

# Evesham, St Mary's Catholic Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	116878
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	326472
<b>Inspection date</b>	23 March 2009
<b>Reporting inspector</b>	Mike Capper

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)	184
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kay Buckley
<b>Headteacher</b>	Jacqueline Smith
<b>Date of previous school inspection</b>	30 November 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>	High Street Evesham WR11 4EJ
<b>Telephone number</b>	01386 446748
<b>Fax number</b>	01386 429056

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<b>Age group</b>	4–11
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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the way that the school is responding to its changing intake that includes admitting more pupils in the early stages of learning English
- pupils' enjoyment of school and the way that community links enhance learning
- the quality of information and communication technology (ICT) provision
- the use made by staff of systems for tracking pupils' progress.

Evidence was gathered from observations of pupils at work and play, discussions with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. 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

Most pupils come to this average-sized primary school from the town of Evesham. The proportion of pupils eligible for free school meals is below average. The number of pupils identified as having learning difficulties and/or disabilities is broadly average. Most of these pupils have moderate learning difficulties. Over the last three years, the school has been admitting an increasing number of pupils from minority ethnic backgrounds, and they now make up about a third of the school's roll. A significant number of these pupils start school with limited spoken English, with Polish and Italian being the most common home languages. Children in the Early Years Foundation Stage are taught in a Reception class.

The headteacher was appointed as permanent headteacher in September 2008 after a period as acting headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that supports pupils' academic and personal development well. Pupils are happy, sociable and articulate and their good behaviour contributes strongly to their good achievement. Children get off to a good start in the Early Years Foundation Stage and then build on this well in the rest of the school, resulting in standards being well above average by the end of Year 6.

Pupils are taught well. Teachers have good relationships with the pupils and make learning fun. Pupils are clear about how to improve because teachers set them challenging targets and guide them well academically. Skilled teaching assistants mean that pupils with learning difficulties and/or disabilities make good progress. Throughout the school, pupils make slightly slower progress in mathematics than in English and science because in some numeracy lessons teachers do not pitch work at exactly the right level for all pupils, slowing the pace of learning, especially for the more able.

The school has responded remarkably well to its changing intake. Pupils' cultural heritages are celebrated in displays and through activities such as a recent visit from a Polish artist. Bilingual members of staff help newly arrived pupils to settle quickly into school and teachers take good account of the need to promote spoken English in lessons. Consequently, pupils in the early stages of learning English make good progress and, by the end of Year 6, there is no significant difference between the standards reached by pupils from different backgrounds.

Adults provide good care, guidance and support for pupils and ensure that their personal development is good. The school's good efforts to promote positive values are reflected in pupils' excellent understanding of the importance of staying healthy. Pupils speak very positively of the very wide range of sporting opportunities provided by the school. They especially like them because 'everyone can have a go, even if you are not very good.' Activities such as a recent 'internet safety day' help pupils to develop a good understanding of how to stay safe both in and out of school. When speaking about school, pupils typically say things like 'We learn about new things every day' and 'We get on well together and try to work hard all of the time.' These positive attitudes reflect the good way in which pupils are prepared for the next stage of their education and for later life.

Pupils thoroughly enjoy school and they work hard in lessons, although occasionally some work is a little untidy. The good curriculum is enriched well by clubs, visits and visitors. Leaders continue to develop the curriculum and there has been good progress in improving ICT provision in the last term. The school now has good resources that enable pupils to learn the full range of ICT skills. Teachers are making increasing use of these new resources to support learning across the curriculum and the subject leader has good plans for further development.

The school works very closely with the local community and these links contribute significantly to pupils' learning. For example, pupils in Year 5 have recently been taking part in a very worthwhile project to plan a new play park. This activity has promoted a wide range of skills with pupils building models of their plans, liaising with town councillors and then planning a budget for their development. A conscientious school council gives pupils a good voice and is constantly striving to improve the school. For example, they have recently suggested having a 'playground swap' day so that pupils from different year groups can play together. Pupils take a very active role in community events, and there are especially strong links with the parish church.

Leaders are very aware of the need to promote community cohesion and they do this well. They successfully involve families from different cultural backgrounds in the life of the school, including trying their best to discourage families from taking their children on long holidays back to their home country. This currently has a negative impact on rates of attendance, although overall, they are satisfactory. Pupils raise funds for charity and are beginning to support a newly built school in Uganda. These activities help pupils to consider the needs of others. Consequently, they are developing an increasingly strong awareness of the world beyond Evesham. Leaders are already doing the right things to strengthen this further, for example by organising a recent 'International Week' when pupils learnt about different countries.

The school is well led and managed. The calm and purposeful leadership of the headteacher is setting a clear direction for school improvement. She is well supported by other members of staff and governors who work well as a team and take a good part in monitoring school effectiveness. This means that there is a good understanding of what still needs to be done, with the track record of improvement since the last inspection demonstrating that the school is well placed to realise its aspirations for future development. The school has gathered a wealth of data about pupils' attainment and progress. Leaders are aware that now that they have this information they need to use it more sharply to check whether all pupils are doing well enough so that any minor dips in progress can be picked up even more quickly.

There are good links with parents and outside agencies and secure arrangements for safeguarding pupils' well-being. A few parents would like even more involvement in their children's learning and the school acknowledges that, whilst there is some good practice, they could do more to ensure that targets are shared with and understood by parents. Nevertheless, most parents are very pleased with their children's education. Parents contribute well to the school's success by supporting their children with homework and by raising large funds of money. One parent summed up the views of many by commenting that, 'I will be sad when my child leaves but feel confident that St Mary's has prepared him well for the future.'

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

### **Grade: 2**

'I feel that my child has had a fantastic start to her school life.' This comment from a parent is typical of the very positive view that parents have of the Early Years Foundation Stage. Children achieve well because teaching is good and their welfare and care are given a high priority. When children start school, about half are working at the levels expected for their age. Children make good progress from these starting points and reach slightly above average standards by the start of Year 1. Children's personal, social and emotional development is good because adults have high expectations, and resources are well organised to encourage independence. Members of staff work together closely and they provide good levels of challenge for children. Skilled support is given to children in the early stages of learning English, helping them to settle quickly. In lessons, members of staff explain tasks clearly, enabling children to gain good knowledge and to become confident about asking questions. However, there are occasionally missed opportunities to extend children's speaking skills when they are working independently. The good curriculum makes learning exciting and purposeful, with good use being made of the outdoors to support work in all of the areas of learning. For example, children worked together purposefully exploring the different properties of sand whilst using speaking, counting, measuring and scientific skills at the same time.

Provision is well led and managed. There is a good understanding of what is successful and what could be improved. For example, leaders are just beginning to make sharper use of data

to check children's progress so that they can identify more clearly trends in their learning over time.

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

- Ensure that there is always the right level of challenge in numeracy lessons, especially for the more able.
- Make sharper use of assessment information to check pupils' rate of progress across the whole school so that any minor dips in progress can be picked up more quickly.

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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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## 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 eliminated	2
How well does the school contribute to community cohesion?	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

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

23 March 2009

Dear Children

Inspection of Evesham, St Mary's Catholic Primary School, WR11 4EJ

Thank you for welcoming us to your school and for showing us your work. You are polite, friendly and well behaved. We enjoyed talking to the school councillors and other pupils and we agree that St Mary's is a good school that does a lot to help you do well.

- Some of the things we found out about your school.
- You make good progress in the Reception class where you get good opportunities to work both indoors and outside.
- In the rest of the school, good teaching helps you to learn well and to make good progress.
- Your behaviour is good and you work sensibly in lessons.
- You thoroughly enjoy school because adults make learning exciting by planning interesting activities and letting you take part in many clubs and visits. The sports clubs sound as if they are great fun and it is super that so many of you take part in them.
- You play together sensibly and are keen to take responsibility. The school council is doing a great job in getting your ideas heard.
- All adults in school are very kind and caring. They give you good guidance to help you understand how to improve.
- Your headteacher, teachers and governors are leading the school well and are working hard to make it even better.
- Nearly all of your parents and carers are very pleased that you come to this school.
- What we have asked your school to do now
- Make sure that teachers always plan numeracy work that is not too easy or too hard for you, especially for those of you who usually learn new things quickly.
- Use all of the information that teachers have gathered about your progress to check you are all learning quickly enough.

You can help your teachers by continuing to work hard and trying always to work neatly. We thoroughly enjoyed talking with you about your work and watching you learn, and wish you all the best for the future.

Yours sincerely

Mike Capper

Lead inspector