

# St Mary's Catholic Primary School, Henley-in-Arden

Inspection report

---

<b>Unique Reference Number</b>	125711
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	315293
<b>Inspection date</b>	21 November 2007
<b>Reporting inspector</b>	Mark Mumby HMI

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

---

<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	39
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sara Cichocka
<b>Headteacher</b>	Elizabeth Taylor
<b>Date of previous school inspection</b>	27 September 2004
<b>School address</b>	Arden Road Henley-in-Arden B95 5LT
<b>Telephone number</b>	01564 792316
<b>Fax number</b>	0121 6892511

---

<b>Age group</b>	4-11
<b>Inspection date</b>	21 November 2007
<b>Inspection number</b>	315293

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI).

## Description of the school

St Mary's is a small primary school with an intake of pupils from a variety of social backgrounds and from a large geographical area. The proportion of pupils eligible for free school meals is similar to that found nationally. Virtually all pupils are of White British heritage and most are of the Catholic faith. None is at an early stage of learning English as an additional language. The proportions of pupils with learning difficulties and/or disabilities and those with statements of special educational need are above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St Mary's is a satisfactory school with many good features. There have been significant improvements since the last inspection and the school has a good capacity to improve further. The school's caring Catholic ethos and attention to the needs of each individual pupil contribute to pupils' outstanding personal development. They make satisfactory progress and many make good progress from Reception to Year 6 because teaching is always at least satisfactory and most lessons have good features. Pupils reach standards similar to national averages by the time they leave. They have very good attitudes to their work, behaving well in lessons and around the school. Pupils talk very enthusiastically about the school and their enjoyment is reflected in their high attendance.

The curriculum is broad, providing a wide range of opportunities for pupils to gain a rounded understanding of the world in which they live. Their very good cultural development is enriched through effective use of visitors into school. For example, the whole school learnt about henna patterns through first hand experience when a parent visited the school. The healthy schools week was well planned to incorporate a wide range of visits and visitors including learning about healthy African food. However, the science curriculum is too narrow and there are not enough opportunities for pupils to plan their own investigative work and to analyse and present their results.

The school council provides a very good opportunity for pupils to contribute to the life of the school as well as to the wider community. It raises money in a variety of ways and manages its own finances well. Money is put to good use, either by making donations to charity or by using it to improve the school facilities. Alongside the sound grounding in basic skills, these activities help to prepare pupils well for their future economic well-being.

The school is well led and managed. Pupils' progress is tracked carefully and appropriate action is taken to ensure that each pupil's needs are met. The senior leaders and governing body work together effectively to monitor the work of the school. They have a good understanding of the school's strengths and weaknesses and appropriate action is taken to address areas in need of development. For example, recent work to improve writing throughout the school has already increased the rate of progress for many pupils.

## Effectiveness of the Foundation Stage

### Grade: 3

Children receive a sound start in the Foundation Stage. They arrive at school with a wide range of skills and abilities and good attention is paid to ensuring that their individual needs are met. Although they share a class with pupils in Years 1 and 2, the school has managed this well through the effective teamwork of the class teacher and the teaching assistant. Planning is good, enabling children to benefit from an interesting curriculum. For example, one Reception pupil talked enthusiastically as he independently examined an owl pellet using a digital microscope. However, the classroom environment is not sufficiently stimulating for the youngest children. For example, the role play area is not exciting enough and there are too few examples of words and numbers on display.

## What the school should do to improve further

- Improve the science curriculum to ensure that all pupils are given sufficient opportunities to develop their skills of scientific investigation including planning, recording and analysis.
- Provide a more stimulating learning environment for children in the Foundation Stage.
- Build on the existing good practice to ensure that all teaching is of the highest quality so that all pupils make as much progress as they can.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Children start school with a wide range of skills and abilities, although broadly similar to national expectations. They make satisfactory progress in the Foundation Stage and reach the standards expected of typical five year olds by the time they enter Year 1. The school regularly assesses the progress of all of the pupils and its data indicate that they make satisfactory progress in reading, writing and mathematics through Key Stage 1. National assessment data show that the standards reached by the end of Year 2 have been consistently in line with national averages for the past five years.

The school's data show that pupils make good progress in reading and writing in Key Stage 2. Progress in mathematics is more variable. Although some pupils get off to a slow start in Years 3 and 4, progress improves in Years 5 and 6 where it is good. The standards attained by the end of Year 6 in national tests in English have been in line with national averages for the past five years. Standards in mathematics and science have been similarly consistent until 2007 when there was a considerable dip and standards attained by too many pupils were too low. This was the result of a number of factors which the school has now addressed. The work seen in lessons and in pupils' books shows that pupils throughout the school are consistently making at least satisfactory progress in English, mathematics and science. Many pupils, particularly the most able and the older pupils, are making good progress. Pupils with learning difficulties and/or disabilities frequently make good progress because of the good level of support they receive.

## Personal development and well-being

### Grade: 1

Pupils throughout the school are polite and courteous. Their excellent social and moral skills are seen in the way they play harmoniously together at break times and in their very good relationships with adults. They report very little bullying and say that the 'playground buddies' do a good job of sorting out any disagreements. Pupils have excellent opportunities for reflection, such as in a very meaningful assembly seen during the inspection. This was thoughtfully linked to anti-bullying week and made a strong contribution to pupils' outstanding spiritual development. They have a very good understanding about different cultures.

Pupils are proud to be members of the school council, which has been very effective in bringing about improvements in the school. For example, the good range of play equipment, which they requested, is very well used at break times. Pupils have a good understanding of how to lead healthy lifestyles and they explained clearly how to stay safe at school. The school has attained the Healthy Schools Standard.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are consistently satisfactory and most lessons have good features. Particular strengths include the good use of assessment which enables teachers to plan activities that are well matched to pupils' individual needs. Teachers have high expectations and most lessons move on at a quick pace. Pupils respond well to the good range of interesting activities including the use of information and communication technology (ICT). However, pupils do not always have enough opportunities to think for themselves. For example, teachers frequently show pupils how to solve a problem or plan an investigation without asking them for their ideas first. As a result, pupils do not have enough opportunities to think for themselves and this slows down their rate of learning.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. It provides pupils with a sound grounding in basic skills, complemented by a very good range of activities to develop their broader understanding of the world. Visits and visitors are used effectively to enrich the curriculum. For example, the good range of activities during healthy schools week provided some very memorable learning activities for the pupils. Good use is made of the school's extensive ICT facilities. For example, the older pupils used ICT very effectively to prepare digital presentations as part of their work about different faiths. A good range of lunchtime and after school activities enriches the learning opportunities for many pupils.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. Procedures for health and safety and the safeguarding of pupils are robust. Pupils play safely and harmoniously and the 'playground buddies' are effective in ensuring that all pupils feel safe. Pupils' work is marked regularly and most of them receive helpful guidance about how to improve their work. Pupils have appropriate targets in the front of their English, mathematics and science books. Most pupils can explain what their targets are and the best marking makes useful reference to these targets.

## Leadership and management

#### Grade: 2

Leadership and management are good. The headteacher is clearly focused on achieving the best for every pupil. She works effectively with her small staff team to monitor and evaluate the work of the school. As a result, the senior leaders and governing body have a good understanding of the school's strengths and weaknesses. Development planning is focused on appropriate priorities to improve the outcomes for learners. Action to bring about improvement, for example in writing, is effective.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	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 leaders and managers use challenging targets to raise standards	2
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	3
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

---

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

Thank you for making me so welcome when I visited your school. I enjoyed visiting your lessons and talking with so many of you.

Your school is a satisfactory school and there are many good things about it too. Your teachers know you all very well. They plan your lessons carefully to make sure that you can all make progress in your learning. Many of you, especially those of you who are older, make good progress. It is good that you learn so much about different cultures. You obviously had great fun during the healthy schools week – well done on achieving the Healthy Schools Standard. I know that you have just got some new computers and it was good to see you using them so much. Using the digital microscope in class 1 looked good fun. I have asked your teachers to share their good ideas about your lessons to try to make all of your lessons better. In that way you will learn even more. I have also asked them to let you plan more of your own science investigations and think about how to present your results.

Your teachers make sure that they make good use of all the space you have in school. Most of your school is bright and there are things on the walls to help you with your work. I have asked your teachers to think about making the classroom for the youngest children more interesting. Maybe you will have some good ideas about how to brighten up your classroom.

You all have a good understanding about how to keep healthy and safe. The school council has some very good ideas and has helped to make your school a better place. It obviously looks after the money it raises very well and makes sure that some is given away to help other people as well as spending money on your school.

The teachers and all of the other adults who work together to run your school work hard to make it a better school. They make careful checks that everything is working well. If they see anything going wrong, they always do something to put it right.

Good luck and keep up all the good work.



22 November 2007

Dear Children

**Inspection of St Mary's Catholic Primary School, Henley-in-Arden, B95 5LT**

Thank you for making me so welcome when I visited your school. I enjoyed visiting your lessons and talking with so many of you.

Your school is a satisfactory school and there are many good things about it too. Your teachers know you all very well. They plan your lessons carefully to make sure that you can all make progress in your learning. Many of you, especially those of you who are older, make good progress. It is good that you learn so much about different cultures. You obviously had great fun during the healthy schools week – well done on achieving the Healthy Schools Standard. I know that you have just got some new computers and it was good to see you using them so much. Using the digital microscope in class 1 looked good fun. I have asked your teachers to share their good ideas about your lessons to try to make all of your lessons better. In that way you will learn even more. I have also asked them to let you plan more of your own science investigations and think about how to present your results.

Your teachers make sure that they make good use of all the space you have in school. Most of your school is bright and there are things on the walls to help you with your work. I have asked your teachers to think about making the classroom for the youngest children more interesting. Maybe you will have some good ideas about how to brighten up your classroom.

You all have a good understanding about how to keep healthy and safe. The school council has some very good ideas and has helped to make your school a better place. It obviously looks after the money it raises very well and makes sure that some is given away to help other people as well as spending money on your school.

The teachers and all of the other adults who work together to run your school work hard to make it a better school. They make careful checks that everything is working well. If they see anything going wrong, they always do something to put it right.

Good luck and keep up all the good work.

Yours sincerely

Mark Mumby  
Her Majesty's Inspector