

# Divine Saviour Roman Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	117485
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	326625
<b>Inspection dates</b>	11–12 March 2009
<b>Reporting inspector</b>	Stephen Walker

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	238
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrzej Krajewski
<b>Headteacher</b>	Mr Philip Gibbs
<b>Date of previous school inspection</b>	27 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Broomfield Rise Abbots Langley Hertfordshire WD5 0HW
<b>Telephone number</b>	01923 265607

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<b>Age group</b>	3–11
<b>Inspection dates</b>	11–12 March 2009
<b>Inspection number</b>	326625

**Fax number**

01923 291632

<b>Age group</b>	3-11
<b>Inspection dates</b>	11-12 March 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Divine Saviour Roman Catholic Voluntary Aided Primary School is similar in size to other primary schools and is situated in Abbots Langley, north of Watford. It takes pupils from the two parishes of Abbots Langley and Chipperfield. The majority of pupils are from White British backgrounds although there are a significant number of pupils from ethnic minority groups. The proportion of pupils with learning difficulties and/or disabilities is in line with the national average. The percentage of pupils known to be eligible for free school meals is well below the national average. The Early Years Foundation Stage is provided through Nursery and Reception classes. The school has experienced some difficulties recently in recruiting staff. The school has been awarded Investors in People and National Healthy School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school is providing a good standard of education within a supportive and inclusive environment. The Christian foundation of the school ensures that all individuals are valued so that there is a real emphasis on both the personal and academic development of the pupils. The school runs very smoothly and calmly. The headteacher provides positive and collaborative leadership that enables all staff, including a significant number of new staff, to play an important part in the success of the school. Parents are very positive about the school. One parent wrote, 'The staff are extremely supportive and caring. My children are very happy at the school and certainly enjoy all aspects of their learning'.

Most pupils start at school with levels of knowledge and understanding which are in line with national expectations. Pupils make good progress and the vast majority consistently achieve standards that are above average by the time they leave the school. The emphasis on reading and writing across the school has supported the improvements in standards in English which are now well above the national average. Standards in mathematics are above average, but not all pupils make such good progress as they do in English. The challenge for the school is to raise standards in mathematics so that all pupils make good progress. The school is effectively using assessment information across all classes to track individual pupil progress. There are effective systems in place to provide good quality support for pupils who require additional help with their work.

The personal development of the pupils is good and reflects the high standards of pastoral care, guidance and support in the school. Their contribution to the school and wider community is outstanding. Pupils from all backgrounds settle quickly into the school and all pupils show considerable respect for other cultures and customs. The school is an integral part of the local community and makes a positive contribution to community cohesion. The facilities are regularly used by local groups including the breakfast club and holiday play schemes. The school has very good partnerships with external agencies, community groups, local universities, colleges and schools.

Teaching is good because of the comprehensive planning of lessons and positive learning atmosphere in the classrooms. However, pupils are not always clear what they have to do to improve the quality of their work. The curriculum is good with some imaginative links between subject areas and an appropriate emphasis on literacy and numeracy. The good range of enrichment and extra-curricular activities greatly supports the enjoyment and good progress of the pupils.

Leadership and management are good and effectively support the developments in the school. Self-evaluation is accurate so that the headteacher and governors are well aware of the strengths and areas for development. The subject leaders provide support for teachers although their role in monitoring teaching, analysing assessment information and holding teachers accountable for the progress of their pupils is insufficiently developed. The school has successfully addressed all the issues in the last inspection. The effective leadership of the headteacher, the supportive approach of the governors, the accurate evaluation of the areas for development and the dedication of the staff indicate that this school has a good capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Staff in both the Reception and Nursery classes provide a secure and interesting environment where children learn quickly and happily. Teaching is good and so, by the time children enter Year 1, they are working at levels that generally exceed national expectations in all areas of their learning. They do especially well in developing their personal skills, learning to work collaboratively and communicating effectively. They persevere at tasks because these are well organised and interesting. For example, children learnt about capacity and number whilst concentrating with great enthusiasm as they poured soapy water into ten green bottles. The good range of indoor and outdoor resources greatly supports children's learning. Teachers recognise that there is more work to be done in supporting children to talk about what they are learning and how they can improve their skills and knowledge. Parents confirm that children get off to a good start, typically writing, 'We are very happy with the progress that our son has made' and 'our child has gained much confidence and self esteem since attending the Nursery'. Parents also say that children are well cared for and staff are all friendly. This testifies to the good leadership and management that underpins the good progress made by the children.

### What the school should do to improve further

- Raise standards in mathematics so that all pupils make good progress based on their previous attainment.
- Ensure that teachers provide pupils with enough information in lessons and through marking so that they know exactly what is needed to improve the quality of their work.
- Develop the roles of the subject leaders so that they are effective in their monitoring of teaching, analysis of assessment information and holding teachers more accountable for the progress of their pupils.

## Achievement and standards

### Grade: 2

Pupils build well on their good start in the Early Years Foundation Stage. They make good progress while at the school and standards are above average by the time they leave Year 6. The majority of pupils in Year 6 gain the expected level in English, mathematics and science and a significant number exceed this. However, attainment is slightly lower in mathematics. Strategies are in place to improve progress in this subject and to ensure that more pupils gain the higher levels in the national tests. The effective tracking system identifies underachieving pupils, who receive good support through a range of high quality intervention strategies. Booster classes in Year 6 are focusing on key skills for the national tests and leading to accelerated progress for the pupils. Additional support for pupils with learning difficulties and disabilities ensures that they make good progress. Minority ethnic pupils make progress in line with that of the others. Evidence of pupils' work during the inspection and analysis of assessment records shows that most groups make good progress.

## Personal development and well-being

### Grade: 2

Pupils develop good personal qualities because there is an extremely supportive atmosphere in the school. Attendance is above average and pupils enjoy coming to school. They respond well to the systems of rewards and appreciate the celebration assemblies. Spiritual, moral, social

and cultural development is good. Pupils are generally well behaved and friendly. They develop their awareness of a multicultural society and warmly welcome pupils from all parts of the world. Pupils have a good understanding of how to keep themselves safe and healthy, both through eating sensibly and taking exercise. Their contribution to the school and wider community is outstanding. Pupils welcome opportunities for responsibility such as acting as playground leaders and 'buddies' for the younger pupils. They regularly raise considerable amounts of money for the Watford Peace Hospice and a range of Christian charities. The school council takes an active part in improvements such as raising money for playground equipment and working on the 'Golden Rules' for the behaviour policy. Pupils' basic skills and ability to work with others are developing well. As a result, they are well prepared for their secondary education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils appreciate the fact that teaching is good, saying that they like the teachers because they are supportive and kind. These good relationships are the basis for effective management of behaviour. As a result, pupils generally concentrate well and are keen to talk about their work. However, on occasions, they fidget when the teaching becomes less relevant to their interests. Staff work hard to create stimulating classroom environments that support learning. Teachers' knowledge is good and they have high expectations of their pupils. Teachers are increasingly using assessment information to match the work to the different needs of the pupils. Teaching assistants work effectively to support pupils who find the work difficult. Teachers do not always provide pupils with enough information in lessons so that they know exactly what they have to do to improve the quality of their work in order to gain the higher levels.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum provides opportunities for all learners to make good progress. The consistent emphasis on developing literacy skills is enabling pupils to make good progress in their written work. Teachers make meaningful links between subjects and develop interesting themes for the whole school such as the Arts and Multi-Faith weeks. The regular use of the new learning centre enables pupils to develop good computer skills. The religious education programme nurtures their faith and greatly supports their spiritual and moral development. Pupils are given good opportunities to experience the creative arts and all Year 4 pupils are taught to play the cornet. An imaginative use of external support provides a broad programme of physical education for the pupils. The provision for gifted and talented pupils is developing well with a programme of extension activities in classes and after school. A good range of enrichment and extra-curricular activities greatly supports the pupils' high levels of enjoyment and good progress. For example, all years take part in school visits including residential trips to the Isle of Wight and Kent.

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

#### **Grade: 2**

Parents and carers are confident that their children are well cared for at the school. Pupils confirm that there is always a teacher or member of the support staff who they can talk to if

they have a problem. The school is successful in supporting children who need extra support with their learning. Links with a range of outside agencies are good. Arrangements for child protection and for safeguarding pupils meet current requirements. Assessment procedures are rigorous and ensure that teachers track the progress of their pupils. Targeted intervention is effective in supporting pupils who require additional help with their work. All pupils have personal targets in reading, writing and in mathematics which supports their good progress. Marking is regular and supportive but it is inconsistent across the school in informing pupils what they have to do to improve their work.

## **Leadership and management**

### **Grade: 2**

The headteacher provides dedicated and thoughtful leadership so that all staff work together on the continuous improvement of the school. Parents, teachers and governors respect his focused approach to raising standards and providing high levels of care for all pupils. The newly appointed leadership team provides good support for improvement across the school. The school improvement plan is a detailed working document with clear actions and achievable targets. The subject leaders provide good support for teachers, although they are not fully involved in evaluating and monitoring teaching and standards of work. Support staff are greatly valued and well integrated into the school. There is a very supportive programme of professional development for all members of staff. An important challenge for the school at the present time is to ensure the recruitment of appropriate teachers to fill a number of vacancies. The school now has a full complement of governors and there has been an effective programme of induction. They are well informed about the school's progress so that they are able to undertake their monitoring role more confidently.



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**Annex A**

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## 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	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

13 March 2009

Dear Pupils,

Divine Saviour Roman Catholic Primary School, Abbots Langley, WD5 OHW

Thank you for making us so welcome and talking to us during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you in the assembly and during playtime. The school runs very smoothly and calmly on a day-to-day basis and provides a good standard of education. We know that your parents and carers are very pleased with the school.

There are many positive things about your school.

- You are achieving standards that are above the national average.
- You behave well and are really good at taking care of one another.
- You warmly welcome all children to your school.
- You provide very good support for a number of charities.
- The teachers and support staff care greatly for you.
- Your teachers work hard to make your lessons interesting.
- There are many extra activities at the school.
- You have a good headteacher.

We have asked Mr. Gibbs, the staff and the governors to do the following things to make the school even better:

- help you to gain even better results in mathematics
- provide pupils with more information in lessons and through marking so that you know exactly what you have to do to improve the quality of your work
- ensure that subject leaders observe the other teachers and keep a good check on standards in their subjects.

Keep working hard and enjoying the many things you do at school. We would like to wish you success in your future education.

With very best wishes,

Stephen Walker

Lead inspector