

# Guardian Angels Catholic Primary School

Hurst Lane, Shard End, Birmingham, B34 7HN

**Inspection dates** 13–14 November 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Children begin with starting points which are well below what is typical for their age. They do well in their learning in Reception and make good progress. This is due to the consistently good teaching which helps them improve.
- They continue to make good progress throughout the school and leave in Year 6 with standards which are broadly in line with those of other children nationally in all subjects, and sometimes higher.
- The overall quality of teaching is good and some is outstanding. Teachers set tasks which are exciting and stimulating in order to motivate pupils to learn, ensuring they make good progress in lessons.
- Behaviour in and around school is always good and at times exemplary. Pupils manage their own behaviour well even in situations when an adult is not present.
- Relationships are strong; pupils are keen to learn and eager to come to school because of the care and support provided by the school which make them feel safe.
- The school is led purposefully by the headteacher and she is well supported by the governing body, senior leaders and staff. They have a clear understanding of the areas for development and have acted to improve these. As a result attainment is rising again and teaching continues to improve.

### It is not yet an outstanding school because

- Activities in some lessons, especially in mathematics, are not always planned to meet the needs of all pupils. Some find the task too easy and others too difficult.
- Governors offer appropriate challenge to the school but could sharpen this by checking more things for themselves.

## Information about this inspection

- The inspectors observed teaching in 13 lessons, three of which were joint observations with senior staff. Pupils were also observed during morning break and at lunchtime.
- The inspectors took into consideration a range of evidence including: pupils' progress data; the school's own evaluation; and documentation relating to behaviour, attendance and safeguarding.
- Meetings were held with staff, pupils and members of the governing body. An inspector also had a telephone conversation a representative from the local authority.
- Inspectors took account of the 55 responses to the on-line parent questionnaire (Parent View) and discussions with parents during the day.
- Inspectors checked pupils' work and listened to them read.

## Inspection team

Shahnaz Maqsood, Lead inspector

Additional Inspector

Linda Rowley

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- It has a larger than average proportion of girls.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals and pupils from other groups, is well above average.
- The proportion of pupils from minority ethnic groups is average and the proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils supported at school action is well above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is just below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A breakfast club is managed by the school's governing body.

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

- Strengthen teaching further so that more is outstanding by ensuring that all teachers set a range of tasks which meet the pupils' varying needs, particularly in mathematics.
- Improve the rigour in leadership and management by ensuring that governors check more things for themselves and rely less on the information supplied to them by the headteacher.

## Inspection judgements

### The achievement of pupils is good

- Since the last inspection changes made to the style of teaching in the Reception class now ensure that children are given ample opportunities to take the lead in their own learning. From very low starting points, compared with those typically expected for their age, they make good progress because of effective guidance and support from adults. They enter Year 1 with attainment that is a little below average.
- Pupils make good progress in Key Stage 1, so that their attainment by Year 2 is broadly average. Staff have a good knowledge of the teaching of links between letters and sounds which was recently consolidated. In 2013 the proportion of pupils in Year 1 achieving the expected standard in phonics was similar to that of other pupils nationally. However, by Year 2 all of the pupils reached the expected standard.
- Teachers generally plan well for the different abilities, including challenge for the more able. All pupils in this group made at least the expected progress in all subjects last year. The school has made extra provision for these pupils in order to accelerate their progress further, especially in mathematics.
- Pupils in Year 3 to 6 also make good progress in all subjects and particularly in reading, which has improved as a result of better teaching. Standards in 2011 and 2012 were higher than they were in 2013. This was caused by changes in the make-up of the cohort and by the impact of temporary teaching. Evidence from this inspection and from pupils' books shows that standards are set to rise again in 2014 and that pupils continue to make good progress in English and mathematics.
- In 2013, Year 6 boys did less well than girls in mathematics; the school has recognised this and is closely monitoring progress of boys in this subject. Current data show that this is not an issue in other year groups.
- Disabled pupils and those who have special educational needs also make good progress because planning is detailed and specific to their individual needs.
- The most recent data show that pupil premium pupils make progress at the expected level and broadly in line with their peers in all subjects; it is strongest in reading. In mathematics, smaller proportions of pupil premium pupils made more than expected progress than did other pupils.
- Pupils from ethnic minority backgrounds and those who speak English as an additional language make similar and sometimes better progress than their classmates and peers nationally.
- Inspection evidence from the school's own records of pupils' progress and evidence from children's books show that pupils are currently on course to make good progress.

### The quality of teaching is good

- Teaching is generally good and sometimes it is outstanding. Where it is best, teachers have high expectations and plan tasks which are matched to the learning needs of the pupils, in which they make good progress.

- Teaching is consistently good in the Reception class. Pupils enjoy the learning because activities are exciting and interesting. Adults are very involved in the children's learning and are aware of what they need to do to help them achieve, enabling them to make good progress.
- Teachers use resources which engage and stimulate pupils' interest, and problems are related to real life situations. For example, when Year 2 pupils were learning about money, they were given a range of objects with prices and a shopping list which they had to pay for using coins. This enhanced their understanding and they were able to speak clearly and accurately about their learning.
- Teachers use questions effectively to find out what pupils know and understand, and use these to guide them to clarify their thinking and deepen their knowledge.
- Relationships are very positive in lessons. Teachers know the pupils well and therefore the learning environment is calm and purposeful and all are able to work without hindrance.
- The school has recently reviewed its system for marking in all subjects. Teachers use marking to clarify misunderstandings and challenge pupils. They are given time to respond to the feedback. This has had a positive impact; one Year 6 pupil said that this was helping him improve his work.
- In a few lessons pupils do not make good progress because teachers do not set tasks which match the ability of individual pupils and therefore pupils find the activity is too hard or too easy. This is especially so in a few mathematics sets.

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

- Pupils' welfare is at the heart of this school. One pupil from Year 3 described the school as a 'big family'.
- Behaviour in lessons, at break and lunchtime, and around school is always good and sometimes it is outstanding. Pupils are attentive and respond well to all adults.
- Pupils' levels of collaboration in lessons are extremely high because they are given ample opportunities to work together in groups. This contributes to their good learning.
- Pupils are welcoming, respectful, polite and courteous at all times. They open doors for each other, adults and visitors of their own accord.
- Incidents of bullying and misbehaviour are very rare and this is verified by the pupils and parents. They also say they feel safe in school and are aware of how to keep themselves safe, including on the internet.
- Pupils enjoy coming to school, they attend regularly and arrive on time.
- Breakfast club provides a calm and safe start to the morning, which is valued by parents and children.

### **The leadership and management** are good

- Strong collaboration amongst headteacher, other leaders and staff is a strength and this has contributed to the continued improvement in the school.
- Leaders have identified accurately the priorities for improvement plans are in place to tackle them. As a result, all staff have recently received training for more effective planning of tasks in mathematics to match the needs of individual pupils. Teaching is effectively managed and training arranged for staff to improve their skills further.
- All staff responded positively to the staff questionnaires. They are proud of the school, feel valued and think that all pupils are well behaved and making good progress in their learning.
- Pupils' progress is tracked and monitored closely. Meetings are held regularly by staff with responsibility for particular areas and the information about pupils' progress is used to ensure that all pupils achieve. Subject leaders have received appropriate training and make a strong contribution to school improvement.
- The sports funding has been thoughtfully allocated to develop further an already good provision and to improve the knowledge and skills of the teachers in this area. The pupil premium money is used to improve the attainment and progress of eligible pupils to give all children equal opportunities to succeed. As a result this group is consistently making better progress than its peers nationally.
- The curriculum is interesting and is enhanced by visits, visitors and assemblies; this supports pupils' spiritual, moral, social and cultural development well. The introduction of the 'Creative Curriculum' gives pupils opportunities to write extensively in other subjects, which is having a positive impact on standards in writing.
- The local authority provides light touch support for the school and has not been actively involved with improvements in the school.
- The school meets the statutory requirements for safeguarding.
- **The governance of the school:**
  - The governors have a clear understanding of the school's strengths and weaknesses and are knowledgeable about data. They have a good understanding of the quality of teaching. Finances are well managed and governors know how the pupil premium funding is used. The governors have recently sought the expertise of an experienced education adviser to help them monitor the performance of the headteacher.
  - Governors offer support and challenge to the headteacher but they sometimes rely on the information she gives them, rather than finding out for themselves. For example, they do not always check that pay awards are based on challenging targets for pupils' progress and attainment.

## 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>	103420
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	428917

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>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony O' Hagan
<b>Headteacher</b>	Catherine Naughton
<b>Date of previous school inspection</b>	9 January 2012
<b>Telephone number</b>	0121 7472782
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