

# Our Lady of Fatima Catholic Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	103461
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	308330
<b>Inspection dates</b>	29–30 January 2008
<b>Reporting inspector</b>	Arnalena Bee

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	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Woolley
<b>Headteacher</b>	Carol Martin
<b>Date of previous school inspection</b>	29 September 2003
<b>School address</b>	Winchfield Drive Birmingham B17 8TR
<b>Telephone number</b>	01214 292900
<b>Fax number</b>	0121 434 4212

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<b>Age group</b>	4-11
<b>Inspection dates</b>	29–30 January 2008
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## **Amended Report Addendum**

Report amended due to factual inaccuracy

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Our Lady of Fatima Catholic Primary is slightly smaller than an average-sized school. The large majority of pupils are from White British or Irish backgrounds. A number of minority ethnic groups are also represented. The proportion of pupils identified as having learning difficulties and/or disabilities is low. Children start school with levels of attainment that are similar to those expected for their ages. The headteacher was appointed in September 2006. Over the last two years, there has been a high turnover of staff.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This welcoming school provides a good education for its pupils. The pupils agree and say that learning is interesting and fun. Consequently, attendance is above average and pupils arrive each day ready to work hard. It is obvious to all that pupils thoroughly enjoy all that is offered to them. Parents are overwhelmingly supportive of all that the school does. One parent said it all when she said, 'There are lots of opportunities for children to do the best that they possibly can in all areas, such as academically, through sporting activities, and through their personal and social development'. Pupils say that they always have a good time because the place is full of kind people. They undertake a range of management tasks in the classrooms and perform them responsibly. Older pupils take their role of looking after the younger children very seriously. The work of the school council is impressive. A number of constructive suggestions to improve school provision have been adopted. Pupils willingly participate in a good range of activities linked to their local church community and are proud of their links with the wider world, such as supporting schools in Rwanda. Pupils' spiritual, moral, social and cultural development is good. Pupils have a very good understanding of Christianity. For example, whilst talking about why they celebrate Easter, one pupil said, 'It's not all about the Easter bunny coming. It is about when Jesus rose from the dead and how he was the light of the world'. Their understanding of other religions and cultures in our society today is less secure.

The well-thought-out curriculum provides good provision, particularly for the development of personal and social skills, literacy, numeracy and information and communication technology (ICT). Pupils themselves say they are very well prepared for their next phase of education and they are right. By the time they leave school in Year 6, pupils' personal and social skills are good. Pupils reach standards in English, mathematics and science that are above average. Achievement is good. Children in the Reception class get off to a good start and this good progress continues as pupils move through Years 1 to 6.

The headteacher and her recently appointed senior leaders and managers have quickly identified what needs to be done to improve the school further. They have all played a part in implementing the new system that tracks how well pupils are doing as well as identifying those few who, at times, need extra support to get them back on track. Through thorough monitoring and evaluation of the quality of teaching, the headteacher has acquired an accurate view of teaching and learning throughout the school. Teaching is good and has improved over the last year. This is because teachers have been involved in training to develop their skills when assessing pupils' needs. Consequently, they are becoming more confident when planning activities to suit the needs and abilities of their pupils. However, there are still occasions when activities are too hard for some pupils or not challenging enough for others. This affects the rate of progress in parts of lessons.

The quality of care that pupils receive is outstanding and parents are particularly pleased about this. All pupils are given good quality support to develop personally. Good links with external specialists have been developed to support pupils with specific needs. Academic guidance is satisfactory. The quality of teachers' marking is inconsistent and varies from class to class. Pupils have written targets for improvement in literacy and numeracy but not all fully understand what their targets mean. The best examples inform pupils well what is needed to improve. Teachers' marking does not refer to the targets they give the pupils. As a result, many pupils are not sure what they need to do to achieve them.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make good progress in the Reception class and by the time they start in Year 1, the majority of them exceed the expected learning goals. As a result of good induction procedures, children quickly get into the routines of school and develop good personal and social skills. Teaching is mostly good. Activities are generally well planned and children enjoy everything they do. They learn well. For example, children enthusiastically worked very well together in small groups as they developed their understanding of basic subtraction. Speaking skills were well promoted as children talked to each other about their work. Occasionally, when the same work is given to the whole class it is too easy for some or too difficult for others. The children are very well cared for and behave well.

### What the school should do to improve further

- Ensure that when teachers mark pupils' work they consistently inform pupils what they need to do to improve to achieve their targets.
- Improve pupils' knowledge and understanding of the cultural diversity and religions in modern Britain.

## Achievement and standards

### Grade: 2

Standards are above average in Year 6. In relation to pupils' starting points, achievement is good. A small number of pupils are not at the levels they should be in writing and mathematics because given their capabilities, they have not performed as well as they should. The recently implemented tracking system and good quality teaching are ensuring that the few pupils who have previously underachieved are making good progress as they move towards their expected level in writing and mathematics. Standards in Year 2 are above average. School data show that these pupils have made good progress as they moved through Years 1 and 2. The good support that pupils who have difficulty acquiring reading, writing and mathematical skills receive from teaching assistants contributes well to their good achievement. They generally achieve as well as their classmates. The school has identified a very small minority of these pupils whose attendance is poor, and this is affecting their achievement.

## Personal development and well-being

### Grade: 2

Pupils develop good personal and social skills and a very good awareness of Christianity. Despite this, their knowledge of different cultures and religions in the diverse society that we live in is not so strong. Behaviour in and around the school is good. Parents see this as one of the school's strengths. Pupils display very good attitudes to learning and get on well with each other and the people who help them to learn. As a result, they have total confidence in all adults in school and know that their school is a safe place to be. Pupils know all about why they should keep themselves safe and potential dangers they may come across. They talk maturely about problems they have had and how adults have quickly 'sorted them out'. Pupils have a good idea of which foods are healthy and why it is important to eat sensibly and take regular exercise. They enthusiastically participate in a wide range of physical activities both in physical education (PE) lessons and during the many out-of-school clubs which promote keeping fit. From an early age, pupils work well together in small groups as well as acquiring the skills necessary to work

independently. By the time they leave, in Year 6, the school turns out well-rounded young people. In addition, pupils' good social skills as well as their above-average skills in literacy and numeracy are an excellent preparation for the next stage in their education, including for the future world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good across the school and is reflected in the good progress that pupils make. In lessons, teachers make their intentions clear to pupils and check that they are understood by all. Teachers' enthusiasm about their teaching promotes pupils' good attitudes to their work. They display good subject knowledge and use suitable educational resources, including ICT, to maximise pupils' learning. At times, teachers do not plan activities that match the needs of all pupils. For some, activities are too difficult and for others too easy. When this happens, they make less progress. Teachers successfully encourage pupils to work independently. The recent focus on developing pupils' skills in assessing their own work is beginning to make an impression, but its full impact has yet to be seen.

### **Curriculum and other activities**

#### **Grade: 2**

The effective provision for literacy and numeracy generally ensures good achievement and makes pupils' learning enjoyable. The provision for ICT is very extensive. All pupils have a personal account that allows them to save their work. In addition, it provides access through the school's Intranet to many sources of interesting information for classroom work. Other significant features of the curriculum include an opportunity to learn a modern foreign language and to play musical instruments. A good range of extra-curricular activities, educational visits to places of interest and knowledgeable visitors who bring their expertise to school all contribute to pupils' enjoyment and the quality of their learning. PE, science and personal, social and health education effectively contribute to pupils' understanding of the need to stay healthy and safe.

### **Care, guidance and support**

#### **Grade: 3**

The quality of the guidance and support that pupils receive is variable. The strength in this aspect of provision is the way the school looks after and cares for pupils. This is outstanding. Very thorough attention is given to health and safety arrangements. There are outstanding links with others, including the church and local schools, which promote and enrich learning in many areas of the curriculum. Pupils' personal and social needs are fostered well in all that they do. Academic guidance, through the use of targets and marking, is satisfactory but inconsistent throughout the school. When teachers mark pupils' work although the comments they write are supportive, they do not always show pupils what they need to do to improve further. Similarly, teachers are not reinforcing targets, for writing and mathematics, well enough in some classes or clearly informing pupils what is needed to achieve these targets.

## Leadership and management

### Grade: 2

The very strong leadership of the headteacher drives the work of the school with the support of the parents, staff and governors. The senior leaders and managers have got off to a good start in monitoring and evaluating how well pupils are doing in the subjects they are responsible for. Priorities are clearly identified in the school development plan, showing good self-evaluation, which involves everyone. Governors support and challenge the school well and are becoming increasingly more involved in discussions about achievement and standards. Teaching is generally good because teachers have received good guidance on how to improve. However, on occasions, work is not accurately matched to pupils' abilities. Through improved teaching and by rigorously monitoring the rate of pupils' progress, underachievement has been eliminated. Target setting is satisfactory although there are inconsistencies in how individual targets are used to improve pupils' achievement. Challenging targets for pupils at the end of Year 6, in 2007, were reached. Issues from the previous inspection have been successfully addressed. There are emerging strengths in the school's leadership that provide the school with a good capacity to improve further.

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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	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

<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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

## **Text from letter to pupils explaining the findings of the inspection**

30 January 2008

Dear Pupils

Our Lady of Fatima Catholic Primary School, Birmingham, B17 8TR

Thank you for making our visit so enjoyable. We thoroughly enjoyed our two days in your school. You all behaved well and we were pleased to see how much you really enjoyed coming to school. We think you go to a good school and your parents agree with us.

We are writing to let you know what we found out about your school.

? You are all very well cared for and those who look after you at home agree. ? You learn well in lessons because teaching is good. ? We think you are kind to each other. You are also very polite to the adults who help you and those who visit your lovely school. ? The teachers plan many interesting visits out and invite many visitors into school, which makes learning even more fun. ? By the time you leave in Year 6 you reach standards in English, mathematics and science that are higher than expected for your ages. ? The headteacher and governors, along with the other adults who work in the school, lead and manage the school well.

- We have asked the school to do two things to make it even better.
- Make sure that when teachers mark your books you can see what you need to do to get better and achieve your targets.
- Help you learn more about the different religions and beliefs that are found in Britain today.

Keep working hard and having fun as you learn.

Best wishes

Nina Bee Lead inspector

30 January 2008

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**Our Lady of Fatima Catholic Primary School, Birmingham, B17 8TR**

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**We are writing to let you know what we found out about your school.**

- ☺ You are all very well cared for and those who look after you at home agree.
- ☺ You learn well in lessons because teaching is good.
- ☺ We think you are kind to each other. You are also very polite to the adults who help you and those who visit your lovely school.
- ☺ The teachers plan many interesting visits out and invite many visitors into school, which makes learning even more fun.
- ☺ By the time you leave in Year 6 you reach standards in English, mathematics and science that are higher than expected for your ages.
- ☺ The headteacher and governors, along with the other adults who work in the school, lead and manage the school well.

**We have asked the school to do two things to make it even better.**

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Keep working hard and having fun as you learn.

Best wishes

Nina Bee  
Lead inspector