

Worcester, Our Lady Queen of Peace Catholic Primary

Inspection report - amended

Unique Reference Number	116921
Local Authority	Worcestershire
Inspection number	326490
Inspection date	26 February 2009
Reporting inspector	Alison Grainger

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	205
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
Appropriate authority	The governing body
Chair	Paul Wheildon
Headteacher	Joan Field
Date of previous school inspection	7 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bransford Road St John's Worcester WR2 4EN
Telephone number	01905 421409

Age group	4–11
Inspection date	26 February 2009
Inspection number	326490

Fax number

01905 424064

Age group	4-11
Inspection date	26 February 2009
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Amended Report Addendum

Report amended due to administration error

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Introduction

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

- the quality of provision in the Reception Year
- the impact of teaching and academic guidance on pupils' progress in Years 1 to 6
- the quality of pupils' personal development and well-being
- the effectiveness of leaders and managers in evaluating provision, particularly teaching, and in taking action to bring about improvement.

Evidence was gathered from: the school's data on pupils' progress; visits to lessons and scrutiny of pupils' work; observation of an assembly; discussions with staff, governors, parents and pupils; and analysis of responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments of these areas, 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 are White British. The proportions of pupils from minority ethnic groups and with English as an additional language are broadly average and increasing. Several pupils are at an early stage of learning English. A slightly below average percentage of pupils have learning difficulties and/or disabilities. Most of these pupils have moderate learning difficulties or problems with speech, language and communication. The amount of movement of pupils in or out of the school other than at the customary times of joining or leaving is higher than in most schools.

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. Its nurturing atmosphere is clearly evident in the good attention given to pupils' personal development and well-being as well as to their academic achievement. As one parent said, reflecting the views of many, 'We chose this school because of the warm atmosphere and well rounded children it produces.' The school works closely with parents and with outside agencies to meet pupils' individual needs. Another parent commented, 'I feel that we are working together to bring up our children.' Almost all parents are very pleased with the school. Pupils enjoy school a good deal and say that it is 'a very happy place' where 'people are nice'. Behaviour is impeccable in lessons and around the school.

Pastoral care and the focus on pupils' welfare are excellent. Pupils say that they feel safe at school and that the adults are approachable. Older pupils do much to look after younger ones and this pleases many parents. Pupils who enter the school other than at the usual time, including those at an early stage of learning English, are helped to settle well. One parent commented on 'the very good assimilation to the school community' of children with English as an additional language. Vulnerable pupils are given tremendous support. Even those who have transferred to this school having experienced difficulties at other schools settle quickly. The school is keen to include all pupils and is successful in doing so. It has, for example, ensured that there is good support from a Polish speaking teaching assistant for Polish pupils and their families. Good arrangements are also in place to help pupils with learning difficulties and/or disabilities. For instance, support has been developed specifically for those with speech, language and communication difficulties.

The school makes a good contribution to community cohesion, particularly through its responsiveness to the needs of families and the local community. Since the last inspection, effective steps have been taken to develop pupils' awareness of modern multi-ethnic society. Pupils now, for example, participate in multi-faith worship in the city. They have a high level of respect for others, including those whose backgrounds and beliefs are different from their own. Pupils' contribution to the school and wider community is excellent. They readily undertake responsibilities in school, contribute much to the local community, and care a good deal about the environment.

Pupils are well prepared for their future lives through the good personal attributes they develop and through their academic progress. From starting points that are broadly typical for their age, pupils achieve well. In almost all recent years, standards have been above average at the end of Year 6 in English, mathematics and science. In some years, standards have been exceptionally high. Pupils make consistently good progress from the start of Year 1 to the end of Year 6. In these years they build well on their satisfactory start in Reception. In Reception, progress is satisfactory, rather than good, because activities and adults' interactions with children do not always focus sharply enough on the next steps in learning.

Achievement is good in Years 1 to 6 because teaching is good. Lessons are well organised and interesting. Often, practical activities engage pupils well and promote good understanding, such as through problem solving in mathematics and role play in English. From an early age, pupils develop good independence as learners. This is seen, for example, in the way in which pupils in Year 1 sustain involvement when working independently on writing. Teachers have high expectations of the standards all pupils are capable of attaining. Teaching assistants are well deployed to meet the needs of specific groups. There are some occasions, however, when

teaching does not draw fully on assessment information to ensure that the level of challenge is high enough for all pupils. Linked to this, teachers are not always sufficiently specific in their planning about what the outcomes should be for different groups in a lesson or a series of lessons.

The curriculum contributes well to pupils' progress in Years 1 to 6. Provision for personal, social and health education is strong. It helps pupils to develop a keen awareness of how to stay fit and healthy and to understand the importance of making sensible lifestyle choices. Enrichment of the daily curriculum, through visits, visitors, special focus days, themed weeks and after-school activities, adds to pupils' enjoyment. Academic guidance, through targets and marking, supports learning well. There is some particularly good practice in English where feedback to pupils on their writing makes clear reference to their targets. As a result, pupils are helped to take responsibility for improving their work and this contributes to their good progress.

At the heart of the school's effectiveness are good leadership and management. The enthusiasm, commitment and teamwork of staff are strong and tangible. The headteacher and staff continually strive to meet pupils' needs more effectively. Self-evaluation, including analysis of the impact of teaching on pupils' progress, is accurate. One aspect of the school's work that is currently developing is its use of data to review the progress of different groups. The school keeps a careful watch on how pupils are doing and responds quickly if signs of underachievement are evident. It is not, however, using data fully to undertake frequent reviews of pupils' progress towards the levels each should reach at the end of each school year. Governors provide good support and are well involved in the life of the school. The school's track record of improvement shows that it has good capacity to develop further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children settle well in the Reception class and make good progress in their personal development. They gain good initiative and independence, form very positive relationships and behave well. These outcomes result from strong attention to children's welfare, including effective induction arrangements. The many opportunities children have to work and play together indoors and outside also contribute significantly.

Children's achievement is satisfactory overall and their standards are at levels expected for their age, including in early reading, writing and mathematics. The provision for Reception children is satisfactorily led and managed. It has developed in important ways this year. The school recognises that further work is necessary to ensure that children make good progress in all areas of learning. There is already a good balance of activities directed by adults and those that children choose from a range provided. However, adults miss opportunities to interact with children as they work and play in a way that will move learning on at a good pace. While activities are planned with a clear purpose, not enough attention is given to the next steps in learning for different groups, for example, to challenge the more able children.

What the school should do to improve further

- Make sure that all activities and interactions with children in the Reception Year are sharply focused on next steps in learning.
- Improve the use of assessment data to more frequently review pupils' progress and to ensure that all pupils are always challenged fully.

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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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

¹Grade 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

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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**

27 February 2009

Dear Pupils

Inspection of Our Lady Queen of Peace Catholic Primary School, Worcester WR2 4EN

Thank you for helping us when we visited your school. We enjoyed talking with you, visiting your lessons and looking at your work. We found out that yours is a good school. You make an excellent contribution to your school and to the wider community. Your behaviour is impeccable and you get on extremely well with each other and with the adults in school. Well done!

Your school prepares you well for your future lives. You develop good personal qualities and you make good progress with your work. You do well because your school is a friendly and welcoming environment in which everyone is valued. The adults look after you well. You told us that you feel safe at school and that you can approach an adult in school if you have any worries or concerns.

The teaching in your school is good and this is another main reason why you do so well. The curriculum is good too, with many interesting activities in addition to your daily lessons. The themed weeks, such as the multi-faith week, seem very interesting and we enjoyed looking at photographs of it. You are given good guidance when teachers mark your work and through your targets. In this way your school helps you to take responsibility for your learning.

All the adults in school are continually looking for ways to make it even better. We have asked them to do these two things in particular.

- Make sure that there is always a sharp focus on the next steps in learning for children in the Reception class. A lot of developments are taking place in Reception and many good things are happening there already. However, the school knows that more work is needed because children's learning in this class is satisfactory and could be better.
- Carry out more frequent checks on your progress. The information on how well you are doing also needs to be used more to ensure that you are always given the right level of challenge in lessons.

You can help by continuing to work hard and by remaining such pleasant and helpful young people. Thank you once again for your help.

Yours sincerely

Alison Grainger

Lead inspector