

Mount Carmel RC Primary School

Inspection report

Unique Reference Number	101919
Local Authority	Ealing
Inspection number	335808
Inspection dates	19–20 November 2009
Reporting inspector	Natalia Power

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	464
Appropriate authority	The governing body
Chair	Patrick Cogan
Headteacher	Joan Harte
Date of previous school inspection	9 October 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 29 lessons, and held meetings with governors, staff and groups of children. They observed the school's work, and looked at its self-evaluation and plans, the data it has collected on pupils' progress, and the minutes of the governing body. They considered the responses in 239 questionnaires that had been returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of learning and the progress made by pupils in lessons
- the extent to which the school meets the needs of different groups of pupils
- how effectively the school responds to the views and concerns of parents and carers

Information about the school

Information about the school

In this large school, the proportion of pupils eligible for free school meals is much lower than usual. Nearly half of pupils are from minority ethnic backgrounds, and the majority of these are from Irish or other white backgrounds. An average proportion of pupils have first languages other than English, and those at an early stage of learning English most commonly have Polish, Italian or French as their mother tongue. The proportion of pupils with special educational needs and/or disabilities is lower than usual. Of these, pupils with learning and cognitive difficulties form the largest group.

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

The school provides a good quality of education for its pupils.

- Pupils love going to school, and this is seen in their high attendance.
- Children get off to a good start in the Early Years Foundation Stage and make good progress. Pupils continue to make good progress in years 1 to 6, leaving school with results which are above average.
- All groups of pupils, including those from ethnic minority backgrounds, those at an early stage of learning English and those with special educational needs and/or disabilities, enjoy their learning, make good progress and achieve well. This is because their progress is tracked effectively and the information is used well to support their needs.
- Pupils behave well in lessons and around the school. They are proud of their school and mindful of its values. Their spiritual, moral, social and cultural development is good and this helps them become friendly, confident young people who know right from wrong.
- Pupils have a good understanding of how to stay healthy. They feel safe in school.
- Teaching is good and leads to good learning. Teachers use the detailed information on pupils' progress well to match work accurately to the capabilities of the pupils and provide them with a good level of challenge.
- The curriculum has a strong focus on basic literacy and numeracy, and provides exciting enrichment activities.
- The care and support offered to all pupils, and in particular vulnerable children and those with a range of special educational needs, are good. The effective partnerships with external agencies benefit these pupils.
- The school's promotion of community cohesion is satisfactory, but does not fully develop pupils' awareness of other faiths and cultures. The school does not sufficiently evaluate the impact of what it does to develop pupils' understanding of the wider world.
- A small minority of parents and carers, mainly of pupils in years 1 to 6, do not feel that the school takes sufficient account of their views. A few found that the channels of communication were too slow and that issues relating to their children, particularly those with special educational needs and/or disabilities, were not dealt with speedily enough.
- The headteacher provides strong and tireless leadership. She is ambitious for the school, and she and her team have put in place systems which have improved the school in a number of areas since the last inspection. For example, the effective tracking systems quickly identify pupils' needs, enabling teachers to plan effectively

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for them. In addition, improved classroom monitoring has resulted in teaching and learning which are now consistently good. Leaders, managers and governors have an accurate understanding of their school and plan well for the future. As a result, the school has a good capacity to continue to improve.

What does the school need to do to improve further?

- Improve the quality of the school's communication with parents and carers by ensuring that there are quick and accessible channels for them to communicate with the school, and by responding to their concerns promptly and effectively.
- Promote community cohesion more vigorously to ensure that pupils have a better understanding of the world around them by:
 - ensuring that pupils learn more about other people's faiths and cultures in the wider world beyond the school community
 - evaluating the impact of measures to achieve this.

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

Through consistently good teaching, pupils learn well and make good progress. They enjoy learning and achieve well overall, leaving school with above average attainment in all subjects. Pupils with learning and cognitive difficulties, and those with other special educational needs and/or disabilities, are supported well and make good progress. Good progress was seen in lessons throughout the school, with work tailored well to pupils' capabilities so as to provide a good level of challenge. In two parallel Year 5 lessons, for example, pupils investigated ways of measuring area, using well-differentiated practical tasks which enabled them to learn quickly in a stimulating environment.

Pupils' enjoyment of school is reflected in their high attendance. One pupil commented, 'It's a kind and helpful place to work and I feel like I am at home.' Their good spiritual, moral, social and cultural development is reflected in their good behaviour and attitudes to learning. Pupils are polite, friendly and confident. They feel safe in school, and report that there is hardly any bullying and that any incidents are quickly dealt with. They adopt healthy lifestyles and show a good understanding of the importance of a healthy diet and taking regular exercise. Pupils make a good contribution to the community as members of the school council, and take on many other responsibilities around the school. The good progress pupils make in learning basic skills prepares them well for the next stage of schooling.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	2
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	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and teaching assistants are dedicated and supportive. There are warm relationships in the classroom, and one pupil commented, 'The teachers are very good to me and care about me and my lessons.' Teachers manage pupils' behaviour well. They use questioning skilfully to encourage pupils to think for themselves. As a result, the pace of learning is brisk and pupils' attention rarely flags. Teachers plan lessons well, and use the information provided by the school's effective tracking of pupils' progress to match tasks well to pupils' capabilities. Lessons provide a good level of challenge, enabling pupils to make good progress. Pupils know how much progress they are making because they have many opportunities to evaluate their own and one another's work, and these opportunities also raise the level of challenge. Teachers mark pupils' work thoroughly in most subjects, ensuring that they know what to do to improve. However, marking in mathematics books provides less guidance on the steps pupils need to take to reach the next level. Teaching assistants give good support to pupils with additional needs, to help them keep up with the pace of work.

The curriculum has a good focus on developing pupils' basic skills in literacy, numeracy and information and communication technology, and this enables them to make good progress in these subjects. There are good opportunities for pupils to develop writing skills in English and religious education lessons, but there are too few opportunities for pupils to develop fluency by writing at length in other subjects. Pupils enjoy the many exciting and wide-ranging activities that enrich the basic curriculum. The clubs, trips and visits to places of interest are appreciated by the pupils. Pupils particularly enjoy the challenge of learning a new language and look forward to their French or Italian lessons,

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or attending the after-school Spanish club. The strong link with a major bank provides pupils with good opportunities to learn about personal finance and develop good workplace skills.

Pupils are cared for well and given good support. Vulnerable children and those with special educational needs and/or disabilities are looked after well. The school knows their needs and goes to great lengths to provide for them, for instance by ensuring that teaching assistants are well-trained and effective in supporting them. One parent commented, 'The school's understanding and approach to specific needs pupils has markedly improved.' A few parents and carers of special needs pupils, however, comment that that the channels of communication, though ultimately effective, are too slow. Measures to raise attendance have resulted in the school having the highest attendance rate of any primary school in the borough.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides strong leadership focused on raising pupils' attainment, and her tireless commitment to the school and effective ambition for its future have resulted in a number of improvements. For example, the quality of classroom monitoring has improved since the last inspection, and teaching and learning are now consistently good. Systems for tracking pupils' progress have also improved under her leadership and pupils now benefit from work which is successfully matched to their needs. Leaders, managers and governors ensure that safeguarding procedures are effective, and that pupils have a good understanding of how to keep themselves safe. They promote equality of opportunity well, ensuring that all pupils, whatever their background or needs, make good progress overall. One pupil commented, 'We are all one community and everyone cares for each other,' reflecting the inclusive ethos of the school. The relationship of leaders and managers with parents and carers is satisfactory. A small minority are concerned that leaders and managers do not always take sufficient account of their views, and a few find the channels of communication between school and home too slow. The school works in effective partnership with a range of external agencies to promote pupils' learning and well-being. For example, links with a local theatre extend pupil's understanding and appreciation of the arts.

The school's planning is rigorous and is successfully based on a good understanding of its strengths and areas for development. Governors are fully involved in the life of the

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school, support it well and are ready to hold it to account. Leaders and managers have created a cohesive school with a strong sense of its importance in the local community. As yet, school leaders do not sufficiently develop pupils' understanding of other faiths and cultures in the world beyond the school or sufficiently evaluate the impact of its measures to promote community cohesion.

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	2
The effectiveness of the school's engagement with parents and carers	3
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

As a result of good teaching and care, children in the Early Years Foundation Stage make good progress in their learning and personal development. The children enjoy learning, and are happy and confident. This is because good partnerships with parents are established early and maintained well. Adults promote children's welfare well. They provide firm but kind support and as a result children develop good social and emotional skills. They play well together and are ready to share and take turns. Children have good opportunities to choose their own tasks, but there are occasions when adults miss opportunities to develop children's learning. For example, although children have good opportunities to write and draw in classrooms, there are too few activities in the outdoor play areas to stimulate children's writing or number skills. The headteacher is currently leading the Early Years Foundation Stage until a replacement is appointed, and she is effective in planning the curriculum and managing provision. The children's progress is regularly assessed, and this information is used effectively to address their individual needs. When the time comes for children to move to Year 1, transition arrangements are effective and pupils move calmly and happily to the next stage of learning.

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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	2

Views of parents and carers

The vast majority of parents and carers who returned questionnaires or who spoke to the inspection team agreed that their children enjoy school, and that it keeps them safe and healthy. Around a third, however, did not agree that the school takes sufficient account of their views and concerns. Inspectors have asked the school to ensure that parents' and carers' views and concerns are acted on quickly. A small minority did not agree that the school is well led and managed. Inspectors found, however, that leaders and managers have been effective in raising achievement and the quality of teaching and learning since the last inspection. Overall, most parents and carers are happy with their child's experience at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mount Carmel 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 239 completed questionnaires by the end of the on-site inspection. In total, there are 464 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	112	47	119	50	7	3	1	0
The school keeps my child safe	124	52	104	44	8	3	1	0
The school informs me about my child's progress	62	26	149	62	22	9	2	1
My child is making enough progress at this school	63	26	112	51	40	17	11	5
The teaching is good at this school	70	29	130	54	27	11	3	1
The school helps me to support my child's learning	69	29	125	52	32	13	9	4
The school helps my child to have a healthy lifestyle	87	36	140	59	5	2	3	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)	76	32	112	47	21	9	6	3
The school meets my child's particular needs	60	25	122	51	34	14	10	4
The school deals effectively with unacceptable behaviour	50	21	138	58	37	15	5	2
The school takes account of my suggestions and concerns	41	17	94	39	60	25	21	9
The school is led and managed effectively	56	23	126	53	38	16	6	3
Overall, I am happy with my child's experience at this school	75	31	127	53	25	10	2	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



23 November 2009

Dear Pupils

Inspection of Mount Carmel RC Primary School, Ealing, W5 4EA

You may remember that four inspectors recently visited your school and talked to some of you.

This is what we found out. Yours is a good school. It helps you all to achieve well and to enjoy your learning. This is because the adults plan well for your individual needs and teach you well. You told us that you love school, and one of you said, 'I can't wait to come to school every day.' No wonder your attendance is so high! You enjoy all the exciting activities which the school arranges. Your school keeps you safe and encourages you to lead healthy lives. It teaches you to know right from wrong and to consider the needs of others. The adults are kind and fair and look after you well.

Some of you are beginning to develop an understanding of the world around you. Year 6 pupils, for example, have spent a day in your school's own 'cardboard city' to find out how homeless people live. Now we have asked those in charge to make sure that you all reach out to the wider world outside the school, and learn more about other people's faiths and cultures.

Most of your parents and carers share your love of your school, and most are happy with the quality of education it offers you. A small minority, however, would like their views to be heard more quickly. We have asked those in charge to make sure that they always respond quickly and effectively to your parents' and carers' concerns.

We agree with you that your school is a happy one, where you make good friends because each pupil is valued. We know you will want to share in making it as good as possible. You can play your part by working hard and asking your teachers if you do not understand anything, so you have only green cups on your desks and not red ones!

We wish you the very best for the future.

Yours sincerely,

Natalia Power

Lead inspector

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