

Regina Coeli Catholic Primary School

173 Pampisford Road, South Croydon, CR2 6DF

Inspection dates 9–10 March 2015

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| Overall effectiveness | Previous inspection: | Inadequate | 4 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a good school.

- Most pupils make at least good progress in English and mathematics in Key Stages 1 and 2.
- Pupils' attainment has improved and most pupils are working in line with or above national expectations in reading, writing and mathematics.
- The quality of teaching is typically good. Teachers and teaching assistants work very well together to ensure pupils catch up quickly to tackle the legacy of poor achievement.
- Pupils' behaviour and safety are good. They enjoy school and they talk positively about what it has to offer. They feel safe and they attend regularly.
- Senior leaders have an accurate understanding of the school's overall effectiveness. They have taken robust action to address its weaknesses.
- Staff, parents, carers and pupils are positive about the recent changes that leaders have introduced to improve the school.
- Highly effective partnerships, especially between the interim executive board (IEB) and the diocese, have established a strong foundation on which the federated governing body is holding leaders to account for improvement.

It is not yet an outstanding school because:

- Children's achievement in the Reception classes is not as good as in the rest of the school.
- The most able pupils are not challenged sufficiently to achieve as well as they can.
- Some pupils are not making fast enough progress in writing, as they are in reading and mathematics.
- Pupils are given too few opportunities in the planned curriculum to enhance and enrich their wider knowledge in all areas.
- There is insufficient teaching of the highest quality throughout the school.

Information about this inspection

- Regina Coeli was inspected in September 2013 and was judged to require special measures because the persons responsible for leading, managing and governing the school were not demonstrating the capacity to secure the necessary improvement. After the inspection, additional temporary leaders were appointed; the governing body was replaced by an interim executive board (IEB) to lead improvements. In September 2014, a permanent executive headteacher and deputy headteacher were appointed from St Elphege’s School, a Roman Catholic teaching school in Sutton. A hard federation was established with a newly appointed federated governing body, including representatives from both schools and the IEB.
- Since September 2013, the school has had four monitoring inspections by Ofsted. This inspection was the fourth; it began under section 8 and during the first day, it converted to become an inspection under section 5 of the Education Act 2005. Evidence from the previous three monitoring visits was used to inform the judgements on this inspection.
- Inspectors observed teaching and learning in 23 lessons, including short visits to classes. Most observations were conducted jointly with the executive headteacher or deputy headteacher.
- During visits to classrooms, inspectors assessed pupils’ work in a range of subjects and spoke to pupils about their learning.
- Inspectors held discussions with school leaders, pupils, parents and carers, members of the governing body, and representatives of the local authority and diocese. Inspectors spoke with two groups of staff to evaluate teaching and the school’s work.
- School documents and records were scrutinised, including information about pupils’ progress, behaviour and attendance, safeguarding, school improvement planning and records of the IEB and governing body meetings.
- Inspectors observed playtimes.
- Inspectors spoke informally to parents and carers at the beginning of the school day. They considered the 84 responses to the online questionnaire, Parent View, and the 33 responses to the staff questionnaire.

Inspection team

Ann Debono, Lead inspector

Her Majesty’s Inspector

Wendy Forbes

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Regina Coeli Catholic Primary School is larger than the average-sized primary school. The majority of pupils are Roman Catholic.
- A below average proportion of pupils are eligible for the pupil premium funding. The funding is for children in the care of the local authority and pupils known to be eligible for free school meals at any time during the last six years.
- The proportion of pupils from minority ethnic groups is above average. The highest percentage of ethnic groups are White British and those of Black African heritage. The proportion of pupils who speak English as an additional language is broadly average.
- The proportion of disabled pupils or those who have special educational needs is average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Children attend the early years Reception classes full time.
- Since the school was deemed to require special measures, there have been significant staff changes. In September 2014, a new executive headteacher and deputy headteacher were appointed.
- Since November 2014, a hard federation with St Elphege's Catholic Infant and Junior Teaching school in Sutton was established, with whom the school shares the governing body and the executive headteacher.
- The school runs breakfast and after-school clubs. The breakfast club was visited during this inspection.

What does the school need to do to improve further?

- Ensure more teaching is consistently good and better by:
 - raising expectations and increasing pupils' attainment, especially for the most able
 - maximising opportunities for pupils to accelerate progress in writing
 - consistently implementing the marking policy so all pupils act on feedback to improve their work
 - further enhancing the curriculum with opportunities for pupils to deepen their understanding and apply their skills more widely in different contexts.
- Improve achievement in the Early Years Foundation Stage by:
 - ensuring adults accurately assess children's learning and use this information to plan activities to challenge children's skills in the curriculum
 - establishing consistently high expectations for children's achievement in both classrooms and the outdoor environment
 - implementing a sharply focused action plan, closely checked by leaders and governors, to make sure all children achieve highly from their starting points.

Inspection judgements

The leadership and management are good

- The executive headteacher and her leadership teams have successfully driven the school's removal from special measures. They correctly evaluated the school's strengths and weaknesses, rigorously checked the impact of improvements and took decisive action to address remaining poor performance.
- Leaders motivate staff to perform highly. One teacher told inspectors, 'It is a completely unrecognisable school now. Leaders are consistent so there is a greater sense of community and accountability.'
- Leaders have an accurate view of pupils' achievement because systems to track their attainment and progress are now embedded into the school's work. Performance management holds staff to account for standards in their own class and more widely across the school. All staff work together professionally to meet agreed priorities and deadlines in the school's strategic plan.
- Pupils make at least expected progress and many, with the exception of some children in the Reception classes and some who are able, now exceed expectations. The gap between disadvantaged pupils and others has been closed, demonstrating the school's commitment to equal opportunities and efficient, targeted use of the pupil premium grant.
- Middle leaders have considerably developed their roles since September because partners in the teaching school provide good support and work alongside their counterparts. The greater scrutiny of teachers' planning, classroom practice and pupils' work is leading to more effective and accurate monitoring of subjects. For example, the leader for information and communication technology (ICT) worked with her colleagues to overturn low standards and poor teaching. The impact was clearly exemplified by Year 1 pupils competently coding to animate on-screen marine life.
- The inclusion leader provides strong leadership and direction for the team of teaching assistants. Underperforming pupils are quickly identified and receive additional support. These extra interventions are effective as most pupils make rapid progress. During the inspection some individuals with additional needs were skilfully and sensitively supported so that they were included meaningfully in their learning.
- The curriculum is broad and balanced but lacks opportunities for enrichment, which is why it is not outstanding. Since September, leaders expect teachers to develop specific skills for greater depth in each subject. Pupils visit places such as Kew Gardens and The Tower of London to study projects in art and humanities. Pupils say they have a good understanding of life in modern Britain. A recent poetry week celebrated British life and introduced pupils to such themes explored in the language of well-known poets.
- Pupils' spiritual, moral and social education is strong. It is promoted respectfully through school assemblies and religious education. Curriculum opportunities to learn about different faiths and international customs are valuable but pupils' deeper understanding of different cultures is more limited. Pupils' personal development and opportunities for leadership are positive. The programme for sex and relationship guidance requires review.
- Leaders use the government funding for primary sports to extend pupils' skills and achievement.
- Parents and carers speak positively about improvements since September. They say they like leaders' visibility around school, they feel listened to and they are reassured by new changes. Most highly recommend the school.
- The local authority provided network meetings to coordinate support and advice for school leaders. The diocese and IEB were pivotal in brokering the federation with St Elphege's Catholic Infant and Junior and Teaching school in Sutton. These factors accelerated the school's removal from special measures.

■ The governance of the school:

- The IEB provided timely and robust support for the school during a difficult period. Governors worked highly effectively with the diocese and school community to lead key strategic actions to secure the school's future. They visited frequently to check improvements and to address new concerns. This rigour is sustained as an IEB representative is now a governor.
- Since September 2014, the new federated governing body draw on their successful experience in an outstanding teaching school. This expertise, combined with the IEB's legacy, ensures incisive support and challenge for leaders and good capacity for continued improvement.
- Governors carry out focused learning walks to school. They meet parents, carers and staff. They visit lessons and assess pupils' achievement in teaching and learning. They are experienced at performance management and they use the links between pay and progression to reward staff accordingly. The IEB successfully managed school finances out of a deficit position. Governors wish to refine this further to ensure value for money to demonstrate direct impact on pupils' achievement.

- Processes for safe recruitment and the vetting of staff are robust. Safeguarding meets requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They speak loyally about the school and how it has now improved. They told the inspector, 'It has changed a lot in a good way, we feel happier now, we concentrate more and we are more eager to learn.' Inspectors agree.
- Behaviour at playtime is good. Previously, leaders did not analyse behaviour incident records to assess trends or to respond quickly to concerns. Lunchtime staff now maintain comprehensive records and leaders act quickly on this information. All children feel safe; those at risk of being isolated or of being unkind are identified promptly. They receive support through social skills and games clubs. A Year 6 'work experience' programme at playtime helps pupils to behave. These successful strategies have considerably reduced poor behaviour. Pupils get on well; they share equipment and play together amicably.
- Pupils behave well in lessons. They show positive attitudes to their learning; they are keen to achieve their best. In a very small minority of classes, pupils' behaviour requires improvement. This is because changes of class teacher unsettle pupils while new routines and expectations are established.
- Pupils are respectful of different faiths. The school is tolerant and welcoming. Pupils help their peers to learn English; they show a particularly sensitive understanding for pupils with additional needs.
- Attendance has remained consistently above average for four years. Leaders are vigilant about first day calls to contact families when pupils are absent to ensure their safety and welfare.

Safety

- The school's work to keep pupils safe and secure is good. Pupils understand how to be safe in school and at home. Pupils have a clear understanding about e-safety. Adults supervise pupils efficiently and calmly as they move around the school, wasting little time for learning.
- Pupils have a good awareness of bullying in all its forms. They expressed great confidence that any worries would be quickly addressed by adults.
- The premises are well maintained and enhanced by recent refurbishments to the toilets and a covered walkway. Leaders decluttered communal areas to display the school's values, Catholic principles and to celebrate children's work and behaviour. This contributes to an orderly and positive learning environment.
- Risk assessments are maintained well. Health and safety matters are addressed. The IEB and governing body ensure all statutory policies are implemented and reviewed regularly.
- Safeguarding processes are secure. Staff are vigilant and attentive to pupils who may be at risk of harm. They follow procedures and report concerns immediately to senior leaders who take swift action.

The quality of teaching is good

- The quality of teaching is good but not enough is outstanding. Leaders keep this aspect continually under review and teachers and teaching assistants are committed to improving their practice.
- Teachers and additional adults work together very effectively. They know which pupils must make rapid progress, specifically in their literacy and numeracy work, to catch up and they do so, particularly in Key Stage 1 and Key Stage 2.
- Teachers use assessment information to plan work at the right level. Gaps in pupils' knowledge and understanding are addressed by group work in classrooms and in additional intervention activities. Adults do not routinely identify or challenge the abilities and talents of more able pupils across the curriculum because their expectations of what these pupils know, understand and can do are too low.
- Adults welcome and act quickly on the training and feedback they receive through the teaching school or middle leaders. For example, questioning skills have improved so that questions are more open, so pupils have to think more deeply before they answer rather than a simple yes or no reply.
- The quality of teachers' marking is not consistent. In some classes it is too affirming or imprecise to help pupils improve the quality of their writing. In these same classes pupils do not respond to feedback. Marking is particularly effective in Year 6 however; pupils are actively encouraged to consider a further extension task or answer an additional short challenge question.

The achievement of pupils is good

- All pupils' attainment in 2014 at the end of Key Stage 1 and Key Stage 2 was above average. The proportion of Year 6 pupils who achieved at the higher level in grammar, punctuation and spelling was well above average. Since the previous inspection, many pupils have made good progress, including those pupils reflecting the highest proportions of minority ethnic heritage. Those who were underperforming, particularly older pupils, are now skilfully helped to catch up quickly.
- Scrutiny of pupils' work and analysis of school information however, show some pupils not making rapid progress, notably the more able and some children in the Reception classes. Leaders have correctly identified that some pupils' improvement in writing is not as strong as in their reading and mathematics.
- Pupils in Years 1 to 6 use calculation skills well. This is because staff training has improved adults' subject knowledge. The new calculations policy is being implemented successfully because teachers use good guidance well.
- The school works hard to improve pupils' literacy skills. In Year 1, results in the phonics screening check are above average and continue to improve annually. Pupils show good phonics knowledge which helps them to decode unfamiliar words and confidently read more demanding books.
- Leaders regularly assess the quantity and quality of pupils' writing in their English books and other subjects. Where progress is insufficiently rapid, pupils benefit from highly effective interventions on specific skills such as the use of semi-colons or paragraphs. Pupils are set challenging year end targets and work in books indicates most pupils are on track to attain these outcomes.
- In 2014, by the end of Year 6, although the progress of disadvantaged pupils exceeded that of their peers in reading and mathematics and was similar in writing, the gap was too wide. They were approximately one year behind their classmates in English and mathematics. Currently, throughout the school, disadvantaged pupils or those who speak English as an additional language achieve the same standard as others and frequently higher. In two classes a small number perform less well in writing.
- Adults meet the needs of disabled pupils and those with special educational needs effectively; consequently, many make rapid progress from their starting points.

The early years provision requires improvement

- Children enter the Reception classes with knowledge and skills that are at, and frequently above, those levels typical for their age. At the end of Reception in 2014, a higher proportion of children reached a good level of development. However, children are not challenged enough in their learning so their progress is too limited.
- Adults' expectations remain too low, given children's strong starting points. Planned activities do not build routinely on children's prior knowledge and understanding. For example, art materials were provided to make flowers for Mother's Day. One confident child chose to create a different, personal gift and in doing so showed higher dexterity using the different objects and equipment she sourced for herself. These skills and abilities were not recorded in her assessment records.
- Children's achievement records are not maintained to a high standard. Adults record insufficient evidence; the next steps in development are neither identified nor routinely incorporated into plans.
- Since September 2014, leaders prioritised the development of teaching and learning so that it is now effective in both Reception classes. Adults visit the partner teaching school and implement new ideas well. For example, opportunities for learning have improved in the outdoor area. During the inspection, children explored the properties of two-dimensional shapes using printing skills on wallpaper and water painting on the floor. They correctly drew and labelled different shapes on a whiteboard to demonstrate good understanding. Their behaviour and attitudes to learning and to each other are a strength of the provision.
- A new leader has been recently seconded part time from the federation. She has begun to support staff to further improve provision and assessment. There is, however, no strategic plan to guide or check how quickly children's achievement and the quality of teaching improve to being consistently good and better. Thus, leadership and management in this phase requires improvement.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 101800 |
| Local authority | Croydon |
| Inspection number | 454474 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 402 |
| Appropriate authority | The governing body |
| Chair | Tom Tamplin |
| Executive Headteacher | Frances Hawkes |
| Date of previous school inspection | 25 September 2013 |
| Telephone number | 020 8688 4582 |
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