



# Regina Coeli Catholic Primary School

Inspection Report

**Unique Reference Number** 101800  
**Local Authority** Croydon  
**Inspection number** 276591  
**Inspection dates** 15–16 November 2006  
**Reporting inspector** Grace Marriott

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

<b>Type of school</b>	Primary	<b>School address</b>	173 Pampisford Road
<b>School category</b>	Voluntary aided		South Croydon
<b>Age range of pupils</b>	4–11		CR2 6DF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8688 4582
<b>Number on roll (school)</b>	411	<b>Fax number</b>	020 8688 0225
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Marian Hamilton
		<b>Headteacher</b>	Mr Donal McCarthy
<b>Date of previous school inspection</b>	20 November 2000		

<b>Age group</b> 4–11	<b>Inspection dates</b> 15–16 November 2006	<b>Inspection number</b> 276591
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school serves four catholic parishes and all the pupils come from Roman Catholic families. It is larger than most schools and there are always more applications than places available. Though the school is ethnically and socially diverse, the number of pupils at an early stage of learning English is low and relatively few pupils are entitled to free school meals.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. The head teacher, staff, governors and parents work together successfully to create a warm and welcoming atmosphere where pupils of all abilities enjoy their education and achieve well.

The school's catholic ethos underpins everything it does and the pupils' spiritual, moral, social and cultural development is outstanding. Pupils attend regularly, behave well, and take part enthusiastically in a wide range of cultural and sporting activities. By the end of Year 6 they are sensible and likeable young people who are well-prepared for the next stage of their education. They show consideration for others and a mature understanding of the wider world and of people of different faiths and cultures. Pupils have the confidence to make the good choices about living a safe, healthy and active life. The quality of care and support is outstanding.

Children in the Foundation Stage make satisfactory progress overall and good progress in personal and social development. They work and play together well. Their progress in the early stages of reading, writing and mathematics, is satisfactory, though not as rapid as in other areas. In Years 1 to 6, pupils make particularly good progress in English. They read well, write accurately and talk about their ideas confidently, using a good vocabulary. In mathematics, skills in number work are good, but pupils are not as good at using them for problem solving and investigations. They are confident and competent users of information and communications technology (ICT). By Year 6, academic standards are above average overall. Teaching is good and some is outstanding. As one parent said, 'staff are prepared to go the extra mile for the children'. Lessons are lively and engage the pupils' interest, particularly in Years 2, 5 and 6. The most successful teaching helped pupils to work independently and apply their knowledge and skills to new work. This is not happening consistently enough across the school.

Leadership and management are good. The head teacher and leadership team are excellent role models and work very well together for the benefit of pupils. Key subject coordinators, many who are new to the role, know what needs to be done to raise standards further. Governors have a clear understanding of the school's strengths and areas for development. Overall, the school knows how well it is doing and what to do to improve further. The improvement since the last inspection has been good and the school has the capacity to continue to improve well. It gives good value for money.

### What the school should do to improve further

- Improve the pupils' ability to work independently and apply what they know to problem solving and investigations, particularly in mathematics.
- Improve the provision in the Foundation Stage so that children's learning and development in the early stages of literacy and numeracy matches their personal and social development.

## **Achievement and standards**

### **Grade: 2**

Children start in Reception with broadly average knowledge, skills and understanding, though this varies from year to year. By the end of Reception, children have made satisfactory progress. In reading, writing and mathematics, they are working at the level expected of five year olds. In personal and social development, their achievement is better than average. In Years 1 to 6, most pupils make good progress, though they make better progress in English than mathematics. By Year 6, standards are above average and particularly high in reading. Pupils learn to read well, write accurately and use a good range of vocabulary. In mathematics, they learn good calculation skills and, when given the opportunity, tackle investigations effectively. Challenging targets in 2006 were exceeded in English and met in mathematics at the higher level, though some pupils in the middle range of ability did not make as much progress as anticipated. The school is very aware of this and is taking action which is resulting in better progress for current pupils. Pupils with learning difficulties and disabilities make good progress because their needs are identified quickly and good support provided.

## **Personal development and well-being**

### **Grade: 2**

Overall, pupils' personal development is good and pupils feel valued and are positive about their achievements. Their opinions are shared by the vast majority of parents. As one commented, 'children are happy and fulfilled at this school and are encouraged to work to the best of their potential'. Pupils have a strong sense that they are part of a community and are supportive of each other. The outstanding quality of their moral and spiritual development is evident in assemblies and in many other aspects of their school life. They are sensitive to the views of others and show respect for values and beliefs. Racial harmony is strong and pupils have good understanding of faiths other than Christianity. Pupils respect the school code of conduct. Behaviour is good overall and outstanding in assemblies. Relationships are good at all levels and pupils have very positive attitudes to learning. When given the opportunity, pupils are willing to take responsibility for planning aspects of their own learning but do not get enough opportunity to develop these skills. On the few occasions when bullying occurs pupils say it is dealt with quickly. Pupils have good understanding of what makes a healthy lifestyle and of how to keep safe. Older pupils learn about the dangers of substance abuse. The school council is increasingly involved in decision-making and are proud of their part in developing the school playground. Pupils are very welcoming to visitors and pupils new to the school say they soon made new friends.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils make good progress because they are well taught. Teachers create a purposeful working atmosphere where pupils understand what they are expected to achieve, enjoy their learning and are willing to work hard. In general, teachers have high expectations, particularly in English. Reading is very well taught. In mathematics, teachers tend to focus more strongly on teaching good number skills, and less on helping pupils to apply these to unfamiliar situations. Teachers and pupils are making good use of ICT to support learning. In most classes, lessons are lively and pupils are encouraged to think for themselves. The work builds well on pupils' existing knowledge and understanding and takes account of different needs. In a few satisfactory lessons, the teaching was less stimulating and pupils were not working as independently. Occasionally, whole class introductions were too long and some pupils lost interest. In the Foundation Stage, the activities teachers provide are more effective in developing children's personal, social skills and creative skills rather than their skills in the early stages of literacy and numeracy. In all classes, teachers mark pupils' work carefully and provide good guidance. As a result, pupils are very clear about what they need to do to improve their work.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory overall with some good features. In the Foundation Stage the curriculum provides well for children's personal development but less so for the development of basic skills. The school recognises the need to plan for better achievement in this area. In Years 1 to 6, planning is good, though the school has recognised that pupils need more opportunities to work independently and, in particular, to use their good number skills in investigative work and also to write at length in subjects other than English. Provision for pupils with learning difficulties is effective because support is targeted well to meet their needs. Enrichment activities are good. They include sport, music and French, and add significantly to pupils' enjoyment of learning. The Year 6 residential visit helps to develop pupils' good literacy, numeracy and ICT skills. All these activities support well pupils' personal development and preparation for their future education and employment.

### **Care, guidance and support**

#### **Grade: 1**

Staff are extremely successful in providing high quality care, guidance and support and, as a result, pupils feel secure and trust adults. Pupils say someone is always available if they have any problems or concerns and parents trust the school to take good care of their children. Systems for identifying and supporting pupils who have learning difficulties or disabilities are very well managed and inclusive. This enables

pupils to make significant progress towards achieving their targets. Academic guidance has been a major focus for school development and the work done has been very effective. The tracking of progress in English, mathematics and science enables teachers to know exactly how well both individuals and groups of pupils are doing. The school provides very effective support and guidance for those at risk of underachieving. The staff ensure that pupils work in a safe and healthy environment. Child protection arrangements meet legal requirements and the school works well with other agencies to support vulnerable pupils. Partnerships with other local schools are effective. They ensure smooth transition of pupils both into and out of the school. Pupils are very well prepared for the next stage of their education.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Almost all parents who responded to the questionnaire share this view. The head teacher and senior management team are excellent role models in their teaching, expectations and aspirations for all pupils. They promote an ethos in which all pupils are given opportunities to succeed. Achievement, whether academic or personal and social, is celebrated. The school knows itself well and senior managers and governors have the knowledge and confidence to decide which initiatives will best fit the school's philosophy and ethos. They have the commitment and capacity to develop the school further. Developments are guided by a good school improvement plan.

The head teacher and senior managers regularly monitor and evaluate teaching with a focus on particular aspects. This has, for example, improved the quality of the teaching time allocated to targeted groups within literacy and numeracy lessons. Other managers, many who are new to the role, are developing a good overview of teaching and learning in their subjects. The senior managers know there is still work to be done to improve provision in the Foundation Stage and raise pupils' achievements in mathematics to the level of those in English across the school. The governors are very supportive of the school and contribute well to its development. They are well involved in planning its strategic direction. They are well informed and this enables them to ask the kind of critical questions that keep the senior managers well focused on school improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

We really enjoyed meeting you and listening to what you had to say about the school. You were very keen to tell us that you go to a good school and we think you are right to be proud of it.

We agree with you, and your parents, that the school is giving you a good education. Your teachers make lessons interesting and enjoyable and you work hard and behave well. You make good progress, especially in English. The youngest children learn to work and play together well. We were impressed by how well you get on with each other and also by the ways in which adults in the school help and support you very well if you have any difficulties. The school gives you lots of opportunities to take part in different activities outside lessons, interesting people are invited to come into school and you are taken to visit interesting places. The head teacher, teachers and the governors manage your school well and are always looking for ways that they can make the school even better.

Even a good school can be improved so we are asking your teachers to think about ways in which the youngest children could be helped to make better progress in reading, writing and maths, and how all of you could be helped to do as well in maths as you do in English.

Thank you for your help during our time with you and good luck for the future. Keep up the good work.

Yours sincerely

Grace Marriott

(Lead inspector)