

St Gregory's Roman Catholic Primary School

Inspection report

Unique Reference Number	101923
Local Authority	Ealing
Inspection number	355097
Inspection dates	9–10 February 2011
Reporting inspector	David Scott

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	495
Appropriate authority	The governing body
Chair	Maura Lyons
Headteacher	Terry Cooper
Date of previous school inspection	9 October 2007
School address	Woodfield Road London W5 1SL
Telephone number	020 8997 7550
Fax number	020 8810 6506
Email address	tcooper@st-gregorys.ealing.sch.uk

Age group	3–11
Inspection dates	9–10 February 2011
Inspection number	355097

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 part lessons, observing 16 teachers, and held meetings with members of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at self-evaluation documentation, monitoring and assessment information, lesson plans and school policies. They analysed questionnaires from 30 pupils, 27 staff and 207 parents and carers. The school's safeguarding procedures were also evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- the impact of the school's actions to raise attainment at Key Stage 2 in all subjects and to eliminate any significant variations between them
- the effectiveness of teachers' use of assessment data to ensure that all pupils make equal progress, including more able pupils and those with special educational needs and/or disabilities
- the effectiveness of actions to overcome weaknesses identified in the previous inspection and to confirm that the school has a good or better capacity for sustained improvement.

Information about the school

St Gregory's Roman Catholic Primary School is much larger in size than most primary schools. The largest group of pupils are of White British heritage. The proportion of pupils who are from minority ethnic backgrounds is well above average. A quarter of all pupils, an above average proportion, speak English as an additional language. ♦ The proportion of pupils known to be eligible for free school meals is well below average. Just over one in ten pupils, a proportion that is below average, has special educational needs and/or disabilities. These needs relate mainly to autistic spectrum disorders and speech, language and communication difficulties. The school has gained the Healthy School award.

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

This is a good school. It has improved under the positive leadership of the headteacher. The staff and the effective governing body support him enthusiastically. The school has good partnerships with the local community, particularly with a special school, its partner secondary school, teacher training institutions and sports service providers. School leaders instil in pupils a clear sense of Christian values, self-belief and above all, a joy of learning. As one pupil said, 'I love this school because the teachers are friendly and nice and we have lots of opportunities to learn.'

The school's aim of 'working and learning together' is seen in all of its work and supports pupils in gaining good levels of spiritual, moral, social and cultural awareness. By the end of Year 6, pupils' achievement is outstanding because staff have very high expectations of them. Pupils also behave well. Staff work effectively to eradicate any differences in the achievement of groups of pupils. Monitoring information is used regularly by school leaders and with increasing accuracy to identify what the school does well and to plan for improvement.

Senior staff have been successful in driving up pupils' academic performance and sustaining effective practice in supporting their personal development. Pupils feel safe and secure and have a well-developed understanding of what constitutes a healthy lifestyle. The partnership with parents and carers, and other agencies is good and underpins and supports the school's good levels of care, guidance and support.

Leaders have brought about many improvements since the previous inspection that are making a significant difference in order to sustain pupils' high levels of attainment. Through accurate self-evaluation and concerted action from the findings by all staff, teachers have developed their skills so that overall, teaching and learning are good. The quality of questioning in lessons, although well considered, does not always probe pupils' understanding of issues deeply enough. This, in turn, prevents pupils making consistently fast progress, particularly in the case of the more able. There are aspects of good assessment practice, but the quality remains variable across classes. Teachers do not always provide specific targets to help pupils improve. Some leaders are new in post and many of their initiatives to drive improvement are too recent to show their full impact.

The governing body meets its statutory responsibilities and supports the school well. Since the previous inspection, the school has raised attainment, improved teaching and learning, and has broadened the curriculum. These actions demonstrate that it has good capacity to make further improvements.

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

What does the school need to do to improve further?

- Maintain the high level of attainment and improve progress and learning in lessons, particularly in literacy and numeracy, by:
 - using more effective questioning to give pupils better opportunities to develop and explain their ideas fully, especially for more able pupils .
 - reviewing targets more systematically and regularly with pupils so they clearly understand how to improve.
- Sharpen the impact of leaders and managers, including members of the governing body, by:
 - distributing the leadership of the school more effectively by extending the capacity of leaders at all levels to manage their areas of responsibility.

Outcomes for individuals and groups of pupils

2

The quality of learning and progress in lessons is good. Pupils behave well, and mature into polite, thoughtful and considerate young people. The overwhelming majority of pupils are enthusiastic about their tasks and respond appropriately to teachers' requests. In Year 2, pupils thoroughly enjoyed their science lesson where they designed a new house that would appeal to children, using appropriate building materials. Pupils were well motivated and skilled at suggesting points for improvement to their designs. Similarly, in Year 5, pupils demonstrated excellent reading skills in their characterisation from the book they were studying. Then, in an excellent class discussion, they chose aptly descriptive vocabulary about how a memory is kept alive.

Attainment is high by the end of Year 6. In 2010, more able girls outperformed boys in reading and writing. Despite this success, leaders are anything but complacent, being ever vigilant to continue to help boys to improve their analysis in writing skills. Overall, from above average starting points, pupils make good progress and their achievement is outstanding. Pupils who have special educational needs and/or disabilities make good progress, as do those who speak English as an additional language. This is as a result of effective guidance and one-to-one tuition.

Pupils get on extremely well together and are keen to engage in the many opportunities to take on responsibilities. Members of the school council are proud of their role as they were elected following real-life election procedures. Years 5 and 6 pupils undergo rigorous training in order to act as playground buddies to younger children. Pupils have developed a strong sense of fairness which has enabled them to improve their self-confidence and self-esteem through team work and, as a result, are well prepared for the next stage of their school careers. Pupils gain first-hand experience of growing flowers, fruit and vegetables as well as recycling. Senior leaders have worked effectively with pupils, parents and carers in raising pupils' attendance, which is above average. Through the work associated with the national awards, pupils have a good understanding of the importance of maintaining a healthy lifestyle and regularly participate in many sporting and physical pursuits. Pupils make a good contribution to their local community by fundraising for the homeless and performances for senior citizens. They contribute more widely through partnerships with schools and charities overseas in Italy and Norway.

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 pupils' outcomes

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

¹ 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?

Classrooms are delightful, both indoors and out, with imaginative activities and attractive displays to capture and respond to pupils' interests and enthusiasms. As a result of these and rigorous monitoring, teaching is good. Relationships between staff and pupils are extremely positive and teachers' subject knowledge is strong so explanations are well structured and confident. Information and communication technology (ICT) is used well to make the lessons interesting. Pupils who find learning difficult or who have particular learning barriers are supported well because staff focus sharply on their needs. However, occasionally teachers' explanations are too long, which reduces the opportunity for pupils to think for themselves and explain their ideas. Also, marking and target setting do not always 'signpost' clearly how pupils can improve their work, and questions are not always sufficiently probing, particularly for more-able pupils.

The recently redesigned curriculum meets the needs and interests of all pupils well. It is further enriched by productions, guest speakers, dance and music extravaganzas and clubs ranging from Mandarin to street dancing. High-quality music and singing can often be heard throughout the school. These, together with visits and residential trips, provide excellent opportunities for pupils to broaden their social, sporting and scholastic skills.

The school is rightly proud of its good care, guidance and support. Pupils new to English are integrated and supported well in lessons. Consequently, once they have mastered English, they make the same progress as their classmates. Pupils whose circumstances

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

make them the most vulnerable benefit greatly from the good work the school carries out with external agencies. Staff can point to real successes in helping pupils overcome difficult histories and challenging episodes in their lives. The inclusion team provides a wide range of support to enable pupils whose circumstances make them vulnerable to play a full part in school life and is increasingly successful at engaging hard-to-reach families. Although pupils' progress is regularly tracked, analysis of this information is not always sufficiently robust to improve the progress of all.

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 vision and clarity of purpose of the headteacher, have created a welcoming and harmonious ethos which permeates throughout the school. This vision has been shared with all staff who embrace it wholeheartedly. Weaker teaching has been tackled well and there is a clear ambition to make sure that all lessons are good or better and that pupils achieve as well as they possibly can. Consequently, teaching is improving and progress and learning are beginning to accelerate.

The headteacher and deputy headteacher work well together to guide and support staff. They know the strengths of the school well and their vision to improve achievement for all pupils has created confidence and a real sense of purpose throughout the school. A number of leaders are newly appointed to the school or are new to their responsibilities. Although they have made changes, many of these are too recent to show through in terms of impact. Leaders are not yet sufficiently focused on analysing monitoring information in order to help pupils make consistently fast progress.

Senior leaders ensures that every pupil has an equal chance to learn. They rigorously tackle any discrimination. Senior and middle leaders guide staff so that equality of opportunity and inclusion are effective. Members of the governing body are fully supportive of the school's aims. They know the school well and have an accurate view of its performance. They challenge school leaders and hold them to account and are securing more rapid improvement in the quality of learning. School leaders have good procedures for safeguarding and risk assessment. These meet all government guidelines and include a carefully planned approach to child protection and managing the safety of pupils, which contributes to their mature understanding of how to keep themselves safe. School leaders have evaluated the school's contribution to community cohesion, which is good. This has been achieved by developing and promoting a detailed understanding of the school's own community and the different faiths, ethnicities and cultures that exist within it. For example, the school has developed a partnership with a school in Poland. Senior leaders

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

acknowledge that pupils need to gain a deeper appreciation of what it means to be a citizen in the United Kingdom.

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	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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Nursery and Reception classes. They settle in quickly and are keen and happy to learn as a result of high expectations. Children play together and are well behaved. They enjoy learning in this busy environment. Overall, children start school mostly with a range of skills that are broadly expected for their age. By the end of Reception, they attain levels that are above those expected for their age and make good progress. They make most gains in their personal and social development and reading because of the greater focus on linking letters and sounds and the use of role play. For example, this was demonstrated to great effect when the children were asked to listen to recorded sounds and then matched the musical instruments to their correct sounds. Children thoroughly enjoyed this activity and were able to recall apt vocabulary to describe the quality of the sounds they heard.

Children enjoy a range of stimulating activities, indoors and out, carefully chosen to meet their needs and enthusiasms. They are given the opportunity to select and choose their own learning activities and respond well to encouragement and praise to explore and widen their choices. Teaching is good overall, with stimulating activities moving at a good pace in a friendly and safe atmosphere. Leadership of the Early Years Foundation Stage is good. High levels of care and welfare are provided for the children to ensure their well-being. Support for children whose circumstances have made them vulnerable is of a good standard. Partnerships with parents, carers and external agencies are strong so that specialist help is sought and provided when needed. Teachers and helpers are perceptive and note down significant moments of each child's progress, including those made by

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

parents and carers, in order to inform 'next steps'. These records are used increasingly well to ensure that each child's learning is moved forward.

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

About 40% of parents and carers returned questionnaires. Almost all respondents were very positive about St Gregory's and felt that it keeps their children safe and enables them to enjoy school. A few parents and carers raised concerns. These included the quality of teaching in some classes, healthy lifestyles and communication with the school. Inspectors observed teaching and the extent to which pupils adopted healthy lifestyles in classes and around the school. They examined policies and relevant records and held discussions with staff and pupils and found that these were more positive than the parents' and carers' questionnaires implied. The school has recently introduced an innovative system using the internet as a means of communication with parents, carers and pupils. In discussing these issues with senior staff, they identified that these areas will need to be strengthened.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Gregory's Roman 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 207 completed questionnaires by the end of the on-site inspection. In total, there are 495 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	113	55	84	41	8	4	0	0
The school keeps my child safe	102	49	95	46	5	2	0	0
My school informs me about my child's progress	78	38	102	49	23	11	0	0
My child is making enough progress at this school	71	34	88	43	36	17	8	4
The teaching is good at this school	77	37	103	50	17	8	5	2
The school helps me to support my child's learning	67	32	109	53	23	11	2	1
The school helps my child to have a healthy lifestyle	76	37	113	55	15	7	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)	51	25	119	57	17	8	0	0
The school meets my child's particular needs	64	31	99	48	26	13	8	4
The school deals effectively with unacceptable behaviour	59	29	113	55	15	7	8	4
The school takes account of my suggestions and concerns	45	22	109	53	27	13	8	4
The school is led and managed effectively	64	31	102	49	22	11	10	5
Overall, I am happy with my child's experience at this school	91	44	94	45	16	8	4	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



11 February 2011

Dear Pupils

Inspection of St Gregory's Roman Catholic Primary School, London W5 1SL

On behalf of the inspectors and myself, I would like to thank you very much for the very warm welcome you gave us when we visited your school recently. We really enjoyed meeting you and seeing you at work and play. We very much valued the discussions we had with you and were particularly impressed with your singing and playing of musical instruments.

You go to a good school. Inspectors were particularly pleased to see the way you get along and treat each other with respect. You, and your parents and carers, told us that St Gregory's is a caring and happy place where you feel very safe.

Your headteacher and teachers are determined to help you succeed and give you the best possible education. We have asked them to:

- plan work that will challenge and engage you in all lessons, showing you ways to learn by yourselves, particularly the more able amongst you
- give you clearer advice on how to improve your work so that you can all achieve your very best
- look closely at information about your performance in order to pinpoint accurately, design and share any necessary advice with you so that you have everything you need to improve your progress and attainment, particularly in literacy and numeracy.

You too can play your part in improving the school by all working hard to achieve your targets and by following your teachers' advice when your work is marked. Once again, it was very good to meet you all.

Yours sincerely

David Scott

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.