

Tribal
1-4 Portland Square
BRISTOL
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524 **Direct T** 0845 123 6001
enquiries@ofsted.gov.uk **Direct F** 0117 315 0430
www.ofsted.gov.uk **Email:** rebecca.jackson@tribalgroupp.com



15 June 2011

Mrs E Worrell-Jude
Headteacher
Guardian Angels Roman Catholic Primary School
Whitman Road
London
E3 4RB

Dear Mrs Worrell-Jude

Ofsted monitoring of Grade 3 schools: monitoring inspection of Guardian Angels Roman Catholic Primary School

Thank you for the help which you and your staff gave when I inspected your school on 14 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to your School Improvement Partner for giving time to meet with me.

Two teachers left the school at the end of the spring term 2011.

As a result of the inspection on 19 and 20 January 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made satisfactory progress in making improvement and satisfactory progress in demonstrating a better capacity for further improvement.

Pupils' achievement has improved steadily, so that their attainment is on track to be at the expected level. Pupils' progress is improving because a significant proportion of teaching is now good. There is now no significant variation in the progress of groups by gender, ability or ethnicity. Pupils have very positive attitudes to work and take great care and pride with their presentation skills. In the lessons observed, their behaviour was exemplary.

Most teaching is now good and the school has been successful in eliminating any inadequate teaching. The introduction of regular pupil progress meetings gives teachers accountability for the progress their pupils make. Where pupils underachieve, teachers have to explain why and then ensure that effective intervention programmes are put in place to help pupils catch up. Teachers' planning



is much more effective in meeting the needs of all pupils, especially the more able. In most lessons, there is a clear focus on providing extension activities for them, for example in Year 1 where 'Children can edit their writing against the 'success criteria' and use information and communication technology (ICT) to write up their recounts. Some inconsistency remains in making it explicitly clear as to what pupils are expected to learn by the ends of lessons. In many lessons, teachers make effective use of 'success criteria' to help pupils understand what they are expected to achieve, although these are not linked consistently to the levels at which pupils work. The pace of learning in lessons is brisk, with a very strong emphasis on paired talk. Lesson introductions are brisk and little time is wasted, with groups starting work when ready.

The school has produced a detailed plan to improve pupils' progress and attainment in science in Years 3 to 6. The plan has very clear 'success criteria' and there is good evidence that senior leaders monitor the effectiveness of the plan and its impact on pupils' learning in science. The school recognises that it is very much work in progress and that more in-service training is required, to ensure that all teachers have confidence in teaching the investigative and experimental aspects of science. The school has produced tracking documents to monitor pupils' progress in investigations and experiments but they are not sufficiently clear in relation to when assessments were carried out. In addition, they currently give a 'snapshot' of progress rather than showing pupils' progress over the school year within each class.

In relation to the Early Years Foundation Stage, the school's priority, since the last inspection, has been a rigorous focus on improving the quality of teaching rather than a specific focus on the assessment of children's learning. The school uses, successfully, the local authority package to assess children's progress on a monthly basis against the six areas of learning. However, day-to-day assessments, especially those which go into the children's individual records, do not show the area of learning nor the assessment scale level, which means that parents and carers do not have a clear picture of their children's progress.

The local authority has provided effective support for the school, especially in building the capacity of middle leaders and supporting teaching and learning, and curriculum development in science.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

David Curtis
Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in January 2010

- Improve teaching from satisfactory to good so that pupils make consistently good progress in all classes by:
 - using assessment information more consistently to plan teaching and match tasks to pupils' abilities and needs
 - providing challenging extension work for the more able
 - ensuring learning and lessons proceed at a good pace
 - sharing the good teaching practice more widely across the school.

- Accelerate pupils' progress and improve their attainment in science in Years 3 to 6 by:
 - devising a clear plan of action to improve the quality of the science curriculum and how it is taught
 - monitoring the effectiveness of the actions to improve the curriculum and quality of teaching and their impact on improving pupils' progress and attainment

- Improve provision and children's progress in the Early Years Foundation Stage by:
 - using assessment more effectively to modify teaching and the activities provided.