

Our Lady of Muswell RC Primary School

Pages Lane, Muswell Hill, N10 1PS

Inspection dates 17–18 January 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		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- School leaders and governors work effectively to ensure teaching is of a high standard so that all pupils make at least good progress. Their focus on improving teaching has led to significant improvements in the past year, a period when changes in staffing has been very well managed.
- Most pupils make good progress, with some making excellent progress in literacy and numeracy. Most pupils for whom English is an additional language make good progress because they are provided with effective one-to-one support.
- School leaders work closely with parents, involving them in the learning and progress of their children.
- Pupils are provided with creative ways of learning and have regular opportunities to improve their skills through activities linked to sports, science, art, music and technology. Pupils have a good understanding of other societies and cultures.
- The behaviour of pupils in lessons and around the school is very positive. Pupils are confident, kind to each other, and respectful. They say that they feel safe in school, and many parents and staff agree that bullying is rare.

It is not yet an outstanding school because

- Teachers' marking in books is not of a consistently good quality and does not always let pupils know how to improve their work.
- More-able pupils are not always challenged to do as well as they could.
- The teaching is not yet of high enough quality to ensure that all pupils make rapid and sustained progress in English and mathematics.

Information about this inspection

- Inspectors observed 21 lessons, of which three were jointly seen with the headteacher and the deputy headteacher. In addition, the inspection team made 15 shorter visits to lessons to focus on specific aspects.
- Inspectors listened to pupils read and visited two assemblies.
- Meetings were held with a group of pupils, the headteacher, senior and subject leaders, and members of the governing body. A phone call discussion was held with a representative of the local authority.
- Inspectors took account of the 116 responses from the Parent View online questionnaire. Members of the inspection team also took into account the school's own records of the results of a parental questionnaire.
- The inspection team observed the school's work and looked at a number of documents, including school improvement plans, data on pupils' current progress, pupils' written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet-Christofides, Lead inspector	Additional inspector
Joan McGrath	Additional inspector
Peter Thrussell	Additional inspector

Full report

Information about this school

- The school is a larger than the average-sized primary school.
- A low proportion of pupils are known to be eligible for the pupil premium (the extra money provided by the government to support children in care, those who are eligible for free school meals and service children).
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The pupils are mostly from a wide range of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is above the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school's current leaders are in 'acting' positions following the resignation of the previous headteacher. The acting headteacher was previously an assistant headteacher and became acting deputy head in May 2012 and became acting head in September 2012. The governors wanted to be sure that the new leadership team was right for the school before making any permanent appointments.
- The school does not use any alternative provision.

What does the school need to do to improve further?

- Improve teaching from good to outstanding to raise pupils' achievement even further by:
 - improving the quality of marking so that every pupil knows how well they have done and what they need to improve
 - ensuring that all teachers set challenging tasks in lessons to maximise the progress of all pupils, especially the more able.

Inspection judgements

The achievement of pupils is good

- Most children start the school with skills below the levels expected for their age, and by the end of Year 6, standards overall in English and mathematics are above average. Some pupils from minority ethnic backgrounds or who are learning English as an additional language achieve well, but do not exceed national expectations. The school is addressing this issue.
- Pupils for whom English is an additional language make good progress because they are provided with well-planned, one-to-one support. For example, some Polish-speaking pupils who arrived at the school with very little spoken English were provided with a Polish-speaking parent helper, who supported the pupil to accelerate their English language skills
- Children in the Early Years and Foundation Stage make good progress in all areas of their learning. However, they make exceptional progress in their personal, social and emotional development.
- Disabled pupils and those with special educational needs achieve well from their starting points. The individual needs of these pupils are met extremely well and they are provided with high quality support.
- Those who are eligible for support through the pupil premium funding, including those eligible for free school meals, achieve as well as their peers. Attainment for these pupils is above national expectations. This is due to the school's keen understanding of how to allocate effective support to promote their literacy and numeracy skills. The school promotes equal opportunities well.
- In lessons, pupils make good progress because they are interested in learning and behave well. Teachers have a good understanding of pupils' abilities and in most cases provide work that is well matched to their needs. Occasionally, more-able pupils are not challenged as much as they might be.
- Pupils are provided with good opportunities to deepen their knowledge about other cultures, locally, nationally and globally. They go on visits to local synagogues and churches, learn about African children and combine their knowledge with printing African Adrinka patterns. Pupils are taught to appreciate art, drama and music. They go to theatres, learn to play musical instruments and sing in the choir.

The quality of teaching is good

- The quality of teaching is consistently good across the school and some is outstanding, which is enabling pupils to make consistently good progress. Occasionally, teachers do not provide work that is hard enough for the more able pupils.
- Where teaching is good, pupils develop skills that encourage them to be confident learners. Pupils develop their thinking skills because teachers ask questions that encourage creative thinking. Where teaching is outstanding, pupils are highly engaged and challenged by the work they are given and, as a result, make rapid progress.
- Teaching motivates pupils because teachers and teaching assistants make learning exciting through the use of different activities such as dance, music and the use of puppets. Some teachers use classroom resources such as games and information and communication technology to make learning fun. For example, in an Early Years Foundation Stage class, children developed their coordination, counting and listening skills through watching a video of a dance sequence.
- Teachers constantly praise and provide feedback to pupils on how well they are doing in lessons. However, the provision of such feedback in pupils' books is not well developed across the school. It does not consistently provide clear advice to pupils on how well they are doing and how they can improve.

- Teaching promotes pupils' spiritual, moral, social and cultural development very well. For example, displays around the school, which are rich and vibrant, show how pupils learn about art, music, Africa and an appreciation of other peoples' feelings and beliefs. All classrooms have a prayer corner which pupils can go to if they wish.
- Subject leaders provide good plans that ensure lessons can make effective connections between subjects. For example, during 'Black History Week', pupils linked their history and literacy work with research on male and female black scientists.
- Teaching supports learning at home too. For example, each half term, there is a 'one community homework' provided by the school, which encourages parents to take part in the planned activity. An example was a recycling project in school which involved parents at home with a specific activity.
- Teachers encourage good literacy through a rigorous programme of reading and speaking activities, in all subjects. This is having a positive outcome on pupils' ability to clarify, summarise and predict while reading in English, as well as in science and history.

The behaviour and safety of pupils are good

- Pupils' behaviour in classes and around the school is good. Behaviour is managed well by teachers, who regularly praise and encourage pupils. The school fosters good relationships well and, as a result, pupils are kind, mature and confident in dealing with each other and with adults. Behaviour and attitudes in assemblies are particularly good. Pupils celebrate each other's successes and value differences.
- Attendance is average and pupils are punctual to lessons. They enjoy being in school and talk about it as a fun place to be because they enjoy learning. Pupils are proud of their school and take up positions as 'buddies' for younger pupils, in the playground and the dining hall at lunchtime.
- Pupils say that bullying is rare. They have a good understanding of the different forms of bullying and awareness of the rules for keeping themselves safe when using computers.
- Pupils' attitudes to learning are good, particularly in Year 6. They are keen to do their best and are able to use a variety of skills, which helps them to further their learning. For example, when writing factual information, they are confident in asking questions to clarify the meaning of texts, before having to summarise them. However, some pupils in Key Stage 1 are less aware of what they need to do to make their learning better.
- Parents and staff are generally happy with the behaviour of pupils and mention that there has been an improvement since the current leadership team has been in place. The school has worked hard to improve its relationships with parents. As a result, most parents now praise the school and are happy that their children are safe and making progress. Regular meetings with parents and an understanding of their needs have built positive relationships which are having a positive outcome on pupils' learning.
- Pupils are well known for their good behaviour in the local community. They represent the school in concerts and visit secondary schools on cross-curricular projects.

The leadership and management are outstanding

- Senior leaders are highly ambitious for the school and have worked exceptionally well together to maintain effective systems and high expectations in the school since their appointment. Parents and staff have praised their ability to galvanise the school community and to drive forward improvements following the staffing changes. They provide highly effective improvement planning, which ensures that staff, governors and parents are clear about the

school's priorities for development.

- School leaders analyse how well pupils are doing through regular visits to lessons and by checking work in books. The high-quality support provided for teachers has led to marked improvements in the quality of teaching.
 - Excellent ongoing training for all staff is improving the quality of teaching. Leaders with particular responsibilities say they 'feel empowered and valued' by the headteacher, and can see the school going from strength to strength. All these factors show that the school is very capable of continuing to improve further.
 - The pupil premium is allocated very effectively so that programmes geared to meeting pupils' needs, particularly in literacy and numeracy, have had a positive effect on pupils' attitudes to reading and mathematics and rates of progress.
 - Excellent planning means pupils have lots of opportunities to practise their skills, such as in communication, summarisation of texts, calculation and investigation. Topics often combine subjects to have a stronger impact on learning. For example, teachers use numeracy activities with work in physical education and dance, or link literacy activities with science.
 - Spiritual, moral, social, and cultural development is very well promoted. As a result, pupils have a very good understanding of how to reflect on and meet challenges and empathise with others. Assemblies celebrate pupil successes and bring everyone together with acts of prayer. Older pupils are encouraged to be role models for younger pupils. Discrimination of any sort is not tolerated.
 - Pupils have many opportunities to attend extra classes at lunchtimes and after school, including drama, science, Brazilian martial arts, Latin, chess and film clubs. Pupils in Years 3 to 6 study French, and Year 5 pupils attend swimming lessons during the school day.
 - The very effective leadership of the Early Years Foundation Stage results in high standards of teaching for all children. Procedures to familiarise children and parents with the work of the school are very effective.
 - The performance of staff is managed extremely well. Senior school leaders regularly meet with teachers and other leaders and provide detailed guidance on how progress can be improved. The use of data is extremely thorough. As a result, any support provided for pupils is accurately targeted and timely.
 - The local authority helps the school with training programmes and joint work to encourage pupil learning and parent participation. For example, consultants come into school to talk to parents about how they can support their children at home with subjects such as science. The local authority also set up a science competition which engaged many pupils who consequently joined the school science club.
 - The governance of the school:
 - The governing body makes sure that the school provides excellent support for leaders to carry out their responsibilities effectively. They are proactive in supporting progress at all levels, and regularly visit the school to check on the quality of teaching. All governors are linked to a subject leader who they support with specific skills based on their own areas of expertise. This has been extremely beneficial for the development of these leaders and pupils' achievement. Governors take part in specialised training provided by the local authority, so that they are up to date with every aspect of their roles. They use performance data to understand how well the school is doing and understand how school leaders use this information to drive improvement. Governors ensure that teachers' performance is assessed and check how rewards and pay are allocated. The governing body allocates pupil premium funding effectively so that the pupils concerned make good progress.
-

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	102142
Local authority	Haringey
Inspection number	402875

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

Type of school	All-through
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	448
Appropriate authority	The governing body
Chair	Eveleen Riordan-Sayers
Headteacher	Angela McNicholas
Date of previous school inspection	11th September 2007
Telephone number	020 8444 6894
Fax number	020 8444 9997
Email address	amcnicholas@ourladymuswell.haringey.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

