



# St Mary's RC Primary School

## Inspection Report

**Unique Reference Number** 102425  
**LEA** Hillingdon LEA  
**Inspection number** 276716  
**Inspection dates** 20 October 2005 to 21 October 2005  
**Reporting inspector** Nicola Davies AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Rockingham Close
<b>School category</b>	Voluntary aided		Uxbridge
<b>Age range of pupils</b>	3 to 11		Middlesex UB8 2UA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01895232814
<b>Number on roll</b>	190	<b>Fax number</b>	01895235403
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Pat Dillon
<b>Date of previous inspection</b>	20 November 2000	<b>Headteacher</b>	Mrs Christina Cleugh

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 20 October 2005 - 21 October 2005	<b>Inspection number</b> 276716
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

St Mary's RC Primary School is a one form entry Catholic primary school on the edge of Uxbridge. It has 190 pupils on roll including 40 part time nursery pupils. The majority of pupils are of White British or Irish heritage but pupils at the school come from a range of ethnic backgrounds. Nearly 20% of pupils are bilingual, including a growing number of pupils who are at early stages of learning English. The proportion of pupils who have learning difficulties is higher than average. A growing number of pupils join or leave the school at different times of the year because their families move in or out of the area.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Mary's is an effective school that gives good value for money. This reflects the school's own view. Children in the Foundation Stage get a good start to their education. From the early years onwards, teachers work hard to develop pupils' skills and to provide interesting opportunities for them to apply them in a variety of activities. Teaching is good and there is an interesting and wide-ranging curriculum. Because of this, pupils enjoy school and join in activities with enthusiasm. The school keeps a close check on how pupils are progressing and teachers take care to match work to pupils' particular needs. This means that pupils make good progress and generally reach or exceed expected standards by the end of their time at the school. However, some pupils do not attend school often enough and this hinders their progress. Pupils' personal development is very good. This is shown by their excellent behaviour and in the concern they show for each other and for adults in the school. There is a real sense that the school is a family which includes all the pupils, staff and parents. Pupils from a wide variety of backgrounds with a range of different needs and abilities feel safe, secure and are supported well. This confirms parents' and pupils' positive views of the school and the school's own view of itself. Leadership and management are good because the headteacher and senior managers set a clear direction to the school's work. Staff, governors, parents and pupils are all involved in some way in improving the school. The school knows its strengths and weaknesses well which means that it has already identified the most important things it needs to do to get even better. The school has made many improvements since the last inspection and is well placed to improve in the future.

### What the school should do to improve further

\* Improve attendance.

## Achievement and standards

### Grade: 2

Pupils achieve well. Children in the Foundation Stage have good opportunities to develop in all areas of learning. Many of the children do not have well developed communication and language skills when they join the nursery, but they make good progress because staff pay close attention to their needs. This means they meet the goals set for them nationally at age five. Pupils make satisfactory progress in Years 1 and 2. Results in national tests in 2005 for pupils in Year 2 reflect good standards. The school analyses test results effectively each year to raise standards. Good teaching and careful attention to pupil's [C1] individual needs means that pupils [C2] also make good progress in Years 3 to 6. Standards are above average. The most recent results show a marked increase in the number of pupils doing well in science since the school focussed on providing more opportunities for pupils to carry out investigations. The school sets challenging targets for pupils to reach and these are often met. All pupils

make good progress because teachers pay careful attention to individual needs and abilities.

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

### **Grade: 2**

Pupils' personal development is very good. They enjoy school, join in activities enthusiastically and behave very well in class and around the school. This contributes to their good achievements. From an early age pupils co-operate with each other and work and play together sensibly. Pupils say that bullying is not a problem and they know what to do if it does happen. Attendance is below average. The school is working successfully to improve it but not all parents are supporting the school's efforts. From the early years onwards, pupils know that it is important to stay safe, have[C3] a healthy lifestyle. This helps them to grow in confidence and independence. Pupils are consulted and the elected school council makes a genuine and thoughtful contribution to school life. For example, it recently suggested developing a standard letter that apologises to neighbours of the school balls [C4]that go over the fence into their garden. Pupils' spiritual, moral, social and cultural developments are good and contribute significantly to the happy atmosphere in school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Inspectors support the school's evaluation that teaching is good overall. Teachers have established clear classroom routines which encourage good behaviour. They question pupils well to check their understanding and to develop their knowledge. Very good relationships make pupils feel confident enough to 'have a go' and risk making mistakes. From the early years onwards, teachers develop pupils' language skills successfully and as a result they learn to read and write good English. Teachers have very detailed information about pupil's progress in all subjects from their regular marking and assessments. Teachers use this information to set targets for pupils and to plan lessons. They also encourage pupils to assess their own work to help them to understand how to improve it. Throughout the school, teachers quickly identify potential learning difficulties or special talents and provide extra support or challenge. Teachers are also quick to help pupils who are new to the school or are new to learning English. As a result, pupils respond well to their particular challenges and make good progress.

### **Curriculum and other activities**

#### **Grade: 2**

The pupils enjoy the broad and interesting range of work they do because the curriculum is good. The purpose built Early Years Centre is a stimulating place which encourages the younger children to learn and develop their emerging skills. Teachers across the school plan very well to make sure that they provide activities which meet

the needs of all pupils. The work that pupils do in each subject is checked carefully by a subject co-ordinator. This ensures that pupils make good progress and benefit from a wide range of experiences. For example, since the last inspection pupils have more opportunities to develop information and communication technology (ICT) skills that also support their learning in other subjects. The curriculum is enriched by the involvement of the local community in school life. Visitors and local visits add interest to the curriculum and contribute well to pupils' spiritual, moral, social and cultural developments. Sport, music and drama activities after school are popular and add to their enjoyment of learning.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of its pupils. From the Foundation Stage onwards, they are well-known to staff and their individual needs are carefully considered. The level of care and concern pupils show towards each other is outstanding. The staff have a strong commitment to all pupils. They check the progress of boys and girls, pupils at an early stage of learning English, those with learning difficulties, able pupils and pupils who may be more vulnerable and take appropriate action to support them. Parents are happy with the care, guidance and support the school provides. One parent commented, They love coming to school and are flourishing. Good relationships with parents ensure that they feel included in the school community and are able to help their children to achieve. Teachers meet parents regularly to discuss their children's progress or to share concerns. Parents of pupils with learning difficulties are kept fully informed of their children's progress. Procedures and training for child protection are up to date and the arrangements for dealing with accidents and illnesses are good.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good which agrees with the school's own evaluation. [C5]The school runs very smoothly, with staff fulfilling their responsibilities to a high standard. Finance is well managed and the school has been able to make good improvements to the building including the purpose built Early Years Centre. The headteacher provides confident[C6], clear direction for the school that is shared by the leadership team. As a result, pupils are making good progress and all teachers and staff work well together to achieve even more. Co-ordinators take responsibility for achievement and the quality of teaching within their subjects. They have opportunities to observe their colleagues and to check the work that pupils do. The school uses this information, along with the careful analysis of pupils' academic performance to highlight what the school does well and how it can improve. Governors, parents and pupils are also involved in evaluating the school's strengths and weaknesses. This process of self evaluation is a strength of the school as everyone in the school community has a voice and a role in helping the school to improve further. Governors take great pride in the school and do all that they can to support it. They

ask challenging questions and share a clear vision for the school's development. This means it is well placed to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

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

This letter is to tell you what we found out when we visited your school recently and to thank you for taking time to talk to us about your school and your work.

We were delighted to see how well you behave in lessons and really liked the way you help each other and work together. This means that everyone feels included in your school. Your teachers work hard to make sure that your lessons are interesting and that your work is 'just right' for you. This is why you enjoy school and are always prepared to 'have a go' at learning new things. The head teacher, teachers and the Governors at your school are always looking for ways that they can make the school even better. They make sure they ask you and your parents what you think and listen carefully to what you say. This means they are very clear about what they do well and what they need to work on next.

The inspectors were pleased to see how proud you are of your school and we agree with you, your parents and your teachers that you go to a good school. You can help the school get better by making sure you come to school every day.