

Our Lady of Perpetual Succour Catholic Primary School

Inspection report

Unique Reference Number	122782
Local Authority	City of Nottingham
Inspection number	327796
Inspection date	1 July 2009
Reporting inspector	Pat Walsh HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	247
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Judith Traynor
Headteacher	Mrs Pauline Lynch
Date of previous school inspection	12 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Piccadilly Bulwell Nottingham Nottinghamshire NG6 9FN

Age group	3–11
Inspection date	1 July 2009
Inspection number	327796

Telephone number

0115 9150500

Fax number

0115 9755081

Age group 3–11

Inspection date 1 July 2009

Inspection number 327796

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of the strategies to improve pupils' writing, the achievement of boys and more able pupils
- how well teaching challenges all groups of pupils, particularly in writing, and mathematics in Key Stage 2
- the impact of leadership and management on pupils' achievement and standards.

The inspectors gathered evidence from observations of lessons, discussions with pupils, governors and staff, tracking pupils' progress, analysis of a range of data including attendance and gaining the views of parents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This average sized school admits pupils from a wide catchment area and has Early Years Foundation Stage Provision in the nursery and reception class. The attainment on entry of most children is below average. The number of pupils entitled to free school meals has risen and is broadly average. Most pupils are from White British backgrounds although the percentage from minority ethnic backgrounds is above average. The number of pupils for whom English is an additional language is below average and few are at the early stages of learning English. The number of pupils with learning difficulties and/or disabilities is just below average but high in some year groups. At the time of the inspection, the school is emerging from a period of considerable staffing difficulties and an acting headteacher and an acting deputy headteacher are in place. The school has gained the Gold Healthy Schools Award, the Active Schoolsmark and the bronze status for extended schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school which is successfully emerging from a period of difficulty and is on an upward trend. Pupils achieve well and their personal development is outstanding. The school's work is underpinned by its strong inclusive ethos in which pupils work and play together in harmony. The school has strong links with the parish church, and has in the recent past benefited from good support from the local authority. Parents and pupils are justifiably proud of this good school which is moving forward quickly under the strong direction of the acting headteacher who has an accurate understanding of the main priorities for further improvement. Staff and governors are working together closely to implement the necessary changes. One parent's comment reflected the views of many, 'The school has a friendly loving environment; my children can't wait to get up in the morning!' Pupils' excellent personal development and their outstanding spiritual, moral, social and cultural development are being supported extremely well by very high quality pastoral care. Statutory safeguarding requirements are met.

Pupils thoroughly enjoy being at school, as shown by their above average attendance. The school's motto 'Learn to Love - Love to Learn' is at the heart of all its work. Standards reached by the end of Year 6 are now just above average having dipped in 2008. This represents good achievement for all pupils, from their below average starting points. Pupils' achievement in writing, particularly the boys, lags behind that in other subjects. The school has successfully begun to address this weakness by making the curriculum more exciting and interesting to the boys. The impact of these measures has started to show in the improved achievement in all year groups. Pupils with learning difficulties and/or disabilities and the few who are at an early stage of learning English make good progress and achieve well because their needs are clearly identified and focused support is put into place. Pupils' good progress is the result of teaching and learning that are good overall, although with some variability from class to class. Most lessons are interesting and stimulating. Teachers have high expectations and generally plan well for the various ability groups in the class. However, the challenge for the more able pupils is not consistently high enough to ensure they make the best progress they can. In some year groups, this reduces the proportion of pupils who could be reasonably expected to achieve the higher levels of attainment for their age. The recently improved arrangements for tracking pupils' progress and setting targets provides additional rigour and readily identifies pupils who need regular additional support or whose progress has slowed. In the best lessons, this has helped teachers to set accurate targets for individual pupils, and to provide good guidance on how each can improve their work.

By the time they leave school, pupils are becoming secure, confident and mature young people who are well prepared for their move to secondary education. Behaviour is good, with most pupils rising to the expectation that they will behave well and act responsibly. Their contribution to the community through active involvement in local events, strong links with the church and fund raising, is exemplary. Pupils have an excellent awareness of the need to live a healthy lifestyle, understand the need to eat healthily and exercise regularly, and have a good understanding of how to keep themselves safe. The curriculum is well planned and includes rich opportunities to celebrate the cultural diversity of the school. This was demonstrated in the high level of excitement and hard work generated by pupils, staff and parents preparing to take part in the local Caribbean Carnival. Recent improvement in the curriculum has placed a strong focus on making learning more enjoyable by planning a greater number of boy-friendly

activities than in the past. Leaders are aware that there is still work to be done to develop links across subjects to improve the achievement of all pupils.

The school is led and managed well. The leadership team and governors have successfully managed the necessary programme of development at a brisk pace. The subject leaders play a full part in monitoring and improving work in their subjects, for example introducing different ways of working to successfully improve teaching in mathematics. Governors are very well led and provide excellent support and challenge for the work of the school. They have been actively involved in setting the school's priorities for development, and steering it through recent challenging times. The school's work to promote community cohesion is exemplary and includes global contacts which have added greatly to the pupils' wider understanding of the diversity of other cultures. The school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children benefit from good provision and a caring environment in the Early Years Foundation Stage. Good leadership has resulted in a strong and effective team. Recent improvements in the curriculum and assessment have resulted in children's good achievement; however, the full impact of these measures is yet to be seen consistently. Levels of skills on entry to the Nursery are below average. As a result of well focused intervention, the children make good progress and standards are broadly average on entry to Year 1. Children's achievement is good in all areas of learning, and in their personal development. Much of this good progress is promoted by good teaching which captures children's interest. The children showed real enjoyment exploring their treasure chests and talking excitedly about what they found. Teachers keep a close watch on the children's progress to match activities closely to their needs. Adults are astute in judging when to intervene to move children's learning on and when to allow children to work things out for themselves. Very supportive relationships, which are securely built between children and adults, enable them to make the best of the opportunities provided for children to learn through focused play and through direct teaching. The environment is well resourced to encourage children's listening and speaking skills and they benefit from a wide range of worthwhile learning experiences. The outdoor area is well planned to foster all aspects of children's learning. The parents are encouraged to be true partners in their child's learning and value the help they receive, for example through a workshop on phonics and early reading.

What the school should do to improve further

- Improve teaching by providing high challenge in lessons for the more able pupils through work that engages their interest and challenges their thinking.
- Further develop the curriculum by making links in learning to improve all pupils' writing.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

2 July 2009

Dear Pupils

Inspection of Our Lady of Perpetual Succour Catholic Primary, Bulwell, Nottingham NG6 9FN

We really enjoyed visiting your school and were very impressed with the politeness you all showed us. Please thank your parents for replying to our questionnaire. Most of them appreciate the quality of education the school provides for you. We know that you are proud of your school, so we are pleased to tell you that the school provides you with a good education and some aspects of the school's work are excellent. Children in the Nursery and Reception class get off to a good start and we saw how much they are enjoying the topic on Pirates.

You make good progress from your starting points and by the end of Year 6 reach standards in English and mathematics that are just above average. We were pleased to see that your writing is improving and we saw that the boys in particular now find work more interesting and exciting.

The headteacher, staff and governors are working hard to make sure things carry on improving. They keep a close eye on the progress you make and help you to catch up quickly when needed. They take very good care of you so you learn well, feel secure and develop confidence. You know a lot about how to stay healthy and active. You work hard and your positive attitudes and good behaviour help you to learn. You really enjoy school and get on well with one another. It was good to see you working as a team to make costumes for the Caribbean Carnival.

In order to improve things further, we have asked the school to make sure that those of you who find the work too easy have more opportunities to really think hard in lessons. Your teachers have already started to improve the curriculum to make it more interesting, we would like them to continue this so that subjects are better linked.

You can help by keeping on behaving well, enjoying school and working hard. My very best wishes for your future.

Yours faithfully

Pat Walsh

Her Majesty's Inspector