

# St Margaret Clitherow Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	100180
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	354811
<b>Inspection dates</b>	6–7 October 2010
<b>Reporting inspector</b>	Joanna Toulson

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

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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 of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Husband
<b>Headteacher</b>	Malgorzata Wosiek
<b>Date of previous school inspection</b>	20 May 2008
<b>School address</b>	Cole Close London SE28 8GB
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<b>Email address</b>	headteacher@stmargaretclitherow.greenwich.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 15 lessons, saw 15 teachers and several teaching assistants. They observed collective worship, held meetings with senior leaders, members of the governing body and pupils and spoke to parents and carers. They observed the school's work and examined pupils' books and documents, including the school development plan and minutes of meetings held by the governing body. They looked at documentation regarding pupils' progress and safeguarding. They analysed 99 questionnaires returned by parents and carers as well as staff and pupil questionnaires.

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

- Whether the focus on developing mental and oral skills is having sufficient impact on raising attainment in mathematics.
- How effective the provision is for the very high proportion of pupils with special educational needs and/or disabilities.
- Whether teaching is appropriately challenging for all pupils, especially the more able.

## Information about the school

This primary school is of average size and has a morning and an afternoon nursery. The proportion of pupils known to be eligible for free school meals is above average. Nearly all pupils are from a Black or Black British heritage, mostly of Nigerian descent. There are 25 pupils who are at the early stages of learning English, most of whom are in the Early Years Foundation Stage. The number of pupils with special educational needs and/or disabilities is much higher than average. These difficulties mainly relate to moderate learning needs and speech, language and communication issues. The school has received the Inclusion Quality Mark, the Healthy Schools Status, the Activemark and the Financial Management in Schools Standard.

**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 Margaret Clitherow Catholic Primary School provides a good education for all its pupils, together with a good level of care, guidance and support. Pupils feel safe and well cared for. The very high attendance and punctuality rate is a clear indication that pupils enjoy school and are keen to learn. They behave very well because all staff have high expectations of how pupils should behave and are good role models. Staff know the pupils as individuals and strong pastoral systems and effective partnerships with specialists support pupils' good personal development and well-being. The Catholic ethos underpins strong relationships and gives a clear, shared framework of collective responsibility that ensures that pupils make the best use of what the school has to offer. The curriculum, taught by committed teachers and effective support staff, is being made increasingly exciting and includes a good range of after-school clubs which pupils value. Parents and carers are overwhelmingly supportive of the school and appreciate how well staff care for their children. They receive good, frequent information about school life and how they can help their child to learn. As a parent said, 'The parent training organised by the school which I attended has a really positive influence on my child and we had a wonderful time working together.'

Pupils' achievement is good. Senior leaders monitor pupils' progress extremely carefully. Well-targeted and good additional support, especially for children with speech and language difficulties, supports the good progress made by pupils with special educational needs and/or disabilities as well as those new to learning English.

Most teaching is good but the school recognises the need to improve the use of assessment. Activities are matched closely to pupils' learning needs, with teachers clear about what different groups of pupils should do in the lesson; but expectations about what different groups should learn are less well thought through. The school recognises this and training for the use of assessment to support learning, especially in mathematics, is planned for the coming year.

The school has an accurate picture of its strengths and a clear vision of how it will continue to improve. It recognises, for example, that the outdoor provision for its youngest children is not as good as the indoor provision. Good safeguarding procedures, including excellent risk assessment systems and a comprehensive awareness of safeguarding by all staff, ensure pupils are very safe in school. The school actively promotes community cohesion within school, but plans to make links with a contrasting school have so far not been finalised. A rise in attainment in 2010, the improving attainment as indicated by the current Year 6, the improving attainment of more-able pupils, the accuracy of school self-evaluation and its focus on pupils' achievement all provide evidence that the school has a good capacity for further improvement.

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## What does the school need to do to improve further?

- Raise the quality of teaching and learning still further by ensuring that:
  - teachers use ongoing assessment information to plan and teach lessons which enable pupils to build on their existing knowledge and understanding
  - teachers and pupils are clear about the precise learning that is expected in every lesson.
- Improve the quality of the outdoor provision for the Early Years Foundation Stage to be as good as the indoor provision.

## Outcomes for individuals and groups of pupils

**2**

Children start school with levels of skills and knowledge that are below those expected for their age, especially in language, literacy and mathematical skills. They make good progress through the school and by the time they leave Year 6, their attainment is broadly average. In 2010, attainment in English was good. The focus on writing has been successful and this is clear from pupils' work in their books and on display. Staff recognise, however, the need for a continuing focus on writing. While attainment in English is improving strongly, attainment in mathematics is improving less quickly. Appropriate strategies are in place to raise the quality of teaching and learning in mathematics and the impact of this was seen during the inspection, especially in Years 2 and 6 where pupils were given good opportunities to develop their mental and oral skills. The attainment of more-able pupils is improving and observations during the inspection showed that in the best lessons, teachers challenge these pupils through their questioning and the activities provided. Pupils develop good attitudes to learning and are keen to do well. Pupils are proud of their school. As a pupil said, summing up the views of many, 'This is a good school and the teachers are kind.' Pupils understand how to keep themselves safe and healthy. The wide range of opportunities to promote pupils' personal development, including, for example, 'International Evening' and assemblies that give time for personal reflection, are key to pupils' good spiritual, moral, social and cultural development. Pupils contribute well to the school community and enjoy taking responsibilities, such as being a member of the school council, raising money for charity and supporting younger pupils.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Although teaching spaces are cramped, they are well ordered and bright with learning prompts displayed on the walls. Most teaching is good. Teachers use a range of strategies, including good use of the interactive whiteboard and exciting texts, to engage the interest of pupils. An emphasis on 'partner talk' ensures that all pupils engage and have opportunities to share their ideas. Targets for the next steps in learning are understood by most pupils and work is usually well marked. Regular assessment by tests show how well pupils are doing but ongoing assessment by teachers is not embedded, especially in mathematics. Teachers are increasingly effective in challenging the more-able pupils and as a result, the attainment of these pupils is improving in English and mathematics. Pupils with special educational needs and/or disabilities receive good support which results in the development of good self-esteem as well as good academic progress. The curriculum is being developed to make learning increasingly fun while promoting good achievement. The local area is used well to bring learning to life. During the inspection, for example, Year 6 visited a local Environmental Centre and Year 5 went to the Maritime Museum. Other special events, such as 'Enterprise Week' where pupils make and buy goods, enrich pupils' experiences, as do the good range of after-school clubs which have a high take-up.

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*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has been instrumental in the drive to raise attainment. She has been successful in sharing her high expectations with staff and there is a whole-school commitment to improvement. For example, the school identified that writing was a weaker area and has put in place strategies to improve the quality of texts used in lessons. Strategies, such as the introduction of an agreed, shared policy for the teaching of calculation skills is beginning to impact on attainment in mathematics. Systems to track how well pupils are doing are very strong and used well to set challenging targets to support improving attainment. The very effective identification of pupils at risk of falling behind and the interventions to support them are examples of the school's commitment to ensuring that all pupils have equal opportunity to do their best and that no pupil is subject to any form of discrimination. Effective links with parents and carers contribute well to the good outcomes for pupils. The governing body is very supportive of the school and governors visit the school frequently to monitor the impact of policy on school practice but do not always challenge the school in the way they should. Safeguarding procedures are of good quality. The school recognises that while it promotes community cohesion in school, the lack of a link with a contrasting school limits its impact beyond the school.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Opportunities for parents and carers to visit the school with their children and home visits by staff result in Nursery children settling in quickly. However, opportunities are lost in Reception because the few children new to Reception are not visited in their home. The school has identified the high number of children with speech and language difficulties, and those who are at the early stages of learning English and has put in place good additional specialist support. Adults model language very well and, as a result, these children play happily and make good progress. For example, during the inspection, children were guided to retell the story of 'Goldilocks' through the use of puppets, mask making and role play. There was very evident enjoyment in this learning. The way in which a child who spoke no English was engaged in the activity was indicative of the good care that children receive. Lots of practical activities which capture children's imagination and support their growing confidence and independence make playing and learning fun, for example writing an apology letter from Goldilocks and posting it in the post box. Appropriate modelling and reminders of good behaviour, for example while listening to 'Handa's Surprise', help children acquire good learning habits and the learning was extended by an adult who worked well with a small group preparing fruit for a healthy snack. Provision in the classrooms is good but the staff have rightly identified the need to ensure that the outside area is as good. It was raining during the inspection and children lost opportunities to play outside because of the limitations of the covered area and children not being provided with umbrellas or waterproof coats. Assessment procedures throughout Nursery and Reception are strong and inform the activities provided so that from their low starting points, children reach expected levels of attainment by the end of Reception. The Early Years Foundation Stage is well led and managed by the headteacher who plans to work with the newly appointed Nursery teacher in order that leadership of this phase can be handed over this year.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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 overwhelming majority of parents and carers say they are very happy with the school and that their child enjoys being there. Several commented that they found the workshops that the school provide to be very helpful in showing them how to help support their child's learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Margaret Clitherow 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 99 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	70	29	29	0	0	0	0
The school keeps my child safe	72	73	26	26	0	0	0	0
My school informs me about my child's progress	63	64	35	35	0	0	0	0
My child is making enough progress at this school	41	41	56	57	0	0	1	1
The teaching is good at this school	42	42	55	56	1	1	0	0
The school helps me to support my child's learning	54	55	43	43	1	1	0	0
The school helps my child to have a healthy lifestyle	45	45	52	53	1	1	0	0
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)	41	41	52	53	0	0	1	1
The school meets my child's particular needs	43	43	53	54	3	3	0	0
The school deals effectively with unacceptable behaviour	43	43	53	54	1	1	0	0
The school takes account of my suggestions and concerns	31	32	61	62	4	4	0	0
The school is led and managed effectively	49	49	48	48	1	1	0	0
Overall, I am happy with my child's experience at this school	58	59	39	39	0	0	1	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



8 October 2010

Dear Pupils

**Inspection of St Margaret Clitherow Catholic Primary School, Thamesmead SE28 8GB**

Thank you for your very friendly welcome when I visited your school recently. The other inspectors and I really enjoyed meeting you and seeing you working so well in your lessons. We thought you were very well behaved and it was lovely to see how kind you are to each other. We agree with your teachers that yours is a good school. All the staff care a great deal about how well you are doing and how happy you are. They make sure you get extra help with your work if you need it and are working hard to make your learning as interesting as possible. You know how to keep yourself safe and healthy. It is very clear that you are proud of your school.

To improve your education even further, we have asked your school to:

- make teaching even better by:
- ensuring that all teachers use the information that they gather about how well you are doing to plan lessons which help you to make steps in your learning
- making sure that your teachers and you know exactly what you should be learning in each lesson
- improve the outdoor area for the Early Years Foundation Stage so that it is as good as the indoor classroom.

You can help your school by continuing to work hard and by telling your teacher if you are not sure what you are supposed to be learning in your lesson. Thank you again for welcoming us into your school. Enjoy the rest of the school year.

Yours sincerely

Joanna Toulson Lead Inspector

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