

Our Lady and St George's Catholic Primary School

Shernhall Street, Walthamstow, London E17 3EA

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| Inspection dates | 13–14 July 2016 |
| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| 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

- The headteacher has created a cohesive team of leaders, teachers and support staff who work together effectively.
- Pupils are well prepared for secondary school. They make good progress over time and most reach the expected standard in reading, writing and mathematics by the end of Year 6.
- Pupils read very well because they develop key skills in the early years and Year 1. A very high proportion of pupils reach the expected standard in phonics (letters and the sounds they make) at the end of Year 1.
- Teachers use skilful questioning techniques to enhance pupils' learning and make them think hard.
- A wide range of clubs and extra-curricular activities support pupils' personal development very well.
- Governors gather information about the school from a range of sources, including carrying out visits themselves. They use this information well to hold leaders to account.
- Behaviour is of a high standard in lessons, around school and on the playground. Pupils look after each other and treat others with respect and courtesy.
- Systems for recording any concerns regarding the safeguarding of pupils are thorough. Pupils feel safe and their parents are confident that their children are well looked after.
- Pupils' spiritual, moral, social and cultural development is very well supported. Pupils learn about different beliefs and cultures. They also learn about fundamental British values and what it means to be British.

It is not yet an outstanding school because

- Some cohorts do not make as much progress as others because teachers do not consistently use the information they have about pupils' achievement to full effect when planning lessons.
- Recording of children's achievement in the early years is not always focused on precisely what children can do and what support they need to experience success. Consequently, teachers do not consistently modify their teaching to ensure children make rapid progress.

Full report

What does the school need to do to improve further?

- Improve pupils' achievement by ensuring that teachers use their assessment information to plan activities that are sharply focused on the next steps in learning for different groups of pupils.

- Improve teaching, learning and assessment in the early years by ensuring that adults:
 - consistently record precise assessments of what children can and cannot do, and what help they need in order to complete activities successfully, and
 - use these assessments to plan activities which enable children to make rapid progress.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has successfully led the school since the amalgamation of the predecessor infant and junior schools in 2010. She has secured a culture of improvement and ambition. Despite being located across two sites, the school is one coherent community and members of staff work harmoniously together as an effective team.
- Leaders and governors have an accurate view of the school's strengths and areas for further development. They have adapted the leadership structure to meet the current needs of the school. They have made sure that leaders at all levels are well-equipped to fulfil their roles effectively by providing appropriate professional development opportunities. Senior leaders hold teachers to account for the achievement of pupils in their classes through regular review meetings and robust performance management systems which are closely linked to pupils' outcomes.
- Middle leaders use information about pupils' progress to identify any additional support that may be required for different classes or groups. They work together with teachers and other adults to implement this support effectively and check that it has the desired impact on pupils' outcomes.
- Leaders have devised a broad and balanced curriculum. For example, by the end of Year 6 pupils have developed good skills in German through a structured programme of weekly lessons. In addition, pupils learn a few words of other global languages through 'language of the term' which, at the time of the inspection, was Filipino.
- The school's work to support pupils' spiritual, moral, social and cultural development is strong. For example, during the inspection pupils were participating in a mission week which strongly supported their spiritual development and understanding of the faith ethos of the school. At the same time, they were rehearsing for a cultural celebration with each class learning about and performing aspects from a culture other than their own such as Jamaican dance and Welsh lullabies.
- Pupils are taught about fundamental British values and what principles such as democracy and liberty mean. Pupils in key stage 1 have written about what it means to be British, and how special days and festivals relate to British culture. Consequently, pupils are well-prepared for life in modern Britain.
- Pupils were keen to tell inspectors about the wide range of extra-curricular activities on offer which support their development well. They spoke enthusiastically about sports clubs, music tuition and summer camps which promote their academic and social learning.
- Leaders have spent pupil premium funding wisely to make sure that disadvantaged pupils make as much progress as others. As a result, the gap between the achievement of these pupils and others in the school has narrowed and for many cohorts has closed. Similarly, leaders have spent the additional physical education and sport funding effectively, providing opportunities for pupils to experience a wider range of sporting activities and events.
- **The governance of the school**
 - Governance of the school has improved since the last inspection. This is because governors have recruited new members who have relevant skills and experience to support leaders and hold them to account for their work. They gather information from senior leaders and external sources which enables them to ask appropriate questions and understand the school's work in more depth.
 - Governors attend training to equip them for their roles. They also attend appropriate training, such as that relating to safeguarding, alongside members of staff.
 - Governors make sure that they retain close links with pupils through visiting the school to see its work for themselves. They meet with parents and pupils and observe school activities.
- The arrangements for safeguarding are effective. Leaders work effectively with parents and other professionals to safeguard pupils. Detailed records of any concerns raised are kept securely. The designated lead for safeguarding keeps a complete chronology of events which supports case conferences and decision-making about individual cases. Members of staff have received regular and relevant training in relation to aspects of safeguarding, including female genital mutilation and the 'Prevent' duty.

Quality of teaching, learning and assessment is good

- Across both school sites there is a marked consistency in approach. For example, each class has developed a charter setting out their shared expectations within the school's policy. These are displayed outside each classroom. Similarly, the school's policy for marking and feedback is implemented consistently across all classes and cohorts. Pupils understand what the systems are and what they need to do to improve their work.
- Teachers have high expectations of what pupils can achieve. They use secure subject knowledge to plan activities which extend pupils' learning. For example, in a mathematics lesson pupils were developing their problem-solving skills. The teacher used probing questions prompting pupils to review and revise their different strategies as they worked together in groups.
- Teachers and other adults use carefully chosen questions to make pupils think hard, particularly the most able. They also ask pupils to explain how they have tackled tasks. This enables teachers to probe even further and deepen pupils' thinking. As a result, the most able make as much progress as other groups.
- Teachers and leaders plan changes carefully to minimise dips in learning when pupils move from Reception Year to Year 1, or from the lower site to the upper site at the end of key stage 1. Year 2 pupils spend a week visiting the upper site prior to their transition so that they feel comfortable in their new environment. Reception children join older pupils in assemblies and at breaktimes to support their move to Year 1.
- Teachers use information about pupils' progress to identify any gaps in learning and any individuals or groups that need additional support. They are well-informed about the achievement of groups of pupils in their class. However, they do not consistently use this information to plan lessons that are sharply focused on what pupils need to learn next. As a result, some classes make more progress than others in reading, writing and mathematics.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are self-confident and articulate. Leaders and teachers arrange a wide variety of opportunities which support pupils' personal development well. For example, pupils participate enthusiastically in performances and learn about a wide range of different cultures and traditions.
- Pupils learn how to behave in a mature and responsible manner. For example, Year 2 pupils told an inspector that they are role models for younger pupils in the Reception Year, some of whom are still learning how to behave well.
- Pupils are kept safe and feel secure in the school environment. They learn how to keep themselves safe, including online. There are consistent measures in place to support those with medical needs including, where necessary, health care plans that are regularly updated and agreed with health professionals and parents.
- Leaders are committed to making sure that pupils' welfare remains a key priority at all times. There is very little bullying and pupils are adamant that adults will deal with any concerns very quickly. They are also clear that often they can sort out small disagreements themselves, taking responsibility for their actions. As one pupil said, 'we can forgive and forget'.

Behaviour

- The behaviour of pupils is good. Pupils are polite and courteous. Pupils, parents and staff all say that behaviour has improved over time, and the school's records confirm this.
- In lessons, pupils' attitudes to learning are positive. They respond quickly to adults' requests and are keen to learn. They focus well on tasks, and enjoy working individually, in pairs or in groups. Low-level disruption is rare.
- Outdoors, pupils get on very well together. They look out for each other and report any worries or concerns to adults, who quickly sort out any problems. Pupils enjoy a variety of activities during breaks – using skipping ropes, bats and balls to structure their play. Leaders have responded to requests for more play equipment, particularly for key stage 2 pupils. Some teaching assistants work through the lunch break, as they recognise that this supports a consistent all-day approach to behaviour which ensures that standards remain high.

- Pupils' attendance is good. Leaders emphasise the importance of high attendance in order to make good progress and families support their children's prompt and regular attendance at school. The few pupils who do not attend regularly are followed up rigorously by leaders who work effectively with the local authority to bring about improvements.

Outcomes for pupils

are good

- Pupils join the school with skills that are often below those that are typical for their age, particularly in relation to communication, language and literacy. They make good progress over time and leave the school well-prepared for their secondary education.
- In 2015, the proportion of pupils who reached the expected level 4 in reading, writing and mathematics at the end of Year 6 was just above average. This represents good progress from their starting points. Pupils achieved particularly well in mathematics.
- Early indicators show that in 2016 four out of every five pupils reached the new expected standard in reading, writing and mathematics in the national tests at the end of Year 6. This is noticeably above the provisional national figure. It is not possible to judge how well different groups of pupils have achieved as further national information has yet to be published.
- Pupils achieve equally well in key stage 1. In 2016 more than three quarters of pupils reached the new expected standard in reading and mathematics at the end of Year 2. Around two thirds reached the expected standard in writing. In 2015, the proportion of pupils who reached the expected level 2 in reading, writing and mathematics was broadly average.
- Leaders have sustained high standards in pupils' knowledge of phonics. For the last three years around nine out of every ten pupils have reached the expected standard by the end of Year 1. This is well above average. Most-able pupils in Year 2 who read to an inspector did so fluently and with expression. This indicates that their reading has progressed well from these secure foundations. Lower-attaining pupils read confidently, using their phonics skills effectively to sound out tricky or unfamiliar words.
- Leaders track the progress of groups of pupils very carefully. They identify any gaps in performance as soon as they start to appear and take effective action to make sure that no group performs less well than others. As a result, higher- and lower-attaining pupils, those who speak English as an additional language and those who have special educational needs and/or disabilities make similar progress to their classmates.
- In 2015, the gap in attainment between disadvantaged pupils and others in the school at the end of Year 6 persisted. However, the proportion of disadvantaged pupils who made expected progress was greater than the national average for all pupils. The school's information shows that disadvantaged pupils currently on roll are making similar progress to their peers.

Early years provision

is good

- The early years learning environment, both indoors and outdoors, provides a wide range of interesting activities which promote children's development in all the required areas of learning. These include experience of different media including clay, physical challenges posed by large tyres to climb on and shared parachute games.
- Children behave well. They respond positively to established routines such as lining up at the end of breaktime. Adults implement the school's safeguarding procedures rigorously. Leaders make sure that the environment remains a safe and secure place for children to play and learn.
- The proportion of children who reached a good level of development by the end of Reception in 2015 was broadly average. In 2016, there are significantly more boys than girls in the cohort and the respective outcomes for each of these groups are better than national 2015 figures. The gap between the achievement of boys and girls is narrower than the 2015 national figure. This represents good progress from lower than typical starting points.
- The teaching of phonics is well-planned and effective. Children learn these early reading skills through a range of stimulating activities which motivate them to participate and they make good progress.
- Most children in the Nursery classes attend in either the morning or the afternoon of each day. This year, a small number have attended full time. Leaders have adapted their approach to make sure that this group of pupils do not repeat activities, but have opportunities to extend and deepen their learning across the range of curriculum areas.

- Children are well-prepared for Year 1 both academically and socially. They have many opportunities to visit other parts of the school, including the playground and during assemblies.
- Parents are kept well-informed about school events through display boards located at the classroom entrances. They receive relevant information about their children's progress and are fully included in discussions with teachers and leaders if any concerns arise.
- Assessments made by teachers regarding the achievement of children have been externally checked and found to be accurate. However, the recording of children's progress is inconsistent across the Nursery and Reception classes. Some evidence is accompanied by notes of exactly what the child did or said. Other evidence is not explained and consists, for example, of a drawing or photograph without further information. Consequently, teachers do not consistently identify what children's next steps in learning are and therefore do not plan sharply focused activities which promote accelerated progress.

School details

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| Unique reference number | 135193 |
| Local authority | Waltham Forest |
| Inspection number | 10011901 |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 450 |
| Appropriate authority | The governing body |
| Chair | Marian Harrington |
| Headteacher | Rosie McGlynn |
| Telephone number | 020 8520 8500 |
| Website | www.olsgweb.org |
| Email address | office@olsgweb.org |
| Date of previous inspection | 18–19 March 2014 |

Information about this school

- Our Lady and St George's Catholic Primary School is larger than the average-sized primary school. There are two classes in each year group. The school is located on two sites about half a mile apart.
- Most pupils in Nursery attend part time.
- Pupils come from a wide range of ethnic backgrounds, the largest groups are those of Black African, Black Caribbean and White British origin. The proportion of pupils who speak English as an additional language is around double the national average.
- The proportion of pupils who receive pupil premium funding because they are eligible for free school meals or are looked after by the local authority is around average.
- The proportion of pupils who have special educational needs and/or disabilities is similar to other primary schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed teaching and learning in 20 visits to lessons. Some of these were undertaken alongside senior leaders. Inspectors also observed pupils rehearsing performances for the end of term cultural celebrations and visited an assembly.
- Meetings were held with senior leaders, middle leaders and groups of staff and governors. The lead inspector met with a representative of the local authority. Inspectors spoke to pupils around the school and more met more formally with groups of pupils from both key stage 1 and key stage 2. An inspector heard pupils read.
- A wide range of documentation was scrutinised including that relating to pupils' outcomes, safeguarding and leaders' checks on the quality of teaching, learning and assessment. Inspectors also looked at pupils' work in their books.
- Inspectors observed pupils at breaktimes and lunchtimes, and as they moved around the school.
- Parents' views were taken into account through conversations with parents at the end of the school day and through the 145 responses to the online Ofsted questionnaire, Parent View. The 25 responses to the staff survey were also considered.

Inspection team

| | |
|--------------------------------|-------------------------|
| Gaynor Roberts, lead inspector | Her Majesty's Inspector |
| Meena Walia | Ofsted Inspector |
| Jonathan Newby | Ofsted Inspector |

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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