

Our Lady of the Angels Catholic Infant School

Riversley Park, Coton Road, Nuneaton, CV11 5TY

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Our Lady of the Angels Catholic Infant School is a place where every child matters. As a result, pupils feel safe and enjoy all aspects of school life.
- Pupils achieve well in this school. By the time they leave at the end of Year 2, attainment in reading, writing and mathematics is above the national average as it has been for several years.
- In the Early Years Foundation stage children achieve well and make outstanding progress from their low starting points.
- Teaching is consistently good across all age ranges. Lively, interactive teaching methods of engage all pupils.
- The headteacher and senior leaders provide strong leadership that has maintained good standards of teaching and achievement over time. They receive good support and challenge from a dedicated board of governors.
- The caring ethos of the school promotes good behaviour and positive attitudes to learning within an environment where pupils flourish.
- The school has very positive relationships with parents and this partnership contributes to pupils' good achievement.

It is not yet an outstanding school because

- More-able pupils are not always given enough opportunities to develop higher level thinking and comprehension skills.
- Although the school is making concerted efforts to improve attendance, it is not in line with national averages.
- Marking does not always make clear what pupils need to do to improve their work.

Information about this inspection

- Inspectors observed 16 lessons as well as activity sessions in the Nursery.
- Meetings were held with the headteacher, senior leaders, members of the governing body, a representative of the local authority and groups of pupils.
- The inspectors listened to pupils read and observed breakfast club.
- The inspectors observed the school’s work, examined school policies, including those related to safeguarding and equality and scrutinised pupils’ work books, the school’s planning documents and minutes of meetings of the governing body.
- The inspectors took into account the 55 responses to the online Parent View survey.
- The inspectors took account of the 17 questionnaires returned by staff.

Inspection team

Robert Bourdon-Pierre, Lead inspector	Additional Inspector
Valerie Palmer	Additional Inspector
Peter Lawley	Additional Inspector

Full report

Information about this school

- Our Lady of the Angels Catholic Infant School is slightly larger than average. It has provision for the Early Years Foundation Stage, including a Nursery.
- The majority of pupils are from a White British heritage.
- The proportion of pupils eligible for support from the pupil premium funding is below average.
- The proportion of pupils from minority ethnic groups is just above the national average, as is the proportion of those for whom English is an additional language.
- The proportions of disabled pupils and those who have special educational needs supported at school action and action plus are both below average.
- The school forms part of the North Warwickshire School Sport Partnership.
- The school provides a breakfast club for pupils in receipt of free school meals.

What does the school need to do to improve further?

- Raise the standard of teaching so that more lessons are outstanding by:
 - providing a wider variety of creative opportunities to encourage pupils, particularly the most able, to think and share ideas on a deeper level, both orally and in their writing
 - ensuring all lessons are conducted at a brisk pace so that pupils make more rapid progress
 - reducing the time teachers spend talking at the start and during lessons so that pupils can get on with their work more quickly
- checking that teachers use their marking to give pupils clear guidance about what they have done well and what they need to do to improve.
- Improve attendance by:
 - embedding the strategies that have recently been put in place to raise attendance, and monitoring their impact

Inspection judgements

The achievement of pupils is good

- The achievement of pupils is good. In reading, writing and mathematics, attainment for most pupils is above national averages and has been significantly above expectations for the past five years.
- The successful implementation of the 'Read, Write, Inc' literacy strategy has made dramatic improvements in the teaching of phonics. Consequently, pupils achieve exceptionally high levels in the national Phonics Screening Test. Although also above average, pupils' writing is not always as strong as their reading and fewer pupils achieve the higher levels. Standards in mathematics are consistently very strong and a strength of the school.
- The achievement of children in the Early Years Foundation Stage is outstanding. The majority enter Nursery from very low starting points and finish the Reception year having made rapid progress to reach attainment in line with the national average.
- The progress made by disabled pupils and those with special educational needs is broadly in line with national averages in reading and writing and above national averages in mathematics.
- Gaps in the attainment of pupils eligible for pupil premium funding, many of whom have special educational needs, mean that these pupils are approximately half a year behind their classmates in both English and mathematics. The school has used this funding to provide additional support to develop literacy and numeracy skills and a breakfast club to nurture those pupils.
- Girls perform better than boys in Key Stage 1 but the school has taken steps to modify the curriculum to address this issue. More time is required for the impact of this change to become apparent.

The quality of teaching is good

- Lessons are generally well planned to take into account the needs of individuals so the majority of pupils make good progress in lessons. Work is challenging and appropriate to the needs of most pupils, although there are not always enough opportunities for the more-able pupils to develop higher level thinking and comprehension skills.
- There are good relationships between pupils and adults in the classroom. The knowledgeable and well-briefed teaching assistants work very effectively to maintain the concentration levels of pupils who find learning difficult, and this helps accelerate their learning.
- Reading is taught well and pupils say that they really enjoy reading both at school and at home. Consequently, the teaching of phonics is a strong feature of the school, and the Read, Write, Inc strategy that is used across all classes is developing pupils who are confident readers.
- Good quality resources, including the newly introduced high definition screens, enable pupils to enjoy clear visual aids to enhance their learning. The learning environment celebrates and stimulates pupils' achievements through attractive, high quality displays in classrooms and around the school.

- Where the pace of lessons is brisk, pupils are stimulated and fully engaged in their learning. When pace slows, particularly if teachers spend too long introducing the lesson or talking from the front, pupils' attention sometimes drifts, although behaviour remains compliant.
- Pupils' work is presented well and scrutiny of books reveals that tasks are well matched to individual needs. Marking is regular but sometimes does not give specific guidance on how to improve.
- Activities in the Early Years Foundation Stage are varied and carefully structured to motivate and stimulate the children, contributing to their good social development and boosting their communication and language skills.

The behaviour and safety of pupils are good

- As a result of the school's caring and very personal approach to learning, pupils are sociable, courteous and respectful. They interact politely and cooperatively with adults and each other.
- Behaviour around school is calm and orderly. In lessons, pupils behave well, engaging readily in learning tasks. They show good understanding of what they have to do and are keen to produce work of a good standard. Their engagement only falters, albeit only slightly, when the pace of lessons slows.
- Attitudes to learning are positive and pupils enjoy all aspects of school life. The Year 2 pupils spoken to could not think of one thing that could make the school even better.
- While pupils show a good understanding of the different types of bullying, they are quick to point out that it very rarely occurs but is swiftly dealt with on those occasions. They say that 'teachers are always there to help us.'
- Pupils feel safe in school and that view is strongly supported by parents in the Parent View survey. Pupils are taught well with regard to dangers outside school, including how to remain safe on-line, and show a secure awareness of the benefits of exercise and a healthy diet.
- Behaviour in the Early Years Foundation Stage is outstanding, where values such as sharing and taking turns are systematically encouraged and reinforced.
- Attendance is broadly average and the school has been very active in improving this area. Leaders acknowledge that further work is required and this is a focus for the coming term.

The leadership and management are good

- The headteacher and her committed leadership team demonstrate unwavering dedication and commitment in their efforts to provide the best possible outcomes for pupils. Their shared vision and understanding of the school's strengths and weaknesses are clear in their own self-evaluation. The capacity to drive through further strategies for school improvement is strong.
- The headteacher has the full confidence of the staff in moving the school forward, as can be seen by the unanimously positive returns in the staff questionnaire. In discussion, all staff comment favourably on the positive support and valuable continuing professional development

they have received.

- The school has a clear plan to build teachers' capacity to teach high quality physical education by using the primary school sport funding. Affiliation with the Nuneaton and Bedworth Leisure Trust and the North Warwickshire School Sport Partnership is providing training for staff that is improving their skills in teaching games and gymnastics.
- The school's teaching programmes promote variety and creativity and ensure pupils are almost always keen to learn. For example, boys were particularly motivated by emailing and 'skyping' personnel in NASA as part of the 'Lost in Space' project.
- The school takes the spiritual, moral, social and cultural development of its pupils very seriously and a wide range of topics and activities provide a broader understanding of the world, its religions and diverse cultures. During Malayalam Day, Keralan families visited school where pupils learned about their cultures and traditions. Reception children enjoyed researching Chinese New Year and celebrated with a meal in a Chinese restaurant.
- The school systems for keeping its pupils safe fully meet statutory requirements.
- There are some gaps in pupils' attainment and progress and attendance is only average. The school is determined to improve these areas. However, the measures it has put in place, whilst sensible, now need time to show impact.
- The Breakfast Club the school runs for pupils is highly valued and regularly attended.
- As a result of the school's success over time, the local authority has provided minimal support and monitoring.
- **The governance of the school:**
 - The school benefits from the support and challenge of a dynamic and highly active governing body. Governors demonstrate a secure understanding of pupils' achievement by rigorously analysing the school's performance data, and have an accurate view of the school's strengths and areas that need further development. As a result, they hold the leaders fully to account for all matters: one governor commenting that they are the school's 'critical friends.' They closely monitor performance management in the school and have clear knowledge of its pay and promotion processes. They are fully involved in the school's self-evaluation and show good awareness in the continuing professional development of all staff. They have a thorough understanding of how the school utilises its pupil premium funding and the impact that is having on those who receive it. The school's finances are well managed and the governing body is swift in recommending where they feel extra expenditure would benefit its pupils. This ensures that the school is well resourced and able to offer its pupils the best possible learning outcomes.

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

Unique reference number	125712
Local authority	Warwickshire
Inspection number	427103

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

Type of school	Infant
School category	Voluntary aided
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Christopher Smith
Headteacher	Caroline Pearson
Date of previous school inspection	21 October 2008
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