

Our Lady's Bishop Eton Catholic Primary School

Inspection report

Unique Reference Number	104642
Local Authority	Liverpool
Inspection number	336341
Inspection dates	18–19 November 2009
Reporting inspector	David Byrne

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair	Fr Desmond Keegan
Headteacher	Mrs Deborah Bostock
Date of previous school inspection	0 May 2007
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Introduction

This inspection was carried out by four additional inspectors, one of whom focused entirely on the quality of safeguarding. The inspectors visited 21 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documents relating to safeguarding, the progress and attainment of pupils, the curriculum, the school development plan and the way the school evaluates its own performance. The views of parents, through 120 returned inspection questionnaires, and the views of pupils were evaluated and reviewed.

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

- Whether all pupils make the progress of which they are capable.
- The impact of assessment and the effectiveness of strategies to involve pupils in target setting.
- The quality of the school's safeguarding procedures.
- Whether the school has the ambition to continually improve given the high attainment gained year after year.

Information about the school

This is a large school educating pupils from age 4 to 11. The proportion of pupils eligible for free school meals is low. The percentage with special educational needs and/or disabilities is average with a below average percentage with a statement of special educational needs. The large majority of pupils are of White British backgrounds and none requires support for learning English as an additional language. The school has gained a number of awards in recognition of strengths in the school; these include Artsmark silver award, Activemark, Healthy Skills Standard, the Inclusion Mark, the Basic Skills Award and Fairtrade status. The school has also gained recognition for its provision for pupils with dyslexia and autism.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils achieve well and attain highly. Pupils are well prepared for their next stage of education and mature into well rounded individuals with a good set of values for their future lives. Progress is good overall with strengths in the achievement of those with special educational needs and/or disabilities. The rate of progress, however, varies. It is satisfactory in the Early Years Foundation Stage and accelerates to very good in upper Key Stage 2. Although pupils do well in their national assessments, inspection findings show that in some important aspects, pupils could do better in managing their work independently and in problem-solving and investigational work. The reasons for this are linked to aspects of teaching and the way the curriculum is planned. Whilst teaching is good overall, there is a tendency for children and pupils to be over-directed and assessment is not used consistently to challenge gifted and talented pupils. The curriculum has strengths, for example in the range of sporting and art-based clubs, but planning is focused too much on gaining knowledge with too little attention given to developing independent learning skills. Despite this, pupils enjoy lessons and are keen to learn.

The vast majority of parents and carers rate the school very highly. A good partnership between home and school contributes to the pupils' outstanding behaviour and mature attitudes to learning. Relationships between pupils are outstanding and they develop an excellent understanding of safety and health. Spiritual, social and moral development is outstanding but the pupils' understanding of cultures different to their own is relatively weak.

The headteacher provides strong and visionary leadership, supported by a very able governing body. The school has a clear picture of its strengths and weaknesses but the contribution of all staff to monitoring the school's performance is underdeveloped. The maintenance of high attainment in recent years and improvements to the accommodation and aspects of the curriculum demonstrate the school's good capacity for sustained improvement in the future.

What does the school need to do to improve further?

- Strengthen the quality of leadership and management across the school by developing and enabling all staff to monitor attainment, teaching and learning effectively.
- Improve learning and progress in the Early Years Foundation Stage and Key Stages 1 and 2 by:
 - refining the curriculum and strengthening teaching so that children in the

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Reception class and pupils in Key Stages 1 and 2 have more opportunities to work independently and solve problems

- improving the use of assessment so that the work for children in the Reception class is more closely matched to their needs, and so that in Key Stages 1 and 2, the needs of gifted and talented pupils are more consistently met.

Outcomes for individuals and groups of pupils**2**

Achievement is good and pupils enjoy most lessons and their time in school. This contributes to high attendance. In lessons pupils show a willingness to learn and a natural curiosity backed up by a better than typical general knowledge. They are articulate and confident and like to be challenged. Pupils start Reception with levels of development that are beyond those typical for their age. After consolidating their skills in Reception they start Year 1 with above average attainment. Good progress in Years 1 and 2 leads to high attainment at Year 2 with a particular strength in reading. In Key Stage 2, progress picks up and in Years 5 and 6 it is very good. In recent years attainment in national tests at Year 6 has been very high. The high test results, however, mask some weaknesses in pupils' performance. Their natural independence and ability to take responsibility are not capitalised on enough to extend learning. This reduces the pupils' ability to solve problems and carry out investigations and holds back the performance of some pupils, in particular that of the gifted and talented.

Excellent relationships exist between pupils and they leave school as mature and socially confident young people. They benefit from taking responsibilities within school, as school councillors and playground helpers. They work tirelessly, raising significant amounts of funds for charitable causes. These features promote pupils' personal development very well and, together with strong links with home, result in excellent behaviour. It is the norm for pupils to help others and use good manners. Their advanced knowledge and understanding of the choices required to live healthy and safe lives, coupled with good academic skills that they can make use of in various contexts, prepares them well for their futures. Pupils have great empathy for the lives of others; for example, a group talked with great feeling about how it must feel to be involved in a war. Their understanding, however, of people living in communities different to their own is more limited.

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.

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

How effective is the provision?

The quality of teaching is good overall but varies. All lessons have objectives, which give a clear focus. Teachers work closely with teaching assistants to involve all pupils including those with special educational needs and/or disabilities. Relationships between pupils and teachers are good and there is a shared sense of purpose between learners. The best lessons move along with good pace, challenging the pupils' existing knowledge and encouraging independent learning. Where teaching is satisfactory, it is frequently because pupils are over-directed; this reduces progress and individual creativity. The use of assessment to inform planning is satisfactory. Where it is used well, pupils are given work which closely matches their stage of development. They know exactly what they need to do to improve and this results in rapid progress. In some lessons, however, pupils are not involved in evaluating their own progress and tasks do not challenge pupils enough. The curriculum is enriched by a wide range of educational visits and good provision to promote personal development. Subjects tend to focus on developing knowledge with fewer opportunities for pupils to develop essential skills of learning for themselves. The school has realised this and begun to address it by introducing strategies to develop writing and promote more opportunities for problem solving activities in mathematics. These are still to have a full impact on the quality of pupils' learning in all classes.

The large majority of parents say that the school is very caring. This is borne out by inspection findings. Pupils are very well looked after and the school is a safe and secure place. Support for pupils with developmental and physical difficulties is very good. The school is recognised as a leader in provision for educating pupils with autism and

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dyslexia. Where pupils have emotional difficulties resulting from events out of school, trained staff offer support and provide initiatives such as the Rainbow group to help pupils. The strategies for supporting gifted and talented pupils are inconsistently applied which holds back the performance of some pupils. Effective procedures are embedded in the school to ease transition for pupils moving from class to class and then on to secondary schools.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is the keystone of the school, providing strong leadership and a clear educational direction and ambition to improve. The ethos established in the school is one of promoting equality for all, evident in the many aspects of support for different groups of pupils even though more challenge could be provided for gifted and talented pupils. The governing body is very instrumental in supporting and holding the school to account. It makes sure that all statutory requirements are met and the school's procedures for safeguarding are impeccable. All aspects of the budget are carefully monitored to get the best value from it. The management and monitoring of teaching are dependent very much on the headteacher with a limited contribution by some key staff. This is because there is uncertainty in some staff about how to benchmark good or outstanding practice. Despite this, the school knows itself well and has a clear picture of its strengths and weaknesses. This informs strategies for school improvement that have successfully maintained high attainment year after year.

The school makes a good contribution to community cohesion. It is at the heart of its local parish. This partnership contributes very much to its local community and pupils benefit from close and productive partnerships with parents. These are important factors in the pupils' good achievement. The school promotes amongst pupils a good tolerance and understanding of those of different cultures and faiths. Opportunities to exploit the diversity within the region and beyond are not, however, advanced enough.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	3

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with skills that are above those typical for their age. They have advanced levels of personal development, a good vocabulary and a relatively broad general knowledge. Progress is satisfactory and pupils start Year 1 with above average attainment. The rate of learning is held back because aspects of the Early Years Foundation Stage curriculum that allow children more opportunity to work and play independently are not fully embedded. Too much control and direction by adults reduces the ability of children to apply and extend the good skills of independence they bring to school. Whilst resources are good, they are not always used effectively to enable children to make choices and become confident in managing their own learning. Leadership and management by all adults are satisfactory. They ensure that children are cared for well and looked after, and the needs of those with special educational needs and/or disabilities are met. The impact of planning for all pupils is not monitored carefully enough and the quality of provision is not evaluated systematically. Records and assessments are made for all children but they are not always detailed enough to inform planning so that the skills of children are extended fully. Before children start Reception, good links are made with parents, most of whom are very supportive of how well the school helps their children to settle in to school life.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

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Views of parents and carers

The large majority of parents are highly satisfied with the school and comment very positively about the quality of care, the impact of teaching and the overall provision within the school. Many very positive comments were received by inspectors about how 'caring, sharing and loving' the school is and how much their children like school. Inspectors agree with these opinions. A few parents have concerns about behaviour but the inspection findings are that it is outstanding and where incidents occur, they are managed very well. A few feel that they are not consulted enough. The school has good procedures to keep parents informed and say that they welcome parents supplying their ideas. Parents are welcome to come into school if they have any concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Our Lady's Bishop Eton 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 120 completed questionnaires by the end of the on-site inspection. In total, there are 402 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	72	32	27	1	1	0	0
The school keeps my child safe	90	75	28	23	0	0	0	0
The school informs me about my child's progress	45	38	61	51	9	8	2	2
My child is making enough progress at this school	58	48	54	45	8	7	0	0
The teaching is good at this school	67	56	47	39	3	3	0	0
The school helps me to support my child's learning	54	45	54	45	8	7	0	0
The school helps my child to have a healthy lifestyle	70	58	49	41	1	1	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)	58	48	50	42	2	2	0	0
The school meets my child's particular needs	58	48	54	45	4	3	2	2
The school deals effectively with unacceptable behaviour	56	47	51	43	7	6	0	0
The school takes account of my suggestions and concerns	49	41	51	43	13	11	1	1
The school is led and managed effectively	67	56	48	40	4	3	0	0
Overall, I am happy with my child's experience at this school	76	63	42	35	2	2	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



20 November 2009

Dear Pupils

Inspection of Our Lady's Bishop Eton Catholic Primary School, Liverpool, L18 2EP

On behalf of my team, I would like to thank you for sharing your time with us during our recent inspection. Your school is good and has many outstanding features. We were very impressed by your behaviour and how well you all get on together. We noticed that most of the time you enjoy lessons but we also feel that at times some of you who find work easy could work at a higher level. We have asked the school to think of ways of helping you do this. You told us you feel safe in school and we think this is the case. Your school is safe and secure. Your knowledge of what to do to stay healthy and safe is impressive and is an important part of giving you a chance of a happy life in the future.

A high proportion of you leave school with high test results. That is good but some of you could do better in some aspects of work. We have asked the school to develop your ability to work independently, for example in solving mathematical problems. You are already getting more opportunities in mathematics to manage your own learning.

You are all very caring and benefit from being taught by very caring adults. The way you raise funds for others is impressive and your ability to contribute to the running of the school as school councillors shows how mature you are. You are fortunate to have lots of activities out of ordinary lessons. These clearly make school more fun.

I send you all my best wishes for the future and hope you all stay fit and healthy and make the best of all that school offers.

Yours sincerely

Mr David Byrne

Lead Inspector

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