has been the case in the past. This is shown in Year 2 test results, where mathematics is significantly above average but reading and writing are above average. Pupils achieve well, though progress is better in writing than in reading. Pupils with special educational needs receive very good support based on very good use of assessment and make good progress. The progress that pupils at the early stages of learning English make in the stages of fluency is sometimes slowed because the amount of support they receive differs from day to day.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Socially they mature very well as they progress through the school because of the expectations placed on them. Throughout the school, pupils behave very well. Pupils are very co-operative with adults and with each other. They enjoy school and value their teachers. Pupils are prepared effectively for the demands of the next stages of life through a very good programme about personal safety and health matters. They show very genuine concern about healthy life-styles and safe practices. Attendance is good. Pupils take on a very good range of responsibilities, including being class helpers and taking on duties, such as membership of the school council and being prefects. They make suggestions, which are frequently taken up, such as a box for pupils to write about their problems for adult help. Pupils' spiritual, moral, social and cultural development is outstanding, fostered by a deep sensitivity to the needs of others and being involved in projects which embrace the wider world, such as world poverty.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. A strength of many lessons is the good use that teachers make of interactive whiteboards to make learning more interesting. In an outstanding ICT lesson, Year 6 pupils watched a video (from a cross-curricular web-site) about evacuees in the Second World War. They were taught how to connect to the site and how to place pictures from it on their own sites. Enjoyment was clear in this lesson and led to all pupils acquiring new skills quickly, in both history and ICT. Teachers make good provision for pupils of differing abilities in most lessons. A good number of associate staff give valuable support, and the school targets their work carefully by using a very detailed tracking system of assessment. Pupils with English as an additional language receive good support from specialist staff, but this happens only once a week. Teachers need more training in ways to support these pupils when assistants are not available.

Curriculum and other activities

Grade: 2

The school offers pupils a good curriculum, which has a very strong emphasis on literacy, numeracy and ICT. Provision for pupils with learning difficulties is very good and, together, these elements are key factors in the progress pupils make and the high standards achieved. Provision for pupils whose first language is not English is satisfactory, though day-to-day planning needs to be more specific. Opportunities for enrichment are good. These include a wide range of extra-curricular opportunities, a residential experience and a well structured personal, social and health education programme. The curriculum is increasingly strengthened through joint work with other

schools and specialist teaching from several secondary schools. Pupils are given good opportunities to experience making financial decisions. For example, the top Year 6 mathematics group helps the science coordinator to order stock and calculate totals and VAT.

Care, guidance and support

Grade: 1

The school gives very good consideration to pupils' health and safety and pupils are very well cared for. Staff and governors are very vigilant in their responsibilities for child protection. Adults are deeply committed to the pupils and the character and mission of the school promote a very strong sense of caring. One Year 6 pupil wrote, 'My friends are really helpful and have similar feelings about SATs [national tests] so we are all helping each other'. Year 6 pupils take on responsibility to care for younger pupils. Pupils feel very well supported by the teachers. They are guided very well in their work so that they know what they do well and how they can improve. The school works very well with parents and other agencies and there are very good and supportive links with the parish.

Leadership and management

Grade: 1

The quality of leadership and management is outstanding. The headteacher and members of the senior leadership team have a very good understanding of the strengths of the school and areas most in need of improvement. For example, the key issues of this report had already been raised by the school's self-evaluation. Together with the governing body and other managers, they are committed to the raising of standards, with no sense of complacency. Effective teamwork creates a positive attitude towards change among all members of staff. Self-evaluation is of high quality and has moved the school on significantly since the last inspection. The effectiveness and frequency of monitoring by subject managers are key to continuing improvements. The school listens well to the views of pupils and parents. It plays an active part in support of local initiatives and collaborates very well with other schools - for example, in the support it offers them in ICT. Staff training is used effectively to develop the work of all adults. An outstanding feature is the way in which a measure of pupils' progress is used to gauge the effectiveness of each teacher and provide support where necessary. The governing body keeps itself well informed and discharges its responsibilities very effectively. The finances of the school are used very well. Major building improvements, which will considerably improve the facilities, have been made possible by careful planning. The leadership ably demonstrates its capacity to recognise the need for change and to bring about sustained improvement in what it does.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Inspectors enjoyed visiting your school this week and want to thank you for the friendly way you welcomed them and shared your work with them. One of the things they liked best was how hard you concentrate in lessons and how much you enjoy them. This was most noticeable in two Year 6 lessons - one in the ICT suite, where you were making your own websites, and another in mathematics, where you were calculating the VAT on an order for the school office. Your teachers make your learning more real for you by the way they use the whiteboards in many lessons. The headteacher runs your school very well indeed.

The school is a very safe and happy place to be. Your behaviour is very good and you take on important responsibilities as you get older, such as being prefects or members of the school council. All adults look after you well and have your interests at heart. Inspectors could see this from the way they help you in lessons. Those of you who are just learning to speak English need a bit more special help in some of your lessons. You can do your bit by telling your teachers when you do not understand words or ideas.

You do very well in English, mathematics and science by the time you leave the school and you make good progress. In Years 1 and 2, you seem to be better at mathematics than at reading or writing. Your teachers are already helping those of you who need it - for example, in the '15 minutes a day' reading with an adult which some of you have. You are also helped well to remember the sounds and names of letters. Adults are going to carry on with this work to help your literacy work become as good as your mathematics.