

Inspection of a school judged good for overall effectiveness before September 2024: St Mary Immaculate Catholic Primary School

Wathen Road, Warwick, Warwickshire CV34 5BG

Inspection date:

3 December 2024

Outcome

St Mary Immaculate Catholic Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

St Mary Immaculate Catholic Primary School is a warm and welcoming community where pupils thrive. Pupils embody the school's ethos of 'living wisely, thinking deeply and loving generously'. This is evident in their behaviour, their attitudes, and the respect they show for everyone in school. They are proud to be part of the school and rise to the high expectations set. Pupils know the importance of good attendance and value the education they receive.

Pupils demonstrate kindness and tolerance. They readily look out for one another and show deep understanding of the diverse society of modern Britain. Many relish the opportunity to take on leadership roles, such as house captains or school council representatives. These roles help pupils to develop confidence and character.

The school provides a rich array of opportunities to foster personal growth. For example, pupils are active in fundraising for charities and giving the gift of their time. They contribute positively to the local and wider community and learn that they can make a meaningful difference to the world.

Parents and carers speak very highly of the school. One parent, voicing the views shared by many, said that the school's values and inclusivity 'make this school shine'.

What does the school do well and what does it need to do better?

Since the previous inspection, leaders, governors and staff have worked together to bring about very effective changes. A strong, shared vision and an unwavering determination

that every pupil can succeed, ensures that the school takes very decisive action to sustain and further improve provision for all pupils.

The school has strengthened the curriculum to ensure that the important knowledge and skills pupils should learn are clearly identified. Staff appreciate the changes to the curriculum, which have also helped them to strengthen their own subject knowledge. They appreciate that leaders consider their well-being when making any changes.

From the early years to Year 6, including in the mixed-age classes, learning is ordered logically. For example, pupils in Year 1 build on previous learning about their own personal timelines when deepening their understanding of chronology in history. In mathematics, pupils in Year 6 refer to earlier learning about factors and multiples when comparing fractions. In lessons, teachers check pupils' understanding. However, in some subjects, some pupils are moved on to new learning when they have not fully understood what has come before. This affects how well these pupils can build on their prior learning.

The school has ensured that reading is a priority. Staff are well trained to deliver phonics and reading lessons. Their enthusiasm fosters a love of reading for all. Younger children enjoy learning rhymes and songs which get them used to hearing different sounds. Older pupils discuss engaging texts with their teachers. Teachers' regular checks mean that the school can quickly step in and provide effective support for pupils who find reading more challenging. This means that all pupils, including those with special educational needs and/or disabilities (SEND) become fluent readers.

Whether pupils join the school in the early years or in older year groups, the school quickly builds strong relationships with pupils and their families. This means that it can identify pupils with SEND swiftly. Effective support is put in place, where needed, to ensure that pupils with SEND can access the same curriculum as their peers. Where more personalised provision is needed, skilled staff ensure that individual needs are met. This is a strength of the school.

Pupils behave very well. Kindness and respect are at the heart of everything that everybody does, and pupils relish receiving awards for modelling the school's values. Opportunities such as voting their peers into pupil leadership roles help all pupils to develop an understanding of democracy. School trips, for example to the pantomime, foster a sense of belonging and enrich pupils' experiences outside of school. This personal development offer for all pupils is a particular strength of the school. Opportunities have been carefully considered and, as a result, pupils have an impressive understanding of several important areas, such as tolerance and diversity. Pupils know the importance of good attendance and consider themselves fortunate to be able to attend school.

Pupils are taught how to keep themselves safe. The school has tailored this learning to link to the local area, for example to include rail safety. Pupils show impressive understanding of e-safety and healthy lifestyles. Older pupils talk articulately about, for example, reducing screen time and reading more, 'to help your mind'. Pupils value the range of ways the school has introduced for them to share any worries they may have. They are being prepared incredibly well for life beyond school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, some pupils' misconceptions or gaps in learning are not identified. As a result, pupils sometimes move on to new learning before they have a secure understanding of important knowledge. The school should ensure that teachers check that pupils are secure in their understanding before moving on to new learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in March 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125717
Local authority	Warwickshire
Inspection number	10343909
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair of governing body	Chrissie Beaumont and Andrew Staley (co-chairs)
Headteacher	Julia Wallace
Website	www.stmaryimmaculateschool.co.uk
Date of previous inspection	5 March 2019, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher has been appointed.
- This Roman Catholic school is part of the Archdiocese of Birmingham. The last section 48 inspection for schools of a religious character took place in June 2023.
- The school does not use any alternative provision.
- The school provides on-site before-school care.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke with the headteacher, the deputy headteacher, the special educational needs coordinator and other leaders in school. The lead inspector met with

representatives of the governing body, including the co-chairs of governors, and spoke on the telephone with a representative of the Archdiocese of Birmingham and a representative from the local authority.

- The inspectors visited a sample of lessons, spoke to some pupils about their work, looked at samples of pupils' work and listened to pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered responses to Ofsted Parent View, including parent free-text responses. The inspectors also took account of responses to Ofsted's staff and pupil surveys.
- An inspector talked to parents and families at the school gate.

Inspection team

Rachel Henrick, lead inspector

His Majesty's Inspector

Vicki Shuter

Ofsted Inspector

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