



OFSTED REPORTS

Rated outstanding for Personal Development



The YST Award winning skip2bfit programme is a unique way to raise the aspirations of children, in particular those of low ability, and give them the opportunity to shine.

The Skip2Bfit skipping ropes count the skips the children do when they do the 2 minute Skip2Bfit Challenge. This is done on a weekly basis, when they get one chance a week to beat their PB, using the ropes in our kitbags. The data is then taken from the ropes and recorded on the challenge charts as an ideal way to showcase the impact the data provides for your school.

To make Skip2Bfit a whole school impact, children are given a skip2bfit rope to keep in the school. The children are then made responsible for their own skipping rope. The rope should have their name written on it with a permanent marker pen and at the base of the rope their year group. The packaging from the ropes can be used as a colourful border for a classroom display. Over the year this works out at 2p per child per day to have their own skipping rope. This makes the programme more personalised as the ropes are adjustable and they are adjusted for each child's height, meaning they skip more safely and skip better.

The outcomes of this programme are;-

- improved attendance in the school,
- improved behaviour
- improved learning in the classroom,
- improved collaboration in the playground as children compare their scores

This is a great opportunity for your children to succeed using the 2 minute skip2bfit challenge. They absolutely love the programme and in every school we go the playground is transformed into skipping as they practice all week to try and improve on their skipping score and at the same time without realising they are doing maths in a fun way working out their own scores. Skip2Bfit embeds resilience, perseverance and determination in a fun practical way. The data and evidence it creates is not possible with an ordinary skipping rope

The whole point of skip2bfit is to encourage children to take responsibility to be the best they can be. This is all about children understanding that **mindset is everything** and if the children try just that little bit harder and focus that little bit more, they can succeed. This comes out in the programme when the children fully understand that when they are fully focused they can succeed as the children constantly beat their PB and continue making progress. In the classroom teachers are constantly telling the child to focus but with skip2bfit, when they are doing the challenge, they are not talking, they are not looking around, they are focused on achieving their PB and when the children succeed, as they do in the 2 minute challenge, the children then experience the 'yes feeling' which can be seen in the case study at the back of the file. This case study was done on this programme in 2004 by a former LEA Advisory head, Heidi Taylor.

I hope that you will consider embedding this as a whole school initiative, to really motivate your children in unique way to be the best you can be.

In this file are some reports from OFSTED showing the impact of skip2bfit and how it helped a school to be rated **outstanding for Personal Development, Behaviour and Welfare**. Skip2bfit is a very unique way to really close the gap for children whose parents would not necessarily buy their children a skipping rope. As a whole school impact every child is included and every child is motivated to raise their aspirations to succeed. I do hope you consider this fun approach to raising standards and inspiring children to succeed and use Skip2Bfit to clearly evidence the impact of the use of your PE & School Sport Premium.

Finally Skip2Bfit is not about trying to beat somebody else it is about being a better version of you, as the children are challenging themselves to improve.

Our Lady and St Rose of Lima Catholic Primary School

Gregory Avenue, Weoley Castle, Birmingham B29 5DY

Inspection dates	3–4 February 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Strong leadership and good governance is moving this school forwards at a rapid pace.
- Achievement has improved significantly in Key Stage 2 since the previous inspection and leaders have addressed all of the issues raised.
- All pupils, including disadvantaged pupils, the most able, disabled pupils and those who have special educational needs, achieve well.
- Teaching in upper Key Stage 2 and that provided by senior leaders for targeted groups is outstanding. As a result, pupils make rapid progress and standards at the end of Year 6 in 2015 were well above average.
- Lessons are exciting and fun. Teachers carefully plan activities at the right level for all groups. High levels of challenge are presented.
- Pupils' physical fitness is strongly promoted. The two-minute daily fitness challenge has aided pupils' health and well-being. This contributes to good levels of attendance, which is above average.
- Pupils' personal development, behaviour and welfare is outstanding. Pupils are very respectful and polite and they demonstrate exemplary attitudes to learning.
- Children make good progress in the early years because teaching is good and it is well managed.
- Vibrant displays throughout the school add to the stimulating learning environment.
- Governors are very knowledgeable. They provide a good balance of challenge and support and are fully involved in school life.

It is not yet an outstanding school because

- Rates of progress in early years and Key Stage 1 are not as rapid as in Key Stage 2.
- Disadvantaged pupils are not yet reaching the same standards as others in the school.
- Teachers do not always ask pupils questions which make them think hard or enable them to explain their answers.
- Leaders do not always collect enough evidence to support their judgements of children's starting points in the early years.

Inspection judgements

Effectiveness of leadership and management is good

- The focused and determined leadership of the headteacher has ensured that all previous key issues have been fully addressed. She has set a clear and ambitious direction for the school. As a result, the quality of teaching is increasingly outstanding and standards are rising rapidly at the end of Key Stage 2.
- Leaders have made good appointments and successfully created a united staff team. Teachers are very committed to improving their practice and staff morale is high. All adults promote a culture of excellent behaviour and highly positive attitudes to learning.
- Senior leaders know their school very well and their evaluations are precise and honest. Improvement plans are sharply focused on the most important priorities and these are evaluated on a regular basis.
- Teachers and support staff are held fully to account. Challenging targets are set which are related to the school's current improvement priorities. Training is provided to ensure staff have the skills and knowledge needed to carry out their roles and duties effectively. This includes safeguarding training.
- Those who are new to teaching are well supported in order to quickly gain the skills and knowledge needed to demonstrate the high-quality teaching expected.
- The monitoring of the quality of teaching and pupils' progress is very comprehensive. Leaders regularly check the quality of teaching through lesson observations, looking at pupils' books and scrutinising any data collected. They check the progress made by all groups of pupils regularly in order to pinpoint precisely where additional support is needed. Any additional support provided is also checked.
- Subject and phase leaders play a full role in checking on the quality of teaching. They lead training for staff and also attend external courses to make sure their own skills and knowledge are kept fully up to date. The new curriculum has been fully implemented and a method of assessing pupils without levels has been successfully introduced. Teachers are accurate in their assessments and these are validated by external consultants and local schools who work in partnership with Our Lady and St Rose of Lima.
- Good links are made between subjects to develop literacy and numeracy skills. Science is taught regularly and pupils carry out experiments which expand their enquiry skills. Interesting topics foster pupils' historical and geographical knowledge. A wide range of clubs, visits and visitors enrich the curriculum and add to pupils' enjoyment of school, for example the recent cartoonist visit.
- Leaders strongly promote pupils' spiritual, moral, social and cultural development. Pupils are taught to appreciate and respect those from different backgrounds and with different beliefs. Pupils from other countries are warmly welcomed and quickly learn to speak English. Pupils have a good understanding of British values. In describing democracy one Year 6 pupil wrote: 'we are lucky because we can choose and elect our leaders, some countries can't.' Through good teaching and the promotion of Catholic virtues and values, pupils are well prepared for life in modern Britain.
- Leaders have taken steps to make sure that disadvantaged pupils make as much progress as other pupils in the school. The pupil premium is used to good effect to provide good-quality teaching and support for targeted pupils and their families, including support from an attendance and family support worker. As a result, these pupils achieve well and reach standards which are above others nationally. While disadvantaged pupils make good progress, published data and schools' own information show that they do not reach the same standards as others in the school, despite having the same starting points.
- The sports premium has been used well to create a sports cluster with six other local primary schools and to employ a cluster coordinator, a 'sports and well-being improvement champion'. As a result, staff have increased confidence and knowledge in teaching physical education and large numbers of pupils take part in competitive and fitness activities. **The daily two-minute challenge ensures all pupils have daily exercise, for example skipping, boxing or basketball.** Pooling funding with other local schools has enabled the sports premium to be spent effectively and create economies of scale.
- Leaders have worked hard to build positive relationships with parents and address previous concerns. They collect their views regularly through questionnaires and provide workshops which help parents support their children with homework. As one parent wrote, 'I believe the home-school learning link to be very strong.' Of those who responded to the online questionnaire, the very large majority have positive views and would recommend the school to others. Most feel their children are safe and happy.
- The local authority has commissioned Birmingham Education Partnership to provide support. This has been very valuable and utilised to good effect by the school. Advisers have helped improve early years, supported the creation of an assessment system without levels and focused on improving writing in Key

- Marking is used purposefully to extend pupils' learning. Teachers add helpful comments to show pupils how to improve. The school's policy is applied consistently and fully understood by pupils. Pupils respond to the advice or tasks given using green pen so that teachers can quickly see that pupils have taken note.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident and proud of their achievements and their school. They contribute towards maintaining the tidy and well-organised environment by looking after their belongings and not dropping litter. **They understand the importance of a healthy lifestyle and enthusiastically take part in the daily two-minute fitness challenge.**
- Older pupils are caring and supportive to younger pupils. They are keen to take on additional roles demonstrating their maturity and responsible attitudes. For example, pupils apply to become 'charity champions' to raise money for a chosen charity. Elections are also held for school ambassadors, school council and Eco committee members.
- Disabled pupils and those who have special educational needs show good levels of determination in tasks set. Support is always on hand to help them if they get stuck. Very high levels of concentration are also evident in the early years, where children become absorbed in the variety of activities on offer.
- Pupils feel safe and know how to keep themselves safe as a result of practising safety routines, such as fire drills, and being taught about potential dangers. Pupils have an excellent understanding of computer safety and know that they should not disclose personal information.
- Pupils have a very good knowledge about different types of bullying, including cyber bullying. Those spoken to were adamant that bullying does not happen in their school. Where low-level incidents occur, they are confident that, if reported, these are dealt with quickly by adults.
- Breakfast club provides a valuable resource for parents and pupils. Pupils enjoy the food provided and the range of games and activities provided by staff. It prepares pupils well for the day ahead and their learning.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' excellent conduct and readiness to learn reflect the high expectations placed upon them by leaders, teachers and support staff. Pupils work enthusiastically in lessons and this contributes to their good progress. Good levels of respect are shown to adults and other pupils.
- Pupils, parents and staff who expressed their views agree that behaviour is consistently good. Pupils behave very well in lessons and around school. They are well mannered and everyone is made to feel welcome. Pupils know and follow the school rules. They are keen to earn house points for their team in order to win the Friday fun afternoons.
- School leaders keep a detailed record of any incidents which occur. Records checked show that pupils are asked to reflect on their behaviour and how they will modify this. Parents are also asked to sign to show they are aware of the incident and agree with the actions taken. Each class has a behaviour book which moves up the school with the pupils. This allows leaders to analyse trends and patterns over time. This highly efficient system ensures that behaviour remains outstanding.
- Pupils are very keen to come to school and rarely miss a day. As one parent wrote, 'my daughter doesn't stop talking about the school day from pick up to bedtime.' An attendance officer keeps a close check on those who are persistently absent and follows these up swiftly. As a result, attendance is above average over time.

Outcomes for pupils are good

- Pupils make good progress from their starting points. In 2015, standards were average at the end of Key Stage 1 but well above average at the end of Key Stage 2. Pupils who left Year 6, including those who were disadvantaged, made outstanding progress in reading, writing and mathematics.
- School's own information and work in pupils' books shows that current pupils are making good progress across a range of subjects. Effective teaching and targeted support for individuals and groups is leading

- Pupils' self-assurance is developing well. High aspirations permeate the school and as a result pupils are growing in confidence. Leaders have sensibly had a watchful eye on developing pupils' resilience for national and county tests. As a result of leaders' actions, pupils are now better equipped to sit these tests. This year a significantly higher proportion of pupils passed the Kent Test (11 plus) than in previous years. Leaders also ensured that Year 6 pupils were well prepared for their recent statutory tests.
- The school is highly adept at supporting pupils who join the school after the beginning of the school year. Many arrive speaking little or no English. These pupils settle in quickly and are welcomed and accepted by the whole school community.

Behaviour

- The behaviour of pupils is good. Leaders and staff skilfully and effectively model the school's high expectations for behaviour. As a result, pupils understand how to behave well.
- Pupils are polite, friendly and respectful of adults and each other. They demonstrate this by holding doors open for adults and visitors and showing good manners at all times.
- Play and lunchtimes are supervised well with healthy activities available for pupils to take part in. For example, many key stage 2 pupils were observed intently practising their skipping for the weekly Friday skipping competition.
- The school is a calm orderly environment. Pupils conduct themselves well in lessons and respond positively to teachers' high expectations for behaviour and learning. Pupils demonstrate high levels of effort and take great pride in their work. Work in their books reflects the high standards teachers set for them. Occasionally in lessons, where teaching lacks challenge or slows in pace, some pupils lose concentration.
- Leaders have given careful consideration to the needs of all pupils. The 'learning zone' offers appropriate support to highly vulnerable pupils and is used effectively to help a small number of pupils successfully self-manage their behaviour.
- Pupils enjoy coming to school. Overall attendance has improved when compared with the same period last year. Attendance for groups of pupils, such as those who have SEN and/or disabilities and disadvantaged pupils, shows a marked improvement. The school provides highly individualised and intensive support for those pupils whose attendance is low. Parents increasingly trust the school to care for their children. Pupils are incentivised to be in school on time by an appropriate balance of rewards and celebrations. The school rightly takes a firm line on unauthorised holidays and absences. Despite this improvement, attendance remains below the national average, and leaders recognise the need to continue the good work they have already put in place.

Outcomes for pupils

Good

- Children in the early years make good progress from their starting points. In 2017, the proportion of children achieving a good level of development rose from the previous year, although this remains just below the national average.

these actions is seen through the good progress made by the small numbers of disadvantaged pupils across school, including the most able disadvantaged.

- The physical education and sports funding has been used well. Sports coaches have delivered lessons in school and delivered after-school sports clubs. Professional development has been provided to staff, such as in teaching dance, and there has been an increased participation in local schools' competitions. **The school's sports leader has effectively addressed pupils' levels of fitness through special events, such as 'skip to be fit', and including an after-school session for parents.**
- Pupils who have special educational needs and/or disabilities are supported well. Their individual needs are identified early, and their progress, which is largely good, is tracked accurately. Each pupil has an individualised 'my plan' to support their needs and development. Consequently, the special educational needs funding is used effectively by leaders.

Governance of the school

- Governors are earnest and forthright about school improvement and bring a range of appropriate professional skills and experience to the school. The governors rigorously challenge and investigate the actions of leaders, while also offering good support. They have played an important role in driving forward school improvements and eradicating weaknesses.
- Leaders are held to account for the quality of teaching, learning and assessment, as well as for the quality of outcomes for pupils seen in statutory tests and school data. They have an accurate and incisive view of the school's strengths and weaknesses from first-hand experience, participating in monitoring activities alongside senior leaders. Governors are passionate to see all pupils fulfil their true potential.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a tangible ethos that is positive and caring, putting the welfare and well-being of each pupil at the heart of all that it does. This is clearly seen in the friendly, happy and confident manner of the pupils in Moorside Junior School.
- Policies, procedures and records are of high quality and up to date. Summary records of concern are comprehensive and detail timescales and actions. All staff are appropriately trained and have access to well-written policies and guidance. As a result, they have a secure understanding of their individual responsibilities for safeguarding.
- The long-established culture of keeping pupils safe remains evident. Leaders ensure that a mind-set of safeguarding is embedded among all staff and leave no stone unturned in their duty to keep pupils safe.

for them.

- Pupils make good progress in physical development, in staying fit and healthy because primary sport funding is used well to support their health and well-being. This was seen for example, during lunchtime when many pupils' were enjoying skipping and exercising vigorously as a result of the initiative to encourage skipping to stay healthy.

The quality of teaching is good

- Teaching has improved since the previous inspection and is now good, including in English and mathematics. Most lessons seen across the school were good or better and in these lessons teachers promote enthusiasm for learning. Teaching in the Early Years Foundation Stage is often outstanding.
- Pupils work well together and are thoroughly absorbed in learning. They usually develop new knowledge and skills quickly because teachers' questioning is pertinent and shows a good knowledge of how well pupils are learning.
- Pupils apply the basic skills of communication, literacy and numeracy across a range of subjects, such as religious education, history, science and cooking because these are well taught and teachers include the development of these skills in well-planned lessons.
- Pupils' progress is checked each half term by the school and any weaknesses in learning are identified so that new remedies and extra support can be arranged. Pupils generally know how well they are doing through feedback in lessons and in marking where they are told how to improve their work.
- Disabled pupils and those with special educational needs, and those at an early stage of learning English, make good progress because teaching assistants break tasks down into smaller steps, carefully explain the meaning of any technical language and clarifying their misunderstandings. They provide equally good support for learning to enable pupils who are eligible for pupil premium funding and those who enter the school other than at the usual times of admission to catch up with their classmates.
- Teaching in the specialist resource base is good because all adults work well together to ensure every pupil understands the task. They articulate instructions clearly and explain difficult words or ideas by using examples. Adults continuously check and record the small steps of progress pupils make. Consequently all pupils remain focused on their learning and make good progress.
- Very occasionally in lessons which require improvement, the learning of a few pupils with different abilities slows because the work is too easy for them. In these lessons, adults sometimes do not check pupils' learning frequently enough so miss opportunities to give them harder work to do.
- Pupils are not always encouraged to develop their use of English grammar punctuation and spelling in their written work. Occasionally, teachers do not correct pupils' spellings, punctuation or grammar and do not comment on untidy work.

Personal development and well-being

Grade: 2

Pupils respond well to the many opportunities on offer to participate in physical activities, whether programmes such as Skip2BFit, regular lessons or after-school sports clubs. Their understanding of what makes for a healthy diet is increasing, helped along by growing their own vegetables in a class plot. Significant improvements in pupils' behaviour reflect their greater moral awareness and self-discipline. This has resulted in a calm working atmosphere throughout the school and very positive attitudes to learning. However, there are still a few pupils who find it hard to meet the school's high expectations. Pupils are sensitive to the needs of others and most show respect for both adults and other pupils. There is a high degree of racial harmony and acceptance of each other's differences. The successful integration of deaf and hearing pupils greatly enhances all pupils' personal development. It was particularly uplifting to observe the whole school singing and signing a song in collective worship. Pupils play a full and active part in the school as well as contributing to local community projects and developing an excellent understanding of their place in the world.

Quality of provision

Teaching and learning

Grade: 2

Teachers' high expectations of every pupil are evident in the way they tailor learning to their particular needs, building in a degree of challenge that extends their knowledge and understanding. Skilful questioning encourages pupils to think for themselves and explain their reasoning. Lessons move at a good pace and incorporate a good range of practical 'hands-on' activities that suit the different ways that pupils learn. Effective use of regular assessments helps teachers to keep track of pupils' learning and to ensure each lesson builds methodically on the last. Teachers explain clearly to pupils the purpose of each lesson and are beginning to involve them more effectively in assessing their own progress. Many pupils know and use their personal targets, although these are not always expressed in language they can fully understand. There are some very good examples of teachers' marking that clearly shows pupils how to improve their work, but this is not yet consistent in all classes.

Curriculum and other activities

Grade: 2

The school is continually refining and enhancing its curriculum to meet the diverse needs of its pupils. Recent changes in staffing and organisation mean that this is still work in progress. Carefully planned cross-curricular themes interest and engage pupils in learning through a wide variety of first-hand, practical experiences. There is a major focus on enhancing pupils' speaking and listening skills in order to improve their writing. Role-play areas in every classroom are designed to help pupils write more imaginatively. Some Year 6 pupils explained how dressing up helped them to 'get inside and think like' the characters. Their written work had clearly benefited from this approach. Pupils enjoy a good range of popular lunchtime and after-school clubs. The school broadens their horizons through visits to places many have never been to before, such as a trip to France for older pupils who were studying the Second World War. Teachers make effective use of the local area to make learning relevant to pupils' lives. The curriculum reflects the cultural diversity of the school and local communities through celebrating festivals and encouraging pupils' appreciation of a wide range of art, music and literature.



E-Mail Received from Parent 7th November 2017

Dear John,

I had great pleasure meeting you this afternoon at Valley Invictor primary school in Aylesford (xxx's mum). You have made my son soo excited about Learning to skip. The way you seemed to have handled his meltdown, during Skip2bFit session this afternoon. I can't commend you enough!! Not many people would have known how to help him through. But you did,he said he really had alot of fun. Before I met you ,he showed me the sheet in the office. That has his name as best effort and he was so so proud. There are not many areas that he gets the support he needs right now. But I wanted to thank you from the bottom of my heart for making my son feel like a champion and that he can achieve anything if he tries.

Yours sincerely

Mrs X (Name removed for confidentiality purposes)