



Our Lady of Perpetual Succour Catholic Primary School

Inspection Report

Unique Reference Number 122782
LEA CITY OF NOTTINGHAM LEA
Inspection number 281341
Inspection dates 12 June 2006 to 13 June 2006
Reporting inspector Mr. Geof Timms LI

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

Type of school	Primary	School address	Piccadilly
School category	Voluntary aided		NG6 9FN
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	0115 9150500
Number on roll	225	Fax number	0115 9755081
Appropriate authority	The governing body	Chair of governors	Mrs. J Traynor
Date of previous inspection	13 November 2000	Headteacher	Mrs. Pauline Lynch

Age group	Inspection dates	Inspection number
3 to 11	12 June 2006 - 13 June 2006	281341

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Our Lady of Perpetual Succour Catholic Primary School serves its local parish and the district of Bulwell. The school is of average size. Most children come from below average social and economic backgrounds and the number eligible for free school meals is above average. Most children are of White British heritage but there is a wide range of children from other minority ethnic backgrounds. A small number of children are at an early stage of learning English. The main other languages spoken are Spanish, Philipino and Polish. The school has a small number of looked after children. The proportion of children with learning difficulties and/or disabilities is below average but high in some year groups. The attainment on entry of most children is broadly average.

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 with some outstanding features. It provides pupils with an effective education and prepares them well for secondary school. The Catholic nature of the school is at its heart and it is very involved with the local parish and wider community. These findings match the school's accurate self-evaluation in most respects, although the inspection found standards to be higher than that reflected in the 2005 test results. The parents and pupils are very happy with the school and rightly give high praise to the headteacher and staff. The school provides good value for money. The good improvement since the last inspection shows that the school has a very good capacity to improve further now the staffing is settled. The headteacher and deputy headteacher provide staff with very effective leadership, and this is focused on the right priorities. The governing body provides outstanding leadership and a very effective level of support and challenge. Standards are above average by the time pupils leave the school. This represents good achievement as attainment on entry is broadly average. In some years there is a significant proportion of children who start in the Nursery with skills below those expected. Standards in information and communication technology (ICT) are in line with those expected and have improved since the last inspection because of better teaching and improved resources. The Nursery and Reception classes offer a good quality education and children make good progress and so standards are slightly above expectations. The good progress continues through the school and is achieved by effective teaching and close monitoring by governors and senior staff. However, the tracking of pupils' progress, use of assessment data and pupils' targets are at an early stage and is yet to have much impact on teaching or standards. The pastoral care provided by the school is very good, and particularly the provision for pupils with learning difficulties and disabilities, is exceptional and helps create the school's very positive ethos. Behaviour is good and the pupils benefit from the good relationships which help create a positive learning environment.

What the school should do to improve further

- Continue to develop and refine the use of assessment and target-setting systems, including involving pupils more in assessing their own work.
- Further develop the use of available data to monitor achievement and track pupils' progress on a regular basis throughout the school.

Achievement and standards

Grade: 2

Achievement is good and standards are above average in English, mathematics and science by the time pupils leave the school. This is due to good teaching, improved behaviour management and the improvements made to areas of weakness such as writing. The targets set for pupils' achievement at the end of Year 6 are sufficiently challenging and appropriately based on their prior attainment. Most pupils achieve them. Standards of attainment on entry to the school are broadly in line with those

expected, although in some cohorts children's speech and language development and social skills fall behind a little. Children have better developed physical skills and they take part in activities confidently. During the Nursery and Reception years, children make good progress and, by the end of the Foundation Stage, most attain standards that are slightly above the levels expected for them. The good progress continues throughout the school, but is inconsistent from class to class. The school has recently introduced a system for tracking progress and this gives staff a much clearer picture of how effective their teaching has been. However, this is too new to have had an impact on standards. The pupils with learning difficulties and disabilities make very good progress towards the targets set for them. Pupils at an early stage of learning English also make very good progress due to the support they receive. The work done to raise standards in mathematics and writing looks to have been very successful, given the projected results for Years 2 and 6 in the latest national tests.

Personal development and well-being

Grade: 2

Pupils' personal development is good, and this includes their spiritual, moral social and cultural development. School assemblies are spiritual occasions and provide effective opportunities for prayer and reflection. The majority of pupils behave well and have positive attitudes to learning. A small but significant minority, often with learning or behavioural difficulties, struggle to behave appropriately, but staff manage this well, making clear to pupils what is morally and socially acceptable. Pupils say they are safe and free from racism and bullying. Provision for cultural development has improved since the last inspection and enables pupils to understand more about cultures other than their own. Attendance is satisfactory and improving, and the school gives clear messages to parents about the importance of regular attendance. Pupils adopt safe and healthy lifestyles effectively. This is because the school makes good provision to enable pupils to develop a healthy lifestyle. Pupils have two hours of physical education weekly and there are plans to do more to ensure healthy eating choices at lunchtime. The school has a strong relationship with the local parish and this enables pupils to make a positive contribution to the community. Most pupils are prepared effectively for the next stage of education and life because of the standards they attain in literacy and numeracy.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teaching in the Nursery and Reception classes is good and helps children to settle well and develop positive attitudes to learning. Pupils in Years 1 to 6 are also taught well overall although there are inconsistencies that have come to light through the tracking of pupils' progress. Teachers have high expectations of pupils' behaviour and of what they can achieve. They manage pupils well, including situations when those with behavioural difficulties

struggle with choosing the best ways to behave. The school benefits from the good quality support of teaching assistants and this is particularly effective with small groups or individual pupils. Staff create attractive displays from pupils' work, which give positive messages that their efforts are valued. Teachers ask a good range of questions which clarify what pupils know and help to move learning forward. However, some do not plan enough opportunities for pupils to discuss their ideas with partners and at times some pupils are expected to listen for too long and are uninvolved in activities. Overall assessment is used satisfactorily. The way in which the school tracks the progress pupils make is improving. There are suitable procedures to check what the pupils have learnt. However, many of the procedures, including involving pupils in self-assessment and using information to set targets for improvement, are new this year and not yet fully embedded in routines.

Curriculum and other activities

Grade: 2

The school provides a good range of activities to help children learn and develop their personal skills. There is a good focus on the development of basic skills in literacy, numeracy and science. The provision for pupils with learning and physical difficulties is outstanding, and this is why they make such good progress. The school has prioritised the development of writing skills across other subjects and opportunities for pupils to plan and carry out investigative and problem-solving activities for future improvement. Recent changes are beginning to have a positive impact on standards and help prepare pupils well for later life and their future economic well-being. The school organises a good range of activities that enrich the curriculum. For example, the school is particularly effective in developing links with external agencies that help provide good quality sports coaching and the teaching of Spanish. There is a good focus on the development of personal, social and health education which helps pupils become socially aware citizens and prepares them well to become responsible members of the community.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good overall and have some features that are outstanding. These include the way the school values and supports pupils' personal development, including those with the most troubled lives. Vulnerable pupils, who struggle with managing their emotions, are loved and cared for to a remarkable degree, enabling those with even the most severe behavioural problems to be included within the school community. The care and patience shown to pupils and their families is a model for others and safeguards all in an exemplary manner. While the school monitors and evaluates pupils' personal development well, procedures to check and track the academic progress pupils make as they move through the school are relatively recent in their current form. The school recognises that more remains to be done to ensure the information collected is accurate and the use of data is consistent.

Leadership and management

Grade: 2

The leadership is good with outstanding features. The school is efficiently and effectively managed and this is reflected in good provision throughout the school. The headteacher and deputy headteacher provide a very enthusiastic and focused lead to the introduction of new initiatives. A major strength is accurate prioritisation in improvement planning. This is giving teachers a better idea of how well their pupils are doing but is very new and has yet to have an impact on achievement. The school's self-evaluation is accurate and honest, and is used effectively to highlight necessary improvement. Parents are extremely supportive of the school, are regularly consulted about the school's work and offer help in many ways. The headteacher has led the school through a time of significant staff changes. Even so, the school clearly has a very good capacity to improve further in the future. The senior staff monitor the teaching and learning closely and this work has had a positive impact on teachers' practice. The subject leadership has improved as staffing has become more settled but is still to have a consistent impact on standards through the careful evaluation of pupil progress and assessment data. The governing body provides an outstanding level of leadership. They have the concerns of the school, parents and pupils at the heart of their work and are very aware of strengths and weaknesses. They monitor the provision and outcomes particularly closely and take a positive lead in the development of new initiatives, checking that these are successful in raising standards.

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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	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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?	2	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?	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	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

Thank you for welcoming us to your school when we visited. We particularly enjoyed talking with you, especially those of you who are 'buddies' and the group from Year 2 we met. You told us a lot about the things you like doing at school and those things you would like to do more of. This letter is to tell you about some of the important things we saw and found out during our visit. Your parents are very happy with your school, and you told us you are very happy there as well. You said you feel safe there and that there is no bullying or racism. You told us that the teachers help you to learn and to know what you have to do to make your work better. You behave very well most of the time and this helps the teachers help you to learn. The school helps you get good test results and this helps prepare you well for secondary school. You are lucky because Mrs Lynch, the teachers and other adults, all look after and care for you very well. They encourage you to be healthy and to stay safe, and are working very hard to ensure that you learn new things and to make the school even better in the future. Your school governors and teachers are keen to make the school even better for you and we think they know how best to do this. Firstly, they need to help you understand better how well you are doing and to use this to check on those of you who could do better. They also need to give you more opportunities to discuss your work together to see if you know how good it is. You are very lucky to be at such a good, friendly school. Keep working hard and enjoy your time at Our Lady's!