

Third Accreditation Assessor's Report

School: Our Lady of the Rosary

Summary statement: OLOR is a one form entry RC primary school, whose pupils make excellent progress and where attainment is mostly higher than national averages and local averages. There are a number of feeder schools to which children go upon leaving OLOR. There are lower than average numbers of EAL and Pupil Premium children. The school has a real feeling of community – the children spoke about how ‘nobody ever gets left out’ and how ‘the teachers are always there for you’. It has close links with the local community, and there are parents who attended the school themselves, and grandparents who were themselves parents of pupils, and who have enjoyed seeing the changes to the school. The school was recently re accredited with the Trafford Primary Quality Mark’

Progress towards Previous Identified Key Actions:

KA1 The school values ‘distributed leadership’ and regards pupil voice as an essential part of school life. Example of leadership activities include ICT club for KS1 run by older pupils, anti-bullying sessions delivered by year 6, Peer mentoring, and buddying - I observed one young man very patiently, and expertly, helping a reception child with a maths addition problem, during the lunch hour. This aspect is a real strength of the school.

KA2 The AGT Policy has been reviewed and revised and now better reflects whole school policy and practice.

Teaching and Learning

KA1 The quality of questioning is high and children respond with enthusiasm, providing thoughtful responses.

KA2 The book scrutiny showed evidence of children responding to teachers' comments and to further challenges set.

Key strengths:

- The school makes individual provision for children where required. For example, the child who competes at national level in gymnastics, and also attends classes of the Royal Ballet School. The school is very supportive of her and, for example, the class teacher ensures that she is given work in advance, so that she can keep up with work missed. Both the child and her parents are appreciative of the way in which the school is supporting and encouraging her.

Teaching and Learning:

- The ethos of ‘challenge for all’ is evident in lessons and differentiated work ensures that all children are challenged. ‘Lessons are challenging, but that is good because we are learning new things’.
- In every lesson seen the children were actively engaged and focussed on their work. ‘We are taught in a fun way, and can work together’.
- The ‘chilli challenges’ are popular with the children, and require them to use higher order thinking skills.
- Children are clearly used to working collaboratively, and this was evident in all the

lessons observed. They discuss problems, work out the solutions, and help each other, in a very mature manner.

Case Study:

- The Case Study is clearly outlined and explained, and the impact described.
- Collaborative work on the case study has led to an ongoing partnership between the schools (and with another school which has recently joined).
- Attainment in Maths, in the school which was being helped by staff from OLOR, has improved (evidenced by the data), as has the standard of questioning, and the quality of differentiation (evidenced by observations, team teaching and work scrutinies).
- OLOR staff spoke about how the benefits have been two way, as they have also gained new ideas and have had to carefully analyse their own practice.

Areas for Development:

- The school is delighted that it will have a nursery from September 2017. Ensure that the excellent practices in the rest of the school are extended to the nursey.

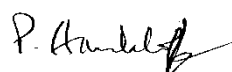
Teaching and Learning:

- Create further opportunities for independent learning and research, in the form of longer term projects of the children's choice, which they can work on in their own time. Use this also as an opportunity to teach good research skills, including looking, for example, at the validity of sources. Create opportunities for children to present their projects to peers/parents/governors
- There is still room for further improvement in formative marking. Whilst there is evidence of further challenges being set in marking, the level of challenge could be increased still further. In addition, there are still too many comments of approval which do not specify *why* the work is good. Make sure that all comments in books help to move the children's work on.
- Look carefully at the written work being set in maths. The maths work observed in lessons was of a very high standard, and the children clearly enjoyed being made to think. However, in many of the maths books looked at there were very few mistakes, which suggests that the written work being set could be more challenging.

Assessor(s):

Pauline Hinchliffe

Signature(s):



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