

# Maryvale Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	103426
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336078
<b>Inspection dates</b>	17–18 May 2010
<b>Reporting inspector</b>	Kath Campbell

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev David Oakley
<b>Headteacher</b>	Damien McGarrigle
<b>Date of previous school inspection</b>	15 May 2007
<b>School address</b>	Old Oscott Hill Kingstanding Birmingham
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## Introduction

This inspection was carried out by two additional inspectors. They visited 14 lessons and observed nine teachers. One lesson was jointly observed with the headteacher. The inspectors also held meetings with the headteacher, staff, pupils and governors. They looked at the school's work and scrutinised a wide range of documentation, including information on pupils' progress, child protection and safeguarding procedures and analysis of test results. They sampled pupils' past and present work and scrutinised 82 parental and 108 pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether all groups of pupils, particularly more able pupils, make enough progress
- whether the improvement in Key Stage 1 is being sustained and whether Key Stage 2 pupils are back on track after a dip in standards in 2009
- how well teachers use assessment and target setting to challenge and whether there is any variation in provision between Key Stage 1 and Key Stage 2 that is impacting on standards
- what impact the faculty leaders and curriculum groups have on ensuring all groups are well provided for, particularly in classes with fewer boys in Key Stage 2
- whether the new senior leadership strategy team, leaders at all levels and governors monitor with enough rigour to bring about improvement.

## Information about the school

Maryvale is an average sized school that serves a community on the outskirts of the city. The proportion of pupils from minority ethnic backgrounds is below average and very few have English as an additional language. An average number of pupils are entitled to free school meals. The percentage of pupils with special educational needs and/or disabilities is below average and very few pupils have statements of educational needs. In recent years, the school has received Activemark and Healthy Schools status in recognition of its work.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Maryvale provides a satisfactory and improving quality of education. Its main strength lies in its excellent spiritual development. Occasions, such as celebration mass, create a deeply impressive sense of community and make a major contribution to pupils' good personal development. The headteacher and two members of staff who form the senior leadership strategy team complement each other's skills well. They know what needs to be done and are the major driving force behind improvement. Parents appreciate the recent improvements that have been made. One parent expressed the views of many commenting, 'The progress in school has been steered steadily in a positive direction.'

Pupils make satisfactory progress from their starting points and typically reach average standards by the time they leave. Thanks to the introduction of well-targeted initiatives, standards have risen since the previous inspection, especially in reading and particularly in Key Stage 1. Results in Key Stage 2, although improving, are not as strong, mainly because initiatives have not yet had a full impact on older pupils. Writing is an area for development throughout the school. More able pupils do not always reach the standards of which they are capable and there are missed opportunities for pupils to practise their writing skills in other subjects. Nevertheless, the picture is positive and there are very clear indications that pupils in the current Year 6 are back on track after a dip in 2009.

Pupils are proud of their school and know they are part of a caring community. They have a good understanding of how to lead a healthy lifestyle and greatly enjoy sporting activities. Behaviour in lessons is good and pupils enjoy coming to school because they get on well with the adults who teach and look after them.

The quality of teaching and learning is satisfactory and the proportion of good teaching has increased as a result of tighter monitoring. Teachers and support staff work well together and do much to make learning enjoyable. However, not all teachers ask enough of pupils and activities do not always meet pupils' needs or build on their prior attainment. The school recognises further work remains to be done to ensure greater consistency in the use of assessment in order to provide the right level of challenge, particularly for the more able. Whilst there are examples of good practice, not all teachers use marking effectively enough to show pupils how to improve their work. The curriculum is satisfactory with some good features. Out-of-school clubs and activities do much to develop positive attitudes and promote healthy lifestyles. More exciting and challenging activities, designed to develop enquiry skills through cross-curricular links, are at the developmental stage. The school provides a good level of care, guidance and support. It works well with partner institutions and support for pupils whose circumstances make them vulnerable is particularly effective, enabling them to participate fully in school life.

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Self-evaluation is accurate. Senior leaders know their school well and the headteacher's monitoring of teaching is detailed and precise. However, faculty leaders are not yet empowered to have a clear enough overview of standards or progress. Currently, they are not sufficiently involved in the monitoring process. Although the governing body is well led, effectively organised and highly supportive of the school, governors do not have a prominent enough role in monitoring the outcomes for pupils in order to hold the school to account for what it achieves. Nevertheless, the school is heading in the right direction. Better tracking systems, improved teaching quality, more effective use of assessment and a strong commitment towards improvement ensure the school's capacity to improve is satisfactory.

**What does the school need to do to improve further?**

- Raise standards in writing across the school, particularly for more able pupils, by:
  - increasing the level of challenge so that all pupils make progress in line with their ability
  - increasing opportunities for pupils to develop their writing skills across the curriculum.
- Increase the proportion of good or better teaching by:
  - sharing best practice
  - ensuring all teachers use assessment information with greater accuracy to match work to needs and abilities
  - ensuring pupils have a clear understanding of how to improve their work.
  - Ensure managers at all levels and governors monitor the work of the school with greater rigour by:
    - giving faculty leaders a more prominent monitoring role
    - measuring the success of initiatives by their impact on outcomes for pupils
    - giving governors more opportunities to gather first-hand information about the school's work so that they provide greater challenge for senior leaders.
  - About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next Section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils enter Year 1 with a mixed range of skills that are close to national expectations for their age. As they move through the school, most pupils, including those with special needs and/or disabilities, make satisfactory progress and overall standards are rising. In Key Stage 1, greater attention to sounds and letters and spelling has made a major contribution to rising standards. Elsewhere, earlier identification of potential underachievement and the introduction of effective intervention strategies have also had

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a positive impact. In Key Stage 2, standards dipped to below average in the 2009 national tests for eleven year olds. The inspection team focused its attention on whether older pupils are making enough progress. They found that there had been underachievement, particularly of more able pupils and some boys, but that initiatives such as 'Extended Writing', combined with the introduction of reading material with a focus on boys' interests, were starting to take effect. Thanks to tighter tracking, there is no significant difference in the overall achievement of boys and girls. However, not enough more able pupils achieve standards in line with their ability, particularly in writing.

Effective learning was illustrated in a good Year 4 lesson, where pupils were finding out about objects with high and low water resistance. There was much excitement as tests were carried out and pupils made good gains in their knowledge because the activity was interesting and provided a good level of challenge for all abilities.

Pupils are proud of their school and the school council has a valued voice in decision making. A strong Catholic ethos successfully underpins outstanding spiritual and good moral, social and cultural development. Pupils receive a satisfactory range of opportunities to contribute to the school and wider community through, for example, becoming peer mediators. Attendance is close to the national average and most pupils enjoy coming to school. They show positive attitudes towards their work and eagerly embrace responsibility. The school prepares pupils satisfactorily for the next stage of their education and most pupils develop into mature, confident individuals. They know a great deal about adopting a healthy lifestyle. They behave very well in lessons but, occasionally, some do not behave as well around the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>  3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Although the quality of teaching is much improved, there is not yet enough good teaching to promote good learning. All classrooms are productive learning environments where lessons run smoothly because relationships are strong. Teachers use interactive whiteboards effectively to capture pupils' interest. There is a good level of support for pupils with additional needs, enabling them to make as much progress as others. Where teaching is at its best, staff make good use of assessment information to provide challenging work for all groups of pupils. There is a lack of consistency, however, because not all teachers understand the importance of assessment in raising standards. In some lessons, teachers spend too long explaining things, leaving pupils with too little time to practise their skills.

The curriculum is in the process of change. The school is embarking on developing greater creativity. Plans are in hand to extend pupils' literacy and numeracy skills further through other subjects. The current range of activities clearly engages most pupils well. In their questionnaire responses, pupils express a good level of enjoyment. Information and communication technology is becoming a more integral part of learning and is used effectively to enhance learning across a range of subjects. The introduction of themed weeks has boosted pupils' enjoyment and given them a wider appreciation of other cultures. There is a sound programme of personal, social and health education and a satisfactory range of extra-curricular clubs that cater effectively for younger and older pupils.

Well-structured welfare procedures promote pupils' good personal development. Teaching and support staff make a positive contribution to the learning of those who are potentially vulnerable or those with specific needs. Pupils are confident they can confide in an adult if problems arise and, in discussion, they say they feel very safe. Parents value the care shown to their children.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>  3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The relatively new senior leadership team successfully instils the drive and ambition needed to improve school performance. School development planning identifies areas in most need of improvement and is an effective working document. This is underpinned by more precise data analysis than in the past that focuses on the progress of individual pupils. Although further work remains to be done, the upward trend in the quality of teaching is directly attributable to sustained, effective monitoring by senior leaders. The monitoring role of faculty leaders and governors is less well-developed.

The school promotes equality of opportunity satisfactorily but has missed some opportunities to focus on the needs of the more able. It is strongly inclusive and values each pupil as an individual. Pupils are made aware of the need to tackle discrimination through, for example, their links with other schools within the Catholic cluster. Safeguarding procedures are secure, and there are careful checks on all those who work in school. Links with parents and partnerships with other institutions are satisfactory and developing well. The school and governors are purposefully involved in developing community cohesion. At a local level, links are very strong within the immediate Catholic community. The school has yet to broaden its horizons through links with other schools at a national and international level.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery with a wide range of skills, knowledge and understanding



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that are close to expectations for their age. They make satisfactory progress. In targeted areas, such as the development of reading in the Reception class, progress is good. Throughout the Early Years Foundation Stage, the strong emphasis on children's personal, social and emotional development is particularly effective in establishing firm foundations for good personal outcomes. The effective relationships that staff develop with families encourage parents and carers to become fully involved in their children's learning right from the start. Children have a good early understanding of how to stay fit and healthy. The staff work together effectively as a team and develop children's speaking and listening skills well. They make learning fun and, as a result, children thoroughly enjoy the activities on offer. A good example of this occurred during the inspection, when there was great excitement and much animated discussion about the baby chicks that had recently hatched. The quality of teaching and learning is satisfactory. Teaching strikes the right balance between child-initiated and adult-supported activities. All activities are purposeful, although some do not always provide enough challenge for the more able. There are adequate opportunities for children to work both indoors and outside, but the layout of the building sometimes restricts children's freedom to choose whether they work inside or out. 'My Learning Journey' books provide good insight into each child's progress. Leadership and management are satisfactory. Effective interim arrangements during the co-ordinator's recent maternity leave have enabled steady development because there is a strong shared commitment by all staff towards improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Parents and carers who responded to the questionnaire are very supportive of the school. They particularly like:

- their child's enjoyment of school
- that their child feels safe
- the way in which the school helps their child adopt a healthy lifestyle.

Some parents expressed concerns. They feel the school does not:

- give enough information for them to know whether their child is making the right amount of progress
- help them to support their child's learning
- deal effectively with unacceptable behaviour

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- take enough account of their suggestions and concerns.

The inspection team followed up all the concerns raised. The school acknowledged that parents' evening arrangements had needed to be revised following the spring term meeting when some parents did not have enough time to learn about their child's progress. The school is very aware that greater involvement of parents and better communication are important on-going areas for development. Behaviour in classrooms was found to be at least good in all lessons observed. However, there were a few occasions outside the classroom where pupils did not behave as well as they should.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Maryvale Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	41	46	56	2	2	0	0
The school keeps my child safe	30	37	47	57	3	4	0	0
The school informs me about my child's progress	18	22	50	61	14	17	0	0
My child is making enough progress at this school	24	29	44	54	12	15	1	1
The teaching is good at this school	24	29	49	60	8	10	0	0
The school helps me to support my child's learning	17	21	49	60	14	17	1	1
The school helps my child to have a healthy lifestyle	28	34	50	61	2	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	17	54	66	6	7	1	1
The school meets my child's particular needs	18	22	55	67	7	9	1	1
The school deals effectively with unacceptable behaviour	22	27	44	54	13	16	1	1
The school takes account of my suggestions and concerns	15	18	47	57	14	17	1	1
The school is led and managed effectively	26	32	45	55	9	11	1	1
Overall, I am happy with my child's experience at this school	29	35	41	50	11	13	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 May 2010

Dear Pupils

Inspection of Maryvale Catholic Primary School, Birmingham, B44 9AG

Thank you for looking after Mr Neat and me so well when we visited your school this week. We particularly enjoyed talking to you about your work and watching you in lessons and in the playground.

You go to a satisfactory school that is improving all the time.

These are some of the things we enjoyed most.

You have a good understanding of why eating healthily and keeping fit are important.

You get on well with the grown ups who teach and look after you.

Most of you enjoy school and think you learn a lot in lessons.

These are the things we have asked the headteacher, your teachers and the governors to do to help to make your school even better:

- help all of you, but particularly those of you who are good at literacy, to reach higher standards in writing
- make sure that you all receive hard enough work so that you can all make good progress
- check more carefully on whether the school is doing well enough.

You can help by behaving well, coming to school on time and always trying to do your best.

My best wishes to you all.

Yours sincerely

Kath Campbell

Lead inspector

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