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Inspection Report

**Better
education
and care**

Unique Reference Number 125712
LEA Warwickshire
Inspection number 281981
Inspection dates 27 September 2005 to 28 September 2005
Reporting inspector Lois Furness RISP

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

Type of school	Infant	School address	Riversley Park
School category	Voluntary aided		Coton Road
Age range of pupils	3 to 7		Nuneaton, Warwickshire CV11 5TY
Gender of pupils	Mixed	Telephone number	024 76326080
Number on roll	274	Fax number	024 76326080
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	22 May 2000	Headteacher	Mrs Caroline Pearson

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Our Lady of The Angels Catholic Infant School draws its children from a wide catchment area across the town of Nuneaton in Warwickshire. The school is for children aged three to seven, and has 206 full time children (97 boys and 109 girls) on roll. The nursery has 57 children (28 boys and 29 girls) all of whom attend part time, either for the morning or afternoon session. Children's attainment on entry to the nursery mainly matches that expected for their age. Eight per cent of children are entitled to receive a school meal free of charge, which is below the average for infant schools. There are nine different ethnic groups represented in the school of which the majority is White British. Six children are at an early stage of English language acquisition. Fifty-five children have learning difficulties and disabilities and this includes six children who have statements of special educational need. There are five children from travelling families. There has been a recent change of headteacher and at the time of the inspection, the current headteacher had been in post for only three weeks.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges its effectiveness as good and this inspection confirms that judgement. Children make very good progress in the nursery, particularly in their personal, social and emotional development. Overall quality and standards in the Foundation Stage are good. Children achieve very good standards by the end of Year 2 and they make good progress overall from when they first start at school. They do particularly well in mathematics, but in science too few children reach the higher levels of attainment. Children's personal development is good. Children enjoy coming to school and the care, guidance and support provided for them are strengths of the school's work. However, the school does not consult with children enough about how to improve their school. The quality of teaching is good, with very good features particularly in the nursery. Leadership and management are effective. The new headteacher, the deputy headteacher and the governors have a clear view of the ways to move the school further forward. For example, they know that the systems for checking children's progress are unwieldy and that it is difficult for the leadership of the school to analyse quickly if all groups of children are making sufficient progress. All children benefit from the secure and orderly environment in which all feel valued. The school is in a good position to improve further, building upon the progress made since the previous inspection. The school provides good value for money.

Grade: 2

What the school should do to improve further

- make the checking of children's progress more efficient
- provide more challenge in science for the more able children
- involve children more in contributing their ideas about how the school could be made better.

Achievement and standards

Grade: 2

As a result of very good teaching and well targeted support, children in the nursery get off to a very positive and confident start. In the reception year, children make good progress and at the end of the year, children meet the levels expected for their age. A significant number of children exceed the expected levels particularly in personal, social and emotional development and mathematical development. Standards in the Foundation Stage are good. At the end of Year 2, children achieve very good standards in reading and mathematics. In writing, standards are good. In mathematics, children's performance in national assessments is exceptional and is in the top 5% of all schools. In science, standards attained are good. However, the number of children attaining the higher level (Level 3) is not good enough when compared with the number of children attaining Level 3 in mathematics. The school knows this and has already put in place effective strategies to improve. Achievement overall is good in Years 1 and 2. Children regularly exceed their challenging targets. Children who have learning

difficulties and disabilities make good progress and achieve well. The children who are at an early stage of learning English also make good progress.

Grade: 2

Personal development and well-being

Grade: 2

Children's personal development, including their spiritual, moral, social and cultural development, is good. Children enjoy coming to school and parents confirm this view. 'Learning is fun', say the children, who speak with enthusiasm about their work, friends and teachers. Behaviour is good in lessons and around the school. Children get on well with each other and work and play together happily. Relationships are positive, reflecting the children's good social development. There is good racial harmony, and little bullying or harassment of any kind. Children have a well developed appreciation of their own and other cultures. They enjoy taking responsibility. However, the school does not consult with children enough or take their views into account in planning for school improvement. Although the majority of children attend school regularly, there are a few children who do not, and attendance is satisfactory overall.

Children know the importance of having a diet which includes fruit and water, and of the value of exercise. They make a good contribution to the wider community by being responsive to the needs of others and willingly set about raising funds for charities. Children have a secure awareness of safety, such as when using equipment in design and technology and when at play. Their good social skills, together with their competence in literacy, numeracy and information and communication technology (ICT) prepare them well for future economic well-being.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

Good teaching ensures that children achieve well and make good progress. There are some significant strengths in the teaching. These include very good teaching in the nursery and very good relationships throughout the school. The staff are very encouraging and consequently children approach learning tasks with confidence. Children with learning difficulties and disabilities are supported well, with teaching assistants providing a good deal of extra help. Children at an early stage of learning English are identified quickly and given good support.

Teachers keep careful records of children's progress. These are used well to plan further work. Teachers and support assistants give children good feedback on how well they are doing. This helps them to understand whether they have grasped what they have been taught. Parents are encouraged to be involved in their children's learning in a

variety of ways. These include working with their children in class and participating in workshops organised by the school. This effectively supports children's good progress.

Grade: 2

Curriculum and other activities

Grade: 2

The school has worked hard to plan work and play that successfully engage all children in learning, meet national guidance for their age group and fulfil the requirements of the National Curriculum. Children appreciate the many activities that are planned to make learning interesting and exciting. These include 'themed' weeks, such as art and book weeks, and visits out of school. The school makes a good contribution to the community. Good links are made with the church, where children sing to raise money for charities at special festival times. The school teaches children effectively how to stay healthy and safe, with the annual visit of the 'life' caravan being a high point of the school's provision.

Grade: 2

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. Staff consider the needs of each child very well. One child said that if he needed help he could approach any adult in the school. It is a place where every child matters. Children with learning difficulties, those at an early stage of English language acquisition and children from travelling families are very well supported. Vulnerable children feel safe and are included in all activities. Procedures for health and safety, risk assessment and child protection are well established. Bullying is almost unknown and there are very good systems for promoting attendance. The school has identified the small number of children who do not attend regularly and involves outside agencies to rectify this. There are outstanding procedures to help children settle in when they join the nursery. As a result, children quickly feel very safe and secure and ready to learn. Parents get a lot of information about how well their children are getting on. Grade: 1

Leadership and management

Grade: 2

Leadership and management are good. The new headteacher has a clear understanding of the strengths and weaknesses of the school. Her vision for the future is clear and is based on maintaining high standards and further promoting the well-being of children. A committed deputy headteacher supports the headteacher effectively and a strong staff team are united in the school's drive to improve even further. The governors are very involved in the life of the school. They work hard to ensure that what it offers children is good.

The school has good systems in place for monitoring and evaluating its work. This means that the school knows itself accurately and its development plan stems from a good understanding of what needs to be improved. For example, the current plan incorporates the issue of raising standards of more able children in science. The new headteacher has also identified the need to update the very thorough paper system for checking children's progress to a computerised system allowing quicker access to information. Parents feel their views are taken into account when planning for the future. However, the school has only informal procedures for involving children in school improvement.

Although no key issues were identified in the previous inspection, the school has made good improvements to resources and its building whilst maintaining very good standards. The school is in a good position to improve further.

Grade: 2

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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?	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?	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

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	NA
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

October 2005

Dear Children

We very much enjoyed meeting you and thank you for being so helpful and telling us all about the things you do. I am pleased to say we think that you have a good school.

What we liked most about your school:

You get a very good start in the nursery class. The staff make sure you settle well into school and help you learn well

Children are very good at reading and mathematics by the end of Year 2

You told us you like school a lot and learning is fun

The school is very good at taking care of you and you feel safe. You know who to turn to if you have a problem.

We have asked the school to make some things even better.

Although the school has good ways of checking how well you are doing, it is hard for the headteacher to check if you are all learning as well as you should. So we have asked the school to put all the information onto a computer. Then your headteacher can use this to check everyone's progress very quickly

We think you can learn more in science

You said you would like to tell teachers about how you think the school could be even better and we agree this would be a good idea.

Thank you again for being so helpful.

Yours sincerely,

Mrs L Furness (lead inspector)