

# Our Lady's Catholic Primary School

Old Chapel Street, Edgeley, Stockport, Cheshire, SK3 9HX

**Inspection dates** 19–20 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- It provides a calm and supportive place where pupils learn well and in which their safety and outstanding personal development thrive.
- Pupils consistently behave exceptionally well.
- Children in Reception get off to a good start and make good progress.
- Attainment in reading, writing and mathematics has improved strongly since the previous inspection. Pupils achieve well by the end of Year 6.
- School leaders and managers have successfully raised the quality of teaching to be good. They have steered the school from satisfactory to good over the past three years.
- The governing body challenges the school well and rigorously holds school leaders to account.
- The school's successful work with the local authority has enabled it to embed strong systems to help its continued improvement.

### It is not yet an outstanding school because

- Although teaching overall is good there are some remaining inconsistencies and there is not yet enough outstanding teaching.

## Information about this inspection

- Inspectors observed 17 lessons and parts of lessons.
- Meetings were held with pupils, staff members, the governing body, and a representative of the local authority. There was some informal discussion with parents and inspectors took account of 15 responses via the on-line questionnaire (Parent View).
- Inspectors observed the school's work and scrutinised a wide range documentation including national assessment data and the school's own assessments, minutes of governing body meetings, the school's own view its work, local authority reports, samples of pupils' work and safeguarding documentation.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Jennifer Lawrence

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average sized school in which the very large majority of pupils are White British.
- An above average proportion of pupils is known to be eligible for free school meals and, therefore, supported by funding through the pupil premium.
- The proportion of pupils supported by school action is broadly average.
- A similar proportion of pupils is supported by school action plus or have a statement of special educational needs.
- The school meets the current floor standards which are the government's minimum expectations for pupils' attainment and progress at the end of Year 6.
- A breakfast club is provided by the school during term time.

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

- Raise the quality of teaching to outstanding by:
  - making sure that work in mathematics always brings the very best out of all pupils in all classes
  - fully embedding good marking in mathematics so that it always challenges pupils to take the next steps toward improvement, and checking to see that it is done
  - consistently using outstanding teaching in the school as a model for all lessons.

## Inspection judgements

### The achievement of pupils is good

- When children start in Reception their skills generally are below those typically expected for their age. This is especially true of their communication skills and their personal and social development. Good quality care and good teaching help children to settle in very quickly, play together well and become eager to learn. By the time children leave Reception their skills are broadly average in all that they do.
- Good progress continues in Years 1 and 2 because pupils are taught well. Standards in reading, writing and mathematics show steady improvement over the three years since the previous inspection. They were average in 2012. Current assessments and pupils' work show that pupils' continued improvement is likely, especially in the number of pupils on track to reach the higher Level 3 in all subjects.
- Standards in Year 6 in 2012 were above average in English and mathematics confirming pupils' good achievement. Current assessments and the overall standards of pupils work in Years 3 to 6 show good progress. Pupils in Year 6 are on track to achieve above-average standards by the end of the current year. This has come about as the result of some highly effective teaching and leaders' strategy of setting aspirational progress targets for the whole school.
- Reading has a high profile in the school and pupils achieve particularly well. The early teaching of phonics (letters and the sounds that they make) is very effective. This gives Reception and Year 1 pupils the confidence they need to tackle reading (and writing) on their own. By Year 2, pupils read confidently and use their phonics knowledge well to make sense of what they read. By the end of Year 6, skills are above average. Pupils enjoy reading and talk enthusiastically about the books they have read and their favourite authors. They know how to find information that they need and show good levels of understanding.
- Disabled pupils and those with special educational needs make better progress than similar groups nationally and achieve well from their varying starting points. The management of their learning has improved since the previous inspection. Learning plans are clearly mapped out and matched well to pupils' particular needs. The quality of teaching and other support they receive is good and their progress is closely checked to ensure that there is good pace to their learning.
- The pupil premium is used effectively to boost learning. One-to-one support and additional teachers help those pupils who may be potentially at risk of underachieving, including those known to be eligible for free school meals. Assessments show that additional help is very successful. In 2012, the group did better overall than others in the school. Consequently, these supported pupils attain higher in English and mathematics than pupils who are not supported by the pupil premium. This is much better performance than by similar groups nationally where their attainment lags behind the overall national average.

### The quality of teaching is good

- 'The best thing about Year 5 is that the teacher makes it fun.' That written comment from a pupil is echoed throughout the school by pupils in all classes. Lessons are lively, challenging and enjoyable.
- There are very trusting relationships between teachers and pupils and these underpin the good quality of teaching and learning. Teachers value the contribution that pupils make in lessons. Consequently, pupils are confident. They know that they can learn from mistakes without losing self-esteem and are always willing to 'have a go' as a result.
- Teachers use a good variety of methods to capture pupils' interest, help them to become resourceful thinkers and to learn without always relying on the teacher to show them what to do.
- An outstanding aspect of teaching and learning is the way in which pupils are encouraged to

assess their own progress. At the beginning of the lesson, this is used by teachers and pupils to decide on the next steps for learning. At the end of the lesson, pupils gauge how much they have learned. This means that teaching is almost always well matched to pupils' different needs.

- Teachers' marking is mostly good. An effective and clear marking policy is now in place. However, mathematics marking does not consistently give pupils clear guidance about what to do next to improve their progress.
- Another strength is teachers' questioning of pupils. Questions are used to make pupils think about their own ideas and if there are other ways of doing things, as well as helping teachers to assess pupils' understanding.
- Technology is used well in lessons. Teachers use electronic whiteboards skilfully to make learning clearer for pupils. Computers and tablet computers often feature as learning tools and give opportunities for pupils to learn independently.
- Teachers plan numerous opportunities for pupils to develop writing skills by writing for different purposes. In mathematics lessons there is a good focus on applying skills. A good example was when pupils had to remember how numbers were set out on a mobile phone keypad and apply this to mental problems posed by the teacher.
- Teaching assistants provide strong learning support. They work and plan very well with class teachers and have a good understanding of pupils' individual needs.
- Despite the usually good, and at times, outstanding teaching there are some aspects for the school to improve. For example, in some mathematics lessons, pupils work too much within their comfort zone and do not make the very best progress they could. There are also occasions when work is too challenging so, again, the teacher does not get the best from pupils. There is also scope for the best teaching in the school to be used more effectively as a model for all lessons so that the quality is improved further.

### **The behaviour and safety of pupils are outstanding**

- The introduction of 'assertive mentoring' which gives pupils the responsibility for their own learning, behaviour, attendance and punctuality has had an enormous impact in the school. Pupils' previously good behaviour and attitudes to learning are now excellent because they stem from the pupils themselves and contribute significantly to their outstanding spiritual, moral, social and cultural development.
- Pupils are invariably courteous toward adults and each other. They behave sensibly in the playground and around the school and know how to behave appropriately in different situations such as during assemblies or in the dining room.
- Behaviour in lessons is exemplary. Pupils listen attentively to their teachers, take part in activities eagerly and work hard.
- Pupils say that they feel entirely safe in school. Parents agree overwhelmingly with that view. Pupils know the different forms that bullying can take, including cyber-bullying and name-calling and are adamant that they do not happen in their school. Pupils are aware of the safety measures provided on site and how they are used as well as possibly dangerous situations outside of school.
- Attendance is above average and pupils are very competitive about winning the weekly attendance certificate. Punctuality is good, helped by the breakfast club that is also appreciated by parents for the additional early morning care and safety it provides.
- Pupils contribute extremely well to the everyday life of the school. Older pupils are very good role models. They reflect, for example, on how helpful they found the 'playground friends' to be in the past and now make sure that a well established tradition continues. The school council gives all pupils an opportunity to share their ideas about school matters and generally are excellent ambassadors for the school when showing visitors round.

**The leadership and management are good**

- The headteacher and governing body have worked purposefully and successfully to significantly improve the school over the past three years.
- The senior leadership team has supported the headteacher well. It has taken a leading role in the school's work with the local authority to embed new systems for checking academic and teaching outcomes. As a result of this effective partnership, both have improved significantly. Despite that, there is no complacency. Leaders acknowledge the way to move the school on is to raise teaching quality to outstanding.
- The management roles of subject leaders are more focused and more effective than they were at the previous inspection. Leadership skills have improved and as a team, leaders are driving good curriculum development and increasing opportunities for pupils to raise their personal goals and achieve well across the range of the curriculum
- Good management of teachers' performance and professional development is a crucial aspect of the school's success. All teachers know that their work is measured according to the 'Teachers' Standards'. Regular observation and assessment provides the basis for training to improve professional skills. Teachers know how they are accountable for pupils' progress and how their salary progression is linked to responsibility and successful teaching.
- **The governance of the school:**
  - The governing body provides strong challenge and sets clear direction for the school. Effective training in aspects of governance has equipped it well to raise important questions about the school's academic performance and future development. It is equally supportive of the schools' initiatives and checks with leaders to ensure that they benefit the pupils. Statutory responsibilities are dealt with effectively. Finances are managed well. Governors have a clear oversight as to how effectively the pupil premium is used and how teachers pay progression is linked to their performance. Safeguarding measures meet all government requirements. Relevant training regarding child protection and safe recruitment of staff is up-to-date.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106114
<b>Local authority</b>	Stockport
<b>Inspection number</b>	400820

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

<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 of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Catherine Gould
<b>Headteacher</b>	Christine Beswick
<b>Date of previous school inspection</b>	14 October 2009
<b>Telephone number</b>	0161 480 5345
<b>Fax number</b>	0161 480 1086
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