

# Our Lady Immaculate Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	102595
<b>Local Authority</b>	Kingston Upon Thames
<b>Inspection number</b>	323664
<b>Inspection date</b>	20 October 2008
<b>Reporting inspector</b>	Jane Chesterfield

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	419
Government funded early education provision for children aged 3 to the end of the EYFS	60
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Perks
<b>Headteacher</b>	Mr Timothy Sheehan
<b>Date of previous school inspection</b>	11 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	399 Ewell Road Tolworth Surbiton KT6 7DG
<b>Telephone number</b>	020 8399 9854

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<b>Age group</b>	4–11
<b>Inspection date</b>	20 October 2008
<b>Inspection number</b>	323664

**Fax number**

020 8390 8582

<b>Age group</b>	4-11
<b>Inspection date</b>	20 October 2008
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the impact of the school's strategies to improve writing, verified the outcomes of the school's monitoring of teaching and investigated the strengths in the curriculum. Evidence was gathered from performance data and other documentation; discussions with senior staff, pupils and a governor; sampling of lessons and of pupils' work; observations of children and adults around the school, and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school serves a residential community of mainly owner-occupied housing. Very few pupils are eligible for free school meals. About a third of pupils are from minority ethnic backgrounds, which is above the national average. About a quarter of pupils are learning English as an additional language, which is also above average. The proportion of pupils with learning difficulties and/or disabilities is below average, and the majority of these pupils have specific learning difficulties. The number of pupils with statements of special educational need is in line with the national picture. The school offers Early Years Foundation Stage (EYFS) provision in its Reception classes. The headteacher and deputy headteacher took up their posts in September 2008. The headteacher was previously the deputy headteacher of the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Our Lady Immaculate is an outstanding school. As a result of excellent leadership and teaching, pupils' achievement is outstanding. Parents are very supportive and appreciative of what the school has to offer, and recognise how it develops their children as individuals. One said, 'Our Lady Immaculate is a lovely school with a very caring staff. Everyone is valued, and the children are taught to value themselves and others.' Another commented on her child who moved on recently to secondary school, 'She left the school happy, confident, and with the view that with hard work you can achieve whatever you want.'

Consistently high quality teaching, excellent guidance and an exciting curriculum are the reasons why pupils make excellent progress. Several parents said that teaching is 'brilliant,' and that their children make 'fantastic' progress. Pupils enter Year 1 at a level above that expected for their age and they make rapid progress in Years 1 and 2. Pupils consistently reach high standards in mathematics at the end of Year 2, and this year have reached similar standards in reading and writing. This is a good improvement since the last inspection, and represents very good progress, particularly in view of the high proportion of pupils who are learning English as an additional language. The progress of all pupils continues to accelerate in Years 3 to 6, and pupils reach very high standards in English, mathematics and science year on year. The school is not complacent, and is currently focusing on raising the high standards in English still further to match the exceptional standards in mathematics. Strategies to do this by improving writing are already having an impact, through closer tracking, increased support and greater challenge.

Pupils love school and enjoy their learning because teaching is consistently strong throughout the school. Teachers have very positive relationships with their classes, high expectations for behaviour, and consistent strategies for managing pupils, so lessons proceed smoothly and without interruption. Lessons are carefully planned to meet the different needs of all the pupils, and learning intentions are made clear. Pupils said that they found these very helpful. There is plenty of challenge and pupils feel stretched and motivated. One said that, 'The teachers are testing your brains to see how much you can learn.' Pupils with specific learning difficulties are very well supported in class and in their withdrawal groups so that they make similar progress to their classmates. There has been very good improvement in the provision for pupils learning English as an additional language since the last inspection, through the training and deployment of additional support staff. These pupils now make excellent progress during their time at the school. Pupils have a very good understanding of how well they are doing and what they need to do to improve, thanks to the quality of marking and target setting. Teachers give pupils clear indications of the next steps for improvement and set regular targets in child-friendly language.

The school's rich curriculum brings learning to life for pupils. One parent described the school as, 'a hive of activity,' and another said that, 'they have lots of exciting things happening.' Excellent links are made between subjects, so that pupils are able to practise different skills in a variety of ways. Information and communication technology (ICT) is a real strength, used widely by teachers and pupils in lessons. Year 6 pupils, for example, drew very successfully on their ICT skills to create websites about World War II, including animations of how to make an air raid shelter. Pupils are encouraged to explore and enjoy all elements of the curriculum. There are many extra activities, clubs, and special events to enable them to discover new talents and interests. Work from a recent whole-school design technology day showed a clear progression in pupils' skills. Activities for the science week going on during the inspection

thoroughly inspired pupils. Those who visited the 'Planetarium' set up in the hall, for example, found the experience thrilling. There is a strong focus on the creative arts, and pupils' sculptures of Matisse's 'The Snail' showed that they value the opportunity to use their imaginations in a practical way. The work of pupils of all abilities is displayed and valued, so that they can take a pride in it. The quality of displays contributes much to the vibrant learning environment in the school. Pupils do not all have the opportunity to learn a modern foreign language as yet. Languages are well established in Year 6 but only beginning in other classes.

Excellent pastoral care means that pupils feel safe at school. As one parent commented, 'The atmosphere and ethos is one of a caring school.' Arrangements for safeguarding pupils are robust. Daily routines are well organised to promote pupils' well-being. They have plenty of opportunities to be active in the playground, because there is a good range of equipment designed to appeal to both boys and girls. Pupils are very caring of one another. One parent said, 'I really like the way the children are nurtured and encouraged to support the younger ones.' Relationships are very good, and pupils feel confident that they can turn to adults if they have any problems. 'Teachers are all fair. They sort things out,' said one. Pupils are able to thrive in the positive and supportive surroundings of the school, and their personal development and well-being are excellent. Their behaviour and concentration in lessons is outstanding, and they show great self-discipline and common sense around school and in the playground. Pupils welcome all opportunities to take on responsibility, for example through the school council, as play leaders or buddies, and they carry out these roles very seriously. They have a very good awareness of how to live a healthy lifestyle. Parents confirm that their children are always happy to come to school, and their attendance is consistently well above the national average. Excellent literacy, numeracy, ICT and social skills mean that pupils are very well prepared for secondary school.

The success of the school is down to excellent leadership and management at all levels. Very well established systems for development planning and self-review give the school clear direction, for example in the work being done to improve writing. Targets are always challenging. Outstanding systems for tracking pupils' progress and monitoring teaching mean that the new headteacher and deputy headteacher have been able to step seamlessly into their roles and keep the school on the path of success. Subject leaders are thoroughly involved in driving up and maintaining standards in their areas, and leaders new to their roles are well supported. There is an excellent commitment to community cohesion. Governance is very effective. Governors have a clear insight into the workings of the school and are rigorous in their monitoring and questioning. The continuity and progression in school leadership and the secure systems for self-evaluation mean that the school has outstanding capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children get a flying start to their education in the Reception classes, where provision is outstanding. They enter with a level of skills that is broadly in line with expectations for their age, although their numeracy skills are better than their literacy and social skills. Children's achievement is excellent and they make very good progress during their time in Reception. This is because teachers have outstanding systems for assessing the children from the moment they arrive so that their particular needs are carefully planned for and met. There is a strong focus on developing children's social and literacy skills as these areas are weaker when they begin, and this is proving very successful. The children develop very good social skills thanks

to the excellent examples set by staff. Consequently, the children are caring and considerate towards others, and are able to share and take turns without fuss.

The staff have forged a very close partnership with parents, so that any welfare concerns can be quickly shared and resolved. The children enjoy their time in Reception tremendously because the staff always take the trouble to make learning fun and provide the children with a wealth of exciting and motivating activities to capture their imaginations. During the inspection, for example, one group was totally engrossed in the story of 'Ten Little Sleepy Heads,' while another could not wait to have the chance to dip their wellingtons in paint and create a trail of footprints on paper to show their 'learning journey'. There is a very good balance between activities led by adults and those initiated by children. Special events such as autumn walks and class meals add a further dimension to the first-class range of experiences for the children. Leadership of the EYFS is energetic and informed, and always intent on improvement.

### **What the school should do to improve further**

- Extend pupils' knowledge through building on the work already underway to provide a modern foreign language in Years 3, 4 and 5.

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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?	1
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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	1

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

03 November 2008

Dear Pupils

Inspection of Our Lady Immaculate Catholic Primary School, Surbiton, KT6 7DG

Thank you for being so helpful and friendly when we visited your school recently. We agree with you and your parents that OLI is an outstanding school.

We really enjoyed meeting you and talking to you, and we could tell that you are very happy to be there. You are making excellent progress in your lessons, because your teachers know you so well and make your lessons interesting, exciting and challenging.

We were very impressed with your excellent behaviour in the school and the playground, and we thought that you all got on together very well indeed. The staff take very good care of you, and those of you who need extra help get the right support.

The headteacher and his staff run the school exceptionally well, and know how to make it even better in future. We have agreed that they are going to carry on introducing foreign languages for older pupils. This means that you will all have the opportunity to learn a new language in Years 3, 4, 5 and 6.

Well done to you all and best wishes for the future.

Yours sincerely,

Jane Chesterfield

Lead Inspector