

St Mary's Catholic Primary School

Inspection report

Unique Reference Number	100350
Local Authority	Hammersmith and Fulham
Inspection number	335529
Inspection dates	10–11 June 2010
Reporting inspector	JOHN HORWOOD

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

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	221
Appropriate authority	The governing body
Chair	Tony Hennessy
Headteacher	Catherine Nathan
Date of previous school inspection	26 June 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and eight teachers. Meetings were held with groups of staff, pupils and governors. They observed the school's work and looked at documents including pupils' work, progress monitoring records, procedures, policies and the school development plan. They also scrutinised the 95 responses to the questionnaires completed by parents and carers.

They looked in detail at the following:

- the current state of development of the systems implemented to monitor the progress pupils are making in their work
- whether the impact of the actions taken by the current leadership team is sufficient to confirm a good capacity for further improvement.

Information about the school

This is a smaller than average size primary school. About three quarters of pupils are from minority ethnic groups, with the largest group being of Black African heritage. About half speak English as an additional language and about a tenth of all pupils are at the early stages of learning English. The number of pupils with special educational needs and/or disabilities is average and these cover a wide range of needs. Among the awards obtained by the school are the Activemark and the Eco-School Award. The Early Years Foundation Stage provision is in one Reception class and a Nursery. Extended care is provided by an 'Early Drop Off' club. The current headteacher joined the school in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Mary's Catholic Primary School provides a good education. At the end of Year 6, attainment in English, mathematics and science is broadly average and this represents good progress from pupils' starting points. All groups of pupils make good progress. Behaviour is good and this is reflected in the outstanding enjoyment pupils say they have at school. One pupil described the school as 'somewhere you are put but never want to leave.' The outstanding pastoral care and the strong Catholic ethos within the school help pupils to feel extremely safe in school and have contributed to their outstanding spiritual, social, moral and cultural development.

Observations conducted by inspectors as well as reviews of pupils' work all confirm that teaching is good, and there is an increasing proportion of outstanding lessons. Teachers are supported well by teaching assistants whose role is clearly identified within the planning. Within lessons, the support and guidance are excellent and pupils get very helpful advice from teachers. They get very good verbal feedback on their work, although the marking does not always tell them how to get to the next step of their learning. The curriculum supports the personal development of pupils well. The enrichment opportunities are good, including sport and music provision. However, resources are limited in information and communication technology (ICT) and in science and this results in pupils not having enough opportunities to use computers or to carry out experiments. In the Early Years Foundation Stage, there has been significant improvement as a result of outstanding leadership, and progress is beginning to rise.

Leadership's impact on standards is good. In a short time, senior managers have improved teaching and brought about increased progress. The school works well with external organisations to support pupils' care and learning but has still to create effective links with schools within a range of significantly different communities. Progress on issues from the last inspection has been good. There is still more to do in raising standards of literacy, numeracy and science and although improved assessment systems are being introduced, they are not yet used consistently by all teachers or sufficiently developed to enable managers at all levels to easily obtain summary data. The established leadership team, well led by the new headteacher since September, has made significant improvements in a short time. The school's self-evaluation is accurate. There have been rapid improvements to teaching and learning, pupils' enjoyment and safety, attendance and the levels of care, and this demonstrates that the capacity for further improvement is good.

What does the school need to do to improve further?

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- Raise attainment in English, mathematics and science by:
 - consistent use of assessment systems within the classroom and by leaders and managers at all levels to make sure all pupils make the progress they should
 - ensure marking of pupils' work supports the verbal feedback by identifying how to reach the next step in their learning.
- improve resources in ICT and science so that pupils have better opportunities to develop their skills
- establish links with other schools to widen pupils' understanding of other cultures and communities.

Outcomes for individuals and groups of pupils**2**

All pupils, including those from minority ethnic groups, make good progress. Pupils say they enjoy lessons, although they would like more practical work in science and more opportunities to use computers. Very positive attitudes to learning and good behaviour ensure that all pupils can participate fully in lessons. Pupils' enjoyment, evident in all lessons, contributes to their good achievement. This was clearly seen in a Year 2 lesson when the pupils were preparing to write a story about a walk through a magic forest and the staff and adults were fully involved in role play to make the lesson exciting and memorable. In most lessons, pupils show good motivation to work in groups or individually to meet their learning objectives. In all lessons, there are very good relationships between all the adults and the pupils, and pupils are very confident, readily ask questions and are proud of their work. In some classes, they are encouraged to assess their own progress towards their targets but target setting and assessment systems are not yet consistent across all classes and all subjects. Pupils with special educational needs and/or disabilities make good progress because of the high quality support they receive.

All pupils are satisfactorily prepared for their future well-being because they acquire the expected academic skills supported by good personal skills and average attendance. Behaviour is good both in and out of lessons and, where teaching is most motivating, it is outstanding. The majority of pupils eat healthy food and participate in the many sport opportunities. They make a good contribution to the school community, for example through the school council and by leading or helping with assemblies. They are actively involved with the local community, with many links associated with the church, music and sport. Pupils actively support many charities. Pupils' spiritual, moral, social and cultural development is outstanding. They joined in with moments of reflection both in lessons and in assemblies and were consistently sensitive to the feelings of others during lessons. The range of cultural diversity in the school helps pupils know about different faiths and cultures, and pupils from very different backgrounds mix easily and confidently together.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers use lots of expression in their teaching and use resources well to create a stimulating learning environment. They work extremely well with support staff to help pupils who find it difficult to concentrate to learn. Teaching has improved as a result of staff training. Teachers know their pupils' abilities well and are beginning to become more involved in monitoring of progress as the improved assessment systems become embedded. The support for pupils with special educational needs and/or disabilities and those at an early stage of learning English is good, with some very effective intervention strategies used.

The curriculum caters well for the majority of pupils, especially in promoting their personal skills. There are many opportunities associated with sport, reflecting the school being given the Activemark award. Year 6 had been very successful in a cricket tournament and the teacher used the resulting excitement to stimulate learning in a range of subjects. Many pupils have opportunities to play musical instruments, which adds to their enjoyment and sense of pride. A more themed approach to the planning of the curriculum is being introduced across the school but is at an early stage. Provision for ICT has been very limited although new equipment has very recently been obtained. Additional resources for science are also required. There is a good range of extra-curricular clubs and school visits.

Good procedures are in place to maintain high standards of behaviour. Procedures to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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improve attendance are very good and have resulted in attendance rising from low to average. There is clear evidence of the school helping families by establishing the root cause of poor attendance and working with external agencies and the family to solve the problem. Transition arrangements with the secondary school are very good and pupils say they are given good information about the options available. Systems to support the welfare of pupils are excellent, with a strong approach to health and safety. The support for vulnerable pupils is extremely strong through individual care and guidance as well as through group work. All staff set good role models and demonstrate a very caring approach. The Early Drop Off club is well-managed, providing good care for pupils whose parents or carers have to leave home early.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has quickly gained the full support of the staff and is supported by staff at all levels in her vision to improve the school. The effectiveness of the leadership and management of teaching and learning is good and the standard of teaching has improved. Financial management is secure and good value for money is provided.

The school ensures that all pupils have equal access to opportunities around the school, such as joining clubs and taking part in sport, and that there is no discrimination. Where specific activities will be beneficial to certain pupils, the school always ensures that they are able to participate even if the activity is aimed at a different year group.

Governors provide satisfactory support and challenge as well as ensuring that statutory requirements are met. They understand what needs to be done in the school and have an effective partnership with the leadership team.

The effectiveness with which the school promotes community cohesion is satisfactory. Leaders know the community well and have an action plan built into the school development plan. Good relationships have been established with parents and carers and with the local Catholic community. The diverse community within the school is well used to extend effective links into the community through a range of visits and visitors. Pupils have very limited knowledge of what pupils in different communities experience. Safeguarding procedures are all in place with very well managed systems to ensure appropriate checks are carried out. Site security is well managed. Some generic risk assessments need to be reviewed. Child protection procedures are good and these are supported through effective partnerships with support agencies.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

There have been significant improvements to the facilities in recent years. Within this safe and caring environment, children make good progress, having entered the Nursery with skills and capabilities which are below those expected for their age. There are many strengths within the Early Years Foundation Stage, resulting from outstanding leadership. However, because many systems are not yet fully embedded, the outcomes are judged to be good rather than outstanding.

Children are happy and polite. They settle quickly into the routines as a result of good induction procedures. This is helped by the partnership with parents and carers who can 'stay and play' for some sessions. There is a strong focus on keeping parents and carers informed about what the children have been learning so that they can also help them at home. All the children mix and play well together. They have access to fruit and water from the 'self service snack stop' which helps them develop healthy eating habits.

Adults reflect the Catholic ethos and are sensitive to children's needs and are good at promoting positive attitudes to learning. They use a range of teaching strategies and resources to provide learning experiences which engage and interest children. The newly refurbished outdoor area supports children's gross motor skills and promotes their physical health. It provides a well equipped and safe facility which is spacious enough to be divided into play zones. There is a good balance between indoor and outdoor activities as well as between teacher-led sessions and those which the children choose. Systems to monitor children's progress are good.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Almost half of the parents and carers expressed their views and most are pleased with the school. The general feeling from written comments is that the school has improved greatly since the new headteacher arrived. A typical comment was: 'St Mary's is an excellent school, very well run like a large family.' A very few had individual concerns which were considered as part of the inspection process but were not supported by the inspectors' findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	69	27	28	1	1	0	0
The school keeps my child safe	69	73	25	26	1	1	0	0
The school informs me about my child's progress	58	61	35	37	2	2	0	0
My child is making enough progress at this school	49	52	41	43	3	3	0	0
The teaching is good at this school	53	56	39	41	1	1	0	0
The school helps me to support my child's learning	51	54	40	42	1	1	0	0
The school helps my child to have a healthy lifestyle	56	59	33	35	4	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	48	40	42	1	1	0	0
The school meets my child's particular needs	42	44	47	49	2	2	0	0
The school deals effectively with unacceptable behaviour	52	55	40	42	1	1	1	1
The school takes account of my suggestions and concerns	44	46	40	42	3	3	1	1
The school is led and managed effectively	51	54	35	37	6	6	0	0
Overall, I am happy with my child's experience at this school	59	62	34	36	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 June 2010

Dear Pupils

Inspection of St Mary's Catholic Primary School, London W14 0LT

Thank you for welcoming us and helping us when we came to your school. It was good to talk to many of you in your classroom and around the school. Your school is giving you a good education.

There are many things we admire about your school and these are a few of them:

- Many of your personal skills, including your spiritual, moral, social and cultural development, are outstanding.
- Provision in the Early Years Foundation Stage has improved as a result of outstanding leadership.
- You told us that you feel safe in school and that adults look after you and help you learn.
- You get on well with your teachers and with each other.
- Staff look after you extremely well.
- You get on really well with each other.

There are a few things we have asked the school to do to make it better. They are:

- Help you achieve better in English, mathematics and science by consistent helpful marking of your work and by making consistent use of assessment data to set your work in lessons.
- Improve resources in science and information and communication technology.
- Develop links with other schools so that you can learn about experiences that pupils have in various learning environments.

You can help by working as hard as you can in all your lessons.

Yours sincerely

John Horwood

Lead Inspector

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