

# Our Lady's Bishop Eton Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	104642
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	286996
<b>Inspection date</b>	10 May 2007
<b>Reporting inspector</b>	Derek Aitken

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	401
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Charles Boulton
<b>Headteacher</b>	Mrs Deborah Bostock
<b>Date of previous school inspection</b>	27 May 2002
<b>School address</b>	Green Lane Liverpool Merseyside L18 2EP
<b>Telephone number</b>	0151 7222982
<b>Fax number</b>	0151 7372503

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This school is of well above average size. The economic backgrounds of the pupils are varied, but social circumstances are generally more favourable than is usually the case. This is reflected in the low proportion of pupils eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities has risen recently and is now average. The number of pupils of ethnic minority origin is well below average and there are no pupils at an early stage of learning English as an additional language. The school has gained several national awards including the Healthy Schools Award, the Silver ArtsMark and Advanced Inclusion Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'Our child loves school and is positively revelling in the range of experiences it provides for her, both educationally and socially.' This view is held by the overwhelming majority of parents and carers. It accurately captures the judgement that this is a good school with some exceptional features. The school's curriculum is excellent, offering a vast range of opportunities for pupils to develop their talents fully. It is regularly reviewed to meet the wider range of pupils with diverse learning needs and abilities. Mind Friendly techniques are proving effective in providing pupils with more 'hands-on' opportunities to contribute to their learning and support their good progress. The curriculum is particularly successful in promoting pupils' outstanding personal development. This gets off to an excellent start in Reception and pupils continue to flourish in the following key stages. The vast majority mix happily with each other. Most of the time, they adapt well to the limitations in the space and facilities for outdoor play, although on a few occasions, some boys are over-boisterous in the playground. Pupils are confident, articulate and lively. They are proud of their school and enjoy their time there enormously, not least the educational visits, which they say are a fun way of learning.

Children in the Foundation Stage and pupils in Year 1 to 6 make consistently good progress. Their progress is effectively monitored. Relative weaknesses in pupils' performances are quickly identified and swift action taken to address these. For example, there was a dip in achievement at the higher levels in writing in Year 2, in 2006. The school put on extra staff training and teachers gave pupils more opportunities to develop their writing skills in other subjects. As a result, the current Year 2 pupils are on track to reach higher standards in writing. Standards by the end of Year 6 are above average overall and pupils achieve well. Pupils reach high standards in English, but standards in science are a little lower. A recent initiative, which allows pupils to set their own targets in this subject, has not yet borne fruit. The quality of teaching is good overall. In the best lessons, teachers question pupils skilfully to clarify their thinking and hold their interest. The quality of marking and the use of individual targets are not consistent enough to provide sufficient help for pupils to take the next steps in their learning. Pupils acknowledge the good care and individual attention they receive from the staff. They say, 'the staff respect us and we respect them.' They feel safe and appreciate the encouragement they receive to lead healthy lives.

The school benefits from experienced staff who are ably led by the energetic, purposeful and forward-looking headteacher. Leadership and management are consistently good at all levels. Most of the arrangements to monitor the performance of the school are detailed, rigorous and effectively focused on securing future improvement. Systems for monitoring teaching and learning through lesson observations are less well developed. The school works well with a range of partners, including the Learning Network and neighbouring schools, to enhance the curriculum and levels of care. The school has improved well since its previous inspection and has good capacity to make further improvement. Value for money is good.

### What the school should do to improve further

- Make better use of assessment and individual targets, especially in science, so that pupils have a clear idea of how to improve their work.
- Ensure that the systems for monitoring teaching have a sharp focus on their impact on pupils' learning.

## **Achievement and standards**

### **Grade: 2**

On entry to Reception, children's skills and knowledge are mostly typical for four-year-olds. They make good progress in this class, especially in personal and social education, because their learning is thoughtfully organised and carefully tailored to develop their basic skills. By the time children join Year 1, most have attained the expected early learning goals. Thereafter, pupils build well on their earlier attainment and reach above average standards by the end of Year 6. Standards in English are high, as pupils develop their reading skills particularly well and some earlier weaknesses in writing in Key Stage 1 are progressively eliminated. More than half the pupils achieved the higher level 5 in English, mathematics and science in 2006, but there is scope for better use of target-setting in science to raise achievement further. Boys and girls achieve equally well. Effective tracking of pupils enables strengths and weaknesses in their progress to be identified early and the appropriate measures to be taken to ensure pupils achieve their targets in English and mathematics. Pupils with learning difficulties and/or disabilities also make good progress, due to these timely interventions and effective support from staff.

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

### **Grade: 1**

Personal development and well-being are outstanding. Pupils greatly enjoy school, as reflected in their exceptional attendance, and develop their talents to the full. Their spiritual, moral, social and cultural development is excellent. They have a real sense of their own worth, but also a well-developed understanding of the needs of others. The former is reflected in their self-confidence and underpinned by the praise they receive for their efforts. The latter is shown in the friendly way they relate to others during work and play. They contribute generously to a host of charities and purchase Fair Trade products to support developing nations. Pupils are exceptionally aware of the importance of healthy lifestyles and are keenly aware of how to stay safe both inside and outside school, reflecting the national award the school has received. The pupil council has expanded and plays an influential role. Increased opportunities for older pupils to take responsibility and show initiative as play leaders and play friends, combined with above average standards in basic skills, ensure pupils are well prepared to meet the challenges of later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Pupils make good progress because work is well planned and matched to their needs. Teachers' expert subject knowledge and classroom management skills ensure lessons get off to a brisk start. In the best lessons, probing questions develop pupils' thinking skills effectively and explanations are expertly combined with practical activities to hold pupils' attention. Relationships are good and pupils are very responsive. On a few occasions, when learning is less precisely directed, the pace of learning drops. Pupils make good use of opportunities to work with others to develop their understanding and skills, and consequently, there is usually a lively hum to learning. Teaching assistants work energetically

to ensure no pupil falls behind. Opportunities are missed to ensure that pupils consistently understand how to improve their work.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum provides pupils with a wide range of diverse learning experiences and enables them to achieve highly in their personal development and well academically. The curriculum for the children in Reception is good. Collaboration between staff is of high quality and results in detailed planning which ensures continuity in learning for all pupils. This enables them to develop their knowledge and skills steadily. Imaginative links are made between subjects to capture pupils' interest and to widen their understanding. This was clearly evident in the literacy work of Year 6 pupils on the imagined closure of Calderstones Park. Information and communication technology (ICT) is used effectively as an aid to teaching and learning. The curriculum is enriched by a comprehensive programme of visits and visitors, physical activities and residential visits for pupils in Years 5 and 6. High levels of participation in a range of artistic and musical activities are reflected in the Artsmark award. All these experiences enliven pupils' learning and contribute greatly to their enjoyment of school.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good overall. Procedures for health and safety are clear and ensure that pupils feel safe in school. The vast majority are confident that any concerns they have will be dealt with fairly. Child protection procedures and those for safeguarding pupils are in place and meet current requirements. Good links with outside agencies ensure that pupils receive the help they need. Pupils with learning difficulties and/or disabilities are well supported, as their progress towards precise targets is carefully monitored. Transition arrangements are well thought out and enable pupils to settle down quickly when they move up to their next class. Parents and carers contribute well to their children's welfare at school, by supporting their learning at home and ensuring an excellent standard of attendance and punctuality. Tracking systems are effective in ensuring pupils make good progress but there is scope for developing the use of targets, especially in science, to promote higher achievement.

## **Leadership and management**

### **Grade: 2**

The good leadership is clearly focused on improving quality in all aspects of the school's work. Monitoring is extensive and much of it is highly effective. As a result, leaders have a very good understanding of the school's strengths and are clear about the main areas for development. Priorities are tackled systematically and the impact of new initiatives on standards is carefully recorded and shared between staff to help improve practice. Evaluations of lesson observations are not, however, sharp enough, to have a full impact on pupils' learning. Staffing is stable and this enables colleagues to share their expertise effectively. Leadership roles have been allocated thoughtfully to ensure all staff are responsible for ensuring the continued success of the school. Staff demonstrate their commitment and high expectations by undertaking training at advanced level to deepen their skills. The school's development plan is of good quality, but success criteria are not sharp enough to enable leaders to be held closely to account. Governors support the work of the school well.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

I visited your school recently to find out how well you are learning. Thank you for making me welcome and being helpful when I talked to you in the playground and classrooms. I was quite overwhelmed by the numbers who approached me to tell me about school and how much they loved it. I was lucky to have the opportunity to speak to some children at greater length at a lunchtime meeting. They were equally enthusiastic about school.

Your school gives you a good education. In some areas, it is outstanding. Your teachers ensure that you learn many useful things and make your learning interesting by allowing you to tackle topics from different angles. You are fortunate to have lots of opportunities to develop your skills and talents. All this helps you to enjoy school and develop exceptionally well both personally and socially. I agree with you that the staff look after you well. They give you lots of encouragement and praise and try hard to make your learning fun by giving you regular opportunities to learn in a practical way either on your own or in your groups. As a result, you make good progress throughout your time in school. Your teachers are experienced and work well together as a team. They set you a good example, by always trying hard to see how they can improve their own skills, and through that, your learning. The headteacher is a strong 'captain' of this team!

There are two things that I have asked the headteacher and staff to do to make your learning better. First, I want them to ensure that you reach the highest standards you can by giving you better opportunities to contribute to your own learning. This will involve you more in assessing how well you are doing and working out, with the help of your teachers, how you can improve further. I have also asked the headteacher to check more carefully how well you learn in lessons. Your teachers tell you that you can improve your work by checking it over to avoid some careless mistakes. That is good advice. See if you can remember to do it regularly!