

Our Lady of the Rosary Roman Catholic Voluntary Aided Primary

Inspection report

Unique Reference Number	114282
Local Authority	Durham
Inspection number	338329
Inspection dates	13–14 July 2010
Reporting inspector	Georgiana Sale

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	337
Appropriate authority	The governing body
Chair	Mr Joe Raine
Headteacher	Miss Christine Robson
Date of previous school inspection	Not previously inspected
School address	Westway Peterlee County Durham SR8 1DE
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 24 lessons and saw all thirteen staff teach. They held meetings with governors, staff and groups of pupils, and talked with some parents and carers. They observed the school's work and looked at documentation, including records of pupils' progress, the school improvement plan, assessment information, policies and samples of pupils' work. Information about safeguarding was evaluated. Inspectors also took into account the views of staff and pupils expressed in questionnaires. They received and analysed 76 questionnaires from parents and carers.

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

- the monitoring of the performance of all pupils and whether action is taken if there is any underachievement
- the standards and current rates of progress in all core subjects, especially science
- whether the proportion of good or better lessons is high enough to raise attainment at Key Stage 2.

Information about the school

This is a larger than average school. There are very few minority ethnic pupils, including those whose first language is not English. An average proportion of pupils have special educational needs and/or disabilities, although a greater than average proportion of pupils have a statement of special education needs. The proportion of pupils known to be eligible for free school meals is above average.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Our Lady of the Rosary Primary School provides a satisfactory standard of education. Its main strength lies in the good development of pupils' personal qualities. Pupils acquire a clear understanding of right and wrong and are very thoughtful towards others. They feel exceptionally safe and confident at school. Good relationships between adults and pupils result in the latter's good behaviour and attendance.

Achievement is satisfactory. The overwhelming majority of parents and carers are pleased with the school's work, especially the provision in the Early Years Foundation Stage where children get off to a good start in the stimulating and friendly environment. After that, progress is satisfactory but slows slightly in Key Stage 2 where teaching is weaker. This results in pupils' broadly average attainment in English and mathematics by the time they leave Year 6. It is more irregular and slightly lower in science.

While teaching is satisfactory, not all teachers ask enough of pupils, and activities do not always meet pupils' needs or build on what they can already do. As a result, more-able pupils are not always sufficiently challenged and others find some work too difficult. Pupils with special educational needs and/or disabilities make similar progress to all other pupils.

The level of care and support for the pupils is satisfactory. The pupils are proud of their school and take part in the life of the school and their parish community. Overall, pupils' spiritual, moral, social and cultural development is good. It is promoted by the stronger aspects of the otherwise satisfactory curriculum. Pupils' cultural development is stronger in relation to local communities and the school is currently finding more ways to develop pupils' knowledge and understanding of diversity beyond the local community.

The headteacher and the governing body have a shared determination to ensure that all pupils develop as individuals. However, they recognise that other leaders in the school need to play a greater role in monitoring and improving key areas of teaching and learning, and to coordinate action to help all pupils make better progress. Although the quality of teaching is monitored and evaluated by the headteacher, the outcomes are not always sufficiently analysed nor followed up in a systematic and regular way in order to share the areas of good practice or to raise achievement.

The school has a satisfactory capacity to improve further, as demonstrated by accurate whole school self-evaluation, and the use of secure systems to drive an overall trend of improvement. The school provides satisfactory value for money.

What does the school need to do to improve further?

- Increase accountability and share leadership across the whole staff, by:
 - involving subject leaders more in monitoring performance, supporting lessons and coordinating intervention strategies
 - having clear and robust lines of accountability between the governing body, the senior management team and all middle leaders.
- Raise the quality of teaching and learning in Key Stage 2 to be at least good by:
 - ensuring that all teachers accurately level pupils' work against National Curriculum descriptors and use pupils' assessment data to provide suitably challenging learning opportunities for all pupils
 - sharing the areas of good practice across the school.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The pupils enjoy school and their positive approach to learning helps them to make satisfactory progress in their lessons. Their good social, moral and spiritual development shows in the way in which they are thoughtful, tolerant and treat each other with respect. Pupils work well as individuals, in pairs and in groups. They recognise the value of listening to each other and know how to work well in teams. They are eager to use computers and enjoy problem solving in practical science activities.

Children join the Nursery with skills that are lower than those typical of children of that age. All pupils make good progress up to the end of Key Stage 1. However, after that they make only satisfactory progress in lessons because of inconsistencies in the quality of teaching in Key Stages 2. As a result, standards in English and mathematics are broadly average by the time they leave Year 6. Standards are slightly lower in science, but improving. This is so for all groups, including those pupils with special educational needs and/or disabilities and those very few pupils from minority ethnic backgrounds.

Pupils understand what to do to stay healthy and enjoy their appetising lunches, which the school council has helped devise. Pupils have an excellent understanding of how to keep themselves safe and all are aware of risks associated with using the internet and other modern technologies. Pupils' satisfactory achievement, good behaviour and attendance, and positive attitudes provide a firm platform for the next stage of their education.

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although elements of good teaching were seen, there is not yet enough to promote good progress throughout the school. All classrooms are a positive place to learn because relationships are strong. Teachers use interactive whiteboards effectively to capture pupils' interest. Where teaching is good, teachers use what they know about individual pupils to quickly motivate and involve them in challenging work, with different tasks matched well to differing abilities. In some lessons, teachers' expectations of what pupils are capable of doing are too low and there is not enough variation in the work given to pupils of differing ability. Teachers have begun to tell pupils how to improve their work and what they need to learn next. The best assessment practice is in English; it is not, however, as effective in mathematics and science.

The curriculum is satisfactory. It is enhanced by a range of extra-curricular activities and an increasing number of trips, such as a recent visit to France. Pupils' personal qualities are well promoted across the whole curriculum.

The school provides suitable care and support to ensure that all pupils feel very safe and well protected. Provision for pupils in need of additional help, including those with special educational needs and/or disabilities, helps them to make the progress expected of them. The impact of interventions and initiatives to help raise standards is not always evaluated with sufficient urgency and this limits the quality of guidance pupils are offered to improve their work. Partnerships with other professionals give timely, targeted support when necessary for pupils with behavioural, medical and social problems. The school works well with parents, carers and other schools to provide good support to ensure a smooth transition into the Reception class and to the secondary

school.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership of the school is satisfactory. The impact of the leaders work can be seen, in the good attendance, in the good development of pupils' personal qualities and the rising proportion of pupils making good progress in English and mathematics. The school improvement plan reflects the school's mostly accurate self-evaluation. However, the evaluation of action plans is weaker and middle leaders are not sufficiently accountable for the quality of teaching and learning within their area of responsibility.

The governing body provides satisfactory support for and increasing challenge to the school and has a clear commitment to pupils, their families and the community. Provision for the promotion of equal opportunities is satisfactory. Although there are slight differences in the rates of pupils' progress, they share similar opportunities to learn. There is no discrimination or harassment of minority groups. Safeguarding procedures are secure, including measures for child protection. The school makes a satisfactory contribution to the promotion of community cohesion. There is a strong school community and pupils have a developing awareness of global issues, but they have a more limited understanding of the cultural and ethnic diversity in the United Kingdom. The budget is managed efficiently and, taking account of the outcomes for pupils, the school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate	
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. They start school with skills that are below age-related expectations and make good progress. By the end of the Reception Year children's skills are broadly as expected for their age. Strong links with parents and carers help to make a smooth transition into school and children settle quickly and feel secure. All procedures regarding safeguarding are in place.

Staff know each child very well and constantly review their progress in order to adapt what experiences the child will be offered. Learning opportunities are imaginative and well organised so that children make good progress in all areas of learning. Children enjoy taking part in new experiences and, as their confidence grows, they make guided or independent choices in all areas of learning, both inside and outside.

Behaviour is managed well and children are encouraged to form good relationships with each other and with adults. They learn to keep themselves safe and healthy and begin to develop an awareness of the feelings and needs of others. Good leadership ensures that staff have a clear focus on improving the quality of learning and well-being of the children. Effective teamwork is brought about by daily meetings to evaluate what has gone well and how to make the provision better for all. Many successful strategies, for example, the 'Stay and Play' scheme, have been used to encourage the involvement of parents and carers contributing to the good progress made by all children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers found the school helpful and supportive of their child's needs and many spoke positively about the pastoral care provided by the school and how happy their child was. The inspectors agreed with this. A small minority had some concerns about the lack of challenge in the school and school inspection findings agree with this. A very small minority also thought communications

with them could be improved, especially about which group their child moves into at the start of a new school year. Inspectors are reassured that the school will see what can be done about this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Our Lady of the Rosary Roman Catholic Voluntary Aided Primary 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 337 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	66	24	32	1	1	0	0
The school keeps my child safe	53	70	23	30	0	0	0	0
The school informs me about my child's progress	43	57	31	41	2	3	0	0
My child is making enough progress at this school	46	61	27	36	3	4	0	0
The teaching is good at this school	48	63	28	37	0	0	0	0
The school helps me to support my child's learning	43	57	31	41	1	1	0	0
The school helps my child to have a healthy lifestyle	41	54	33	43	2	3	0	0
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)	47	62	25	33	2	3	1	1
The school meets my child's particular needs	47	62	25	33	1	1	1	1
The school deals effectively with unacceptable behaviour	42	55	29	38	3	4	1	1
The school takes account of my suggestions and concerns	37	49	33	43	4	5	1	1
The school is led and managed effectively	39	51	34	45	1	1	1	1
Overall, I am happy with my child's experience at this school	50	66	23	30	3	4	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



July 15 2010

Dear Pupils

Inspection of Our Lady of the Rosary Roman Catholic Voluntary Aided Primary, Peterlee, SR8 1DE

We really enjoyed visiting your school and I am writing to thank you for two very interesting days. Your thoughts and views helped us to make our judgements. You go to a satisfactory school that has some good elements.

We judged that:

- you get on well with each other and with the grown ups who teach and look after you
- you enjoy your work and behave well in and out of lessons
- you feel very safe and know there are always adults to help sort out any problems for you.

The most important things we have asked school leaders and staff to do are listed below:

- make sure that your teachers and other adults expect the best from you all and that they carefully check on your learning and progress regularly
- ensure that teachers who are in charge of a subject make sure that they know how well all pupils are progressing in that subject, and what can be done to raise the standard of your work in their subjects
- ensure that teachers plan the right work for each of you and to give you harder work to do in class when they think you could manage it.

You have a very important part to play in improving your school and your chances of achieving well. You can do this by having a go at any more difficult work your teachers give you and attending school every day.

Yours sincerely

Georgiana Sale

Lead Inspector

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