



# Our Lady Immaculate Catholic Primary School

Inspection Report

**Unique Reference Number** 104638  
**LEA** Liverpool  
**Inspection number** 277196  
**Inspection dates** 3 July 2006 to 4 July 2006  
**Reporting inspector** Mr Mark Madeley CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Northumberland Terrace Everton Liverpool, Merseyside L5 3QF
<b>School category</b>	Voluntary aided	<b>Telephone number</b>	01512608957
<b>Age range of pupils</b>	3 to 11	<b>Fax number</b>	0151 2606786
<b>Gender of pupils</b>	Mixed	<b>Chair of governors</b>	Bishop Williams
<b>Number on roll</b>	323	<b>Headteacher</b>	Mrs A Brodie
<b>Appropriate authority</b>	The governing body		
<b>Date of previous inspection</b>	5 June 2000		

Age group	Inspection dates	Inspection number
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a larger than average sized school which serves its local inner city parish, though a small number of pupils live further away. Most pupils are White British. About one in ten pupils come from other ethnic groups. Some of these pupils are learning English for the first time. A small but growing number of non-Catholic parents choose to send their children to the school. Attainment on entry to the Nursery class is very low. A very high percentage of pupils are eligible for free school meals. The school has an above average proportion of pupils identified as having learning difficulties and/or disabilities.

## **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 good school which is held in the highest regard by its parents and pupils and gives good value for money. This judgement disagrees with the school's own over-modest evaluation of satisfactory. The school has improved considerably since the last inspection, for instance in standards achieved at the end of Key Stage 2, because leadership and management are good. Management wants to provide the best education for every child and it is this quest for perfection which continuously drives the school forward. This enables pupils to achieve well. The school has good capacity to improve further.

Pupils' personal development is outstanding. They love their school and try hard in all lessons. They really like the extra things, such as French lessons and visits, which make learning interesting. Their involvement in the community through their school council is a model of best practice. Pupils feel safe in school because they have excellent relationships with adults who, they know, care greatly for them. The school makes good use of the skills of partner agencies, for instance in teaching music, to enrich pupils' learning.

Provision in the Foundation Stage is good and as a result children achieve well. From their low standards on entry, they make good progress because exciting activities capture their imagination. Test results in 2006 indicate that standards in Year 6 are similar to the 2005 national average overall and are higher than last year. Pupils have met challenging targets two years in a row. These standards were achieved because teaching is good. Progress in English is outstanding and in mathematics and science it is good. The 2006 results in Key Stage 1 also showed improvement, though standards in mathematics remain low. Pupils understand their learning targets and how to achieve them but teachers' marking does not consistently tell them how to improve their work.

### What the school should do to improve further

- Improve standards in mathematics in Key Stage 1.
- Ensure that marking consistently tells pupils how they can improve their work.

## Achievement and standards

### Grade: 2

Pupils achieve well because teaching and learning are good. Pupils start school with very low standards, especially in communication, language and literacy. Effective teaching in the Foundation Stage helps them make good progress but few leave the Reception class having achieved the expected levels for their age group. In Year 2, the 2006 results halted a decline in children's test scores at the end of Key Stage 1. Pupils' test scores in reading and writing have improved but those in mathematics have not. Though standards at the end of Key Stage 1 remain low, they represent at least satisfactory progress overall from pupils' very low starting points. By the end of Year 6, pupils reach standards which are above average in English, and average in

mathematics and science. This represents outstanding progress in English and good progress in science and mathematics. The school is on course to exceed its very challenging targets in 2006, building on its successes in 2005. Pupils with learning difficulties and/or disabilities and those learning English for the first time are well supported by skilled teaching assistants and make good progress towards their individual targets.

## **Personal development and well-being**

### **Grade: 1**

Personal development and well-being of the pupils and their spiritual, moral, social and cultural development are outstanding. The school's very strong Catholic ethos promotes pupils' spiritual well-being and self worth exceptionally well. Pupils have a good understanding of right and wrong and have many opportunities for prayer and reflection. Their behaviour is very good. They love coming to school, although attendance and punctuality are unsatisfactory despite the school's best efforts to improve them. This is because of the poor health of some pupils and because some parents have difficulty in getting their children to school on time. The school makes every effort to encourage good attendance, including helping the minority of pupils for whom regular attendance is difficult. Pupils feel safe and know that their concerns will be listened to. The school has two outstanding pupils' councils. Pupils know how councils get elected and how they represent the views of others. Both councils have made extensive improvements to the environment for the pupils. The governing body values members' views when the school council is consulted as part of the process of appointing new staff. The cook provides a wide range of healthy options, suggested by the pupils, and pupils exercise frequently. Pupils are well prepared for their next school because they have such positive attitudes and make good progress in developing basic skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Some teaching is occasionally weaker but the overall impact of teaching is good. Staff work exceptionally well in teams. Pupils have positive attitudes because teachers make sure that the classroom is a stimulating place for learning and enjoyment. Most pupils are active and enthusiastic learners, so in lessons such as science, drama and music they try very hard and behave particularly well because they are doing practical things. In the best lessons, staff are well prepared and use new technology effectively to interest the pupils. Suitably challenging tasks are set for each ability group. Additional programmes supporting the learning of pupils with learning difficulties and/or disabilities are taught effectively by well trained staff. Teaching in the Foundation Stage is good. Pupils learn well because every day is an exciting adventure for them. In lessons that are less effective

some tasks lack challenge; for example, children easily completed an undemanding mathematics based computer activity on capacity in Key Stage 1.

Teachers' marking is inconsistent across subjects and classes. The best marking is exemplary but in other cases pupils are left wondering how they might improve further. Teachers' assessments are used well to plan the next step in pupils' learning. Staff also use data effectively to identify those pupils who need additional support or greater challenge.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets statutory requirements and, through a constant process of review, has been modified to meet the learning needs of the pupils. The emphasis on English and mathematics has had a very positive impact on pupils' progress in Key Stage 2, but it is too early to evaluate recent changes in these subjects in Key Stage 1. The personal, social, health and citizenship programme is of high quality. It promotes outstandingly well pupils' awareness of staying fit and their understanding of how democracy works. The school makes effective use of the local Computer Learning Centre, the high school's performing arts department and the local authority's provision for modern foreign languages to broaden pupils' experiences.

Visitors, including story tellers and African drummers, and visits to places of educational interest stimulate pupils' imagination. The very good range of extra-curricular clubs is well attended. Pupils think that the breakfast club is a good idea and it 'gets them to school early!'

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support for pupils are outstanding. All staff are committed to supporting every child, no matter what their starting point. Procedures for safeguarding pupils are in place. The school values the views of its parents and pupils. It listens to the pupils and puts in place some of the suggestions from the school and eco councils. Extensive promotion of a healthy lifestyle is having a major impact on pupils and parents. Good school reports inform parents about pupils' progress and attitudes and suggest targets for improvement. Pupils' progress is checked and any underperformance is identified and additional help provided. They know their learning targets and how to achieve them. Anyone experiencing difficulty with learning is identified at an early stage and is well supported using a good range of strategies. Effective partnerships with outside agencies support the work of the school.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. The headteacher is a dynamic leader totally committed to providing the best education possible for her pupils. She knows her

pupils can achieve and this is helping to drive up standards. She has developed staff into a highly skilled and committed team; all share her vision for the pupils. Leadership is shared among staff and all leaders are actively involved in the regular self-review. From this review they know what is good and what could be improved - and they do something about it. For example, management identified weaknesses in Key Stage 1 curriculum and put in place strategies which they expect will improve learning, though it is too early to assess the impact of these measures. Management has played down its achievements because it has extremely high standards and is very self-critical, rather than prone to errors of judgement in its self-evaluation.

Pupils' progress is checked often. Management also carefully analyses the national test scores. From this information the school sets itself challenging targets. Staff, governors, pupils and parents are delighted that the targets have been achieved two years in a row.

Parents are fully supportive of the school. They value it highly, with some who have moved away bringing their children back here to be educated. Staff ensure that every child receives their entitlement. All are welcomed and well supported here. Governors are well informed and very supportive of the school. They are aware of the strengths and weaknesses in the school and they use the information well to hold the school to account.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2	NA
The effectiveness of the school's self-evaluation	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	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

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	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	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

We really enjoyed our visit to your school recently, even though the very hot weather made it difficult for everyone, and you all made us very welcome. All the children we spoke to said very nice things about the school and the staff. They, and your parents, said that yours is a really good school and we agree with them. We thought some things were fantastic and judged them outstanding, our highest grade.

They were:

- the progress the current Year 6 pupils made in English
- how much you enjoy school and your desire to learn
- the way all the staff look after everyone of you
- the way you elect school councillors and the part they play in the school (which is the best we have ever seen)
- the way you exercise regularly and try to eat healthily.

We were really pleased to see test results improving in Key Stage 2 and saw that your teachers work very hard for you. Your headteacher works tirelessly for you all and leads the whole school very well. She and her colleagues have made great improvements to the school since the last inspection.

There are things to improve even in a good school like yours. We have asked your headteacher and governors to do the following to make your school a better place.

- Help children in the infant classes to do better in mathematics.
- Make sure that marking shows you ways of improving your work.

You can help your school to improve further by attending regularly and trying hard to achieve your learning targets. We wish you and the school well for the future.