

# Inspection of Our Lady of Compassion Catholic Primary School

Kineton Green Road, Solihull, West Midlands B92 7EG

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Inspection dates: 23 and 24 April 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Neil Emery. This school is part of Our Lady and All Saints Catholic Multi Academy Company, which means other people in the trust also have responsibility for running the school. The trust is run by the catholic senior executive leader, Peter Davis, and overseen by a board of trustees, chaired by Paul Bentley.

## **What is it like to attend this school?**

'To live as Jesus taught us' is the motto that underpins everything at this school. Staff have high ambitions for every pupil, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). The school works hard to help pupils to be the best they can be. As a result, pupils do well and achieve strong outcomes.

This is a community where pupils are nurtured and very well cared for. Pupils repay this with excellent behaviour. Warm and respectful relationships between adults and pupils are commonplace and a pleasure to observe. Pupils are courteous, caring and friendly. They work hard and enjoy their learning. They are confident that adults will deal with any issues quickly and fairly.

The school's work to enhance pupils' character and personal development is strong. Pupils enjoy a wide range of activities that extends their learning beyond the classroom. These activities include leadership roles, trips, residential and after-school clubs. Pupils also learn important life lessons on topics such as healthy relationships and online safety. Consequently, they are well prepared for later life.

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

The school has high expectations of every pupil. The curriculum is broad and ambitious. Staff teach engaging lessons that gradually build up pupils' knowledge and skills. Pupils achieve well.

Reading is a priority across the school. The way reading is taught is well structured and helps pupils to develop their phonics skills effectively. Staff quickly spot pupils who may need extra help and provide them with targeted help to catch up. Pupils enjoy daily story and reading time. The many reading nooks spread throughout the school and the library ensures that pupils have many opportunities to access a wide range of interesting texts.

Staff have strong subject knowledge. Pupils receive work that is well matched to their needs and abilities. This includes disadvantaged pupils and those with SEND. Teachers quickly spot pupils who are stuck and need further help. They act swiftly to ensure pupils get the help they need. However, some pupils, particularly those who are capable of more, are not moved on to new learning quickly enough. This slows their learning.

Pupils with SEND are very well supported. The school swiftly identifies any pupils who may need extra help. They receive bespoke support at every level. This includes in lessons and through targeted interventions. All staff know the pupils with SEND and their needs very well. As a result, pupils with SEND overcome any barriers to learning they have and do well.

Children in the early years settle in well. They are happy and safe. Staff work well to get to know children. Children begin learning about letters and numbers straight away. However, sometimes learning activities do not ensure that children build on what they already know and can do.

Pupils' behaviour is excellent. They fully understand and consistently meet the school's high expectations for their conduct and behaviour. The school is calm and orderly, including during play and lunchtimes. Little learning time is lost. Pupils are consistently respectful to one another and adults.

The school's work to promote pupils' wider development is strong. There are a range of after-school clubs and activities for pupils to take part in. In lessons, pupils learn about different cultures, faiths and topics, such as healthy relationships and personal safety. Pupils told us that their lessons help them to learn about themselves and others. Pupils are well prepared for life in modern Britain.

Senior leaders are dedicated to and passionate about their school. They promptly identify and address any issues that fall short of their high expectations. Leaders work very well with the trust to improve their school. All staff are proud to work at the school. They believe that school leaders care about their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Staff do not consistently move pupils' learning on when they are ready to learn new things. This means that these pupils who are capable of more do not achieve as well as they could. The school should ensure that all staff have the expertise to support pupils' learning effectively.
- The learning activities provided for children in the early years do not always ensure that they build on what they already know and can do. This slows their learning. The school should ensure that learning tasks deliberately build children's knowledge and skills over time.

## **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 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

<b>Unique reference number</b>	148089
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10294699
<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	342
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Paul Bentley
<b>Headteacher</b>	Neil Emery
<b>Website</b>	<a href="http://www.olc.solihull.sch.uk">www.olc.solihull.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is larger than the average-sized catholic primary school. It is part of the Our Lady and All Saints Catholic Multi Academy Company. It joined the company in April 2021 as a new academy.
- The school runs a daily wraparound care for its pupils.
- The school does not use any alternative providers for its pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, deputy headteacher and other senior leaders. The lead inspector held a meeting with the governing body, including the chair of governors. Meetings were held with representatives from the multi-academy company, including the chair of the board, chief executive officer and the trust school improvement lead. The lead inspector held a telephone conversation with a representative from the diocese. Inspectors met with curriculum leaders, early career teachers and the special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors visited the early years for each of the deep dives.
- An inspector listened to pupils read to a familiar adult.
- Inspectors observed pupils' behaviour and interactions during lessons and at breaktimes and lunchtimes and spoke to many pupils during the inspection.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors spoke to parents at the school gate to gain their views about the school.
- Inspectors took account of parents' free-text comments and the responses on Ofsted Parent View. Inspectors also considered the responses to the pupil and staff surveys.

Bianka Zemke, lead inspector

His Majesty's Inspector

Roulla Gabriel

Ofsted Inspector

Mike Onyon

Ofsted Inspector

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