

St Mary and St Pancras Church of England Primary School

Inspection report

Unique Reference Number	100043
Local Authority	Camden
Inspection number	376339
Inspection dates	16–17 November 2011
Reporting inspector	Calvin Pike

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	230
Appropriate authority	The governing body
Chair	Father John Caster
Headteacher	Mrs Sheila McCalla-Gordon
Date of previous school inspection	18–19 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 21 lessons, taught by nine teachers. Two observations were carried out jointly with senior managers. Inspectors had meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at self-evaluation documentation, monitoring and assessment information, lesson plans and school policies. They analysed the questionnaires from 106 pupils, 28 staff and 66 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 progress made by different groups of pupils across the school.
- How well pupils develop skills that will contribute to their future economic well-being.
- The impact of the school's actions to address a dip in attainment in 2010.

Information about the school

St Mary and St Pancras Church of England School is an average-sized primary school. Just over three quarters of its pupils come from minority ethnic groups, most of whom speak English as an additional language. The largest groups of pupils are from Bangladeshi, African, White backgrounds other than English, Asian, Caribbean, and Chinese heritages. Currently, there are 32 pupils at the early stages of learning to speak English, mainly in the Early Years Foundation Stage. The proportion of pupils known to be eligible for free school meals, around two fifths, is twice that found nationally. A higher proportion than average has a statement of special educational needs, but the overall proportion with special educational needs and/or disabilities is below the national average. Their needs relate mainly to specific learning difficulties and to speech, language and communication difficulties. The school collaborates with another school within the local authority and the headteacher of St Mary and St Pancras is executive headteacher of both schools. Since the last inspection, the school has gained Artsmark and Investor in People status and has renewed its Healthy Schools and Activemark status. The Nursery provides full-time places for 26 children. The vast majority of those children progress into the Reception Year. The children's centre which is co-located with the school was inspected separately.

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?

1

The school's capacity for sustained improvement

1

Main findings

St Mary and St Pancras Church of England is an outstanding school. Its vision to be fully inclusive is particularly strong as it is followed by all staff, parents, carers and pupils. As one parent commented, 'This is a wonderful school with highly committed, imaginative staff. All children are included.' Pupils report that they feel very safe and well supported by the adults around them. That is because the quality of care, guidance and support is outstanding and the school engages exceptionally well with the parents and carers to ensure pupils' needs are met very well.

Pupils' spiritual, moral, social and cultural development is outstanding as the school has given these aspects of pupils' personal development a high priority. Pupils' behaviour is excellent. The pupils show sensitivity to each others' needs and take on additional responsibilities enthusiastically. With a strong start in the Early Years Foundation Stage, the school has secured good academic progress, even though there was a dip in the national test results in 2010. Pupils' literacy, numeracy and information and communication technology (ICT) skills are developed effectively across the school. Attainment at the end of Year 6 is above average in English and mathematics.

The executive headteacher and senior leaders form an extremely effective team, giving clear vision and direction to the school. They have galvanised staff energies and created a strong, shared sense of purpose. Excellent monitoring systems ensure leaders know the school's strengths and areas for development very well. The governing body is equally well informed. It provides considerable expertise, support and valuable challenge in helping the school to improve.

The quality of teaching is good and much, particularly for older pupils, is consistently outstanding. Most, but not all, teachers use information about how well pupils are progressing to plan lessons that always meet the needs of all pupils. Within that majority of lessons, the teachers check pupils' understanding regularly and then amend the work to ensure the challenge provided meets the needs of pupils of all abilities, including those who attain highly. Considerable development has led to an outstanding curriculum that is more relevant than previously and contributes to the rise in attainment, pupils' enjoyment in learning and improvements in attendance. Excellent partnerships, outside trips and visitors to the school help stimulate pupils' excitement and aspirations. Improvements since the last inspection, the excellent leadership team and governing body and highly effective self-evaluation, together, give the school an outstanding capacity to sustain improvement.

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What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by ensuring all teachers:
 - use information about how well pupils are doing to plan lessons that always match the full range of needs, including of those who attain highly
 - check regularly how well pupils are learning within lessons and adjust the challenge provided so that the pace of learning for all is maintained throughout.

Outcomes for individuals and groups of pupils

1

Pupils enjoy their learning thoroughly and they are keen to take an active role in lessons. They work very well independently and cooperatively in small groups. They take pride in sharing what they have done and readily support the work of others. For example, Year 6 pupils were so excited by an experiment in science that spontaneously they applauded a teaching assistant's elaboration of the learning targets, before animatedly deciding in pairs on how they would develop their own fair tests. Similarly, pupils in Year 5, all of whom learn a brass instrument from the start of the year, showed appreciation and gave help to those who were improvising or playing solos, without being asked to do so by the teacher.

Attainment has risen year on year since the last inspection, except for an anticipated fall in mathematics in 2010, linked to a small proportion of the pupils. It is now above average in both English and mathematics. Close emphasis on analysing the performance of groups and tracking individuals' progress means underachievement is identified speedily and excellent interventions are provided to ensure all pupils achieve well. Consequently, although a higher proportion of girls than boys attained the higher levels in 2011, the gap in performance between boys and girls is closing rapidly. Like their peers, pupils with special educational needs and/or disabilities make good progress because the school pays very close attention to setting targets that help them succeed and teaching assistants are fully involved with teachers in planning and evaluating their work. Similarly, well-informed teaching assistants work with pupils at the early stages of speaking English as an additional language. They help ensure that pupils make good progress because they adapt the work carefully, so that it suits pupils' needs and engages them fully.

Pupils have excellent levels of understanding about making healthy choices. As reflected in the school's Activemark and its Healthy Schools status, a high proportion of pupils participate in the wide range of sports clubs provided. They know what makes a healthy diet, modelled by the excellent choice of food served at the school. Pupils have an exceptionally strong sense of emotional well-being, shown by the sensitive manner in which they treat each other. Pupils make an excellent contribution to the school and wider community, taking on roles such as elected school council members, Bully Busters and Eco Warriors. They have a strong voice,

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for example, through regular questionnaires, a suggestion box to improve the school, or by using the school’s managed learning environment (MLE) to vote for songs to sing in assembly. The school’s considerable contribution to the wider community is evident, for example, in its links with Help the Aged and the performances of the choir or orchestra at key local events and for charity events in Trafalgar Square and at the Royal Courts of Justice. As a Unicef ‘Rights Respecting School’, pupils’ contribution to communities further afield raises their awareness of others’ rights and needs, for example, triggering a recent letter from Year 4 to President Obama. Pupils respect and celebrate the richness of the many different heritages within and outside school, supported by its links with schools in eight different countries. They are extremely well prepared for secondary school as a result of their good levels of basic skills and very good work habits and attitudes to learning.

These are the grades for pupils’ outcomes

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	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers’ use of their good subject knowledge entuses and motivates pupils to learn. Most teachers plan work carefully that suits pupils’ different abilities. For example, in an outstanding Year 6 lesson, pupils were learning to plot, rotate and translate shapes towards creating Arabic designs. The teacher’s insightful questioning enabled her to check how well pupils had understood and to increase the challenge for pupils who were ready to move to the next stage of their learning. In the best lessons, teachers use resources extremely effectively to capture pupils’ interest. For example, in a Year 5 mathematics lesson, the teacher used the interactive whiteboard to create a ‘Who wants to be a Millionaire’ context for

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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answering mental mathematics problems that added pace and made learning fun. On the rare occasions when teaching is less than good, the school’s information about pupils’ progress is not always used sufficiently to challenge the full range of abilities, or teachers do not check pupils’ levels of learning frequently enough within lessons. When that happens, the pace of learning slows down, particularly for higher-attaining pupils. Most pupils receive good-quality feedback, both orally in lessons and in their books, which helps them improve. Older pupils are sometimes encouraged to write a response to the teacher’s comments once they have applied the recommendations given for improvement. Support in lessons provided by teaching and learning support assistants is targeted well to ensure pupils with special educational needs and/or disabilities, or those who speak English as an additional language, are fully involved and achieve well. Additional one-to-one interventions provided by teachers outside whole-class lessons are exceptionally effective in addressing dips in achievement that have been identified.

The curriculum is creative and highly imaginative. It builds on key skills to support the development of literacy, numeracy and ICT and to make what is being learned more relevant and interesting. For example, Year 6 pupils applied themselves well, using laptops to research and share their understanding of Buddhism. They were very aware of e-safety issues and discussed confidently how they could check the accuracy of information found. Pupils across the school recalled how their work has given them memorable experiences. For example, they reflected on a recent visit to Broadstairs, when explaining why there are tides. Displays around school remind pupils of their exciting work in themed projects, such as in science, mathematics and Black History weeks. The curriculum is enriched extremely well with visits, visitors and clubs, such as the gardening club, where pupils address environmental issues actively. Reflecting the school’s Artsmark status, pupils are proud of their art work exhibited in the school and of representing the school in a wide range of musical activities.

One parent commented, ‘I am happy for my child to come as I know he is well cared for.’ Another stated, ‘The staff couldn’t be more dedicated.’ Many parents and carers praised the high quality of support for their children. The school’s transition arrangements are excellent because staff know their pupils extremely well and provide very high levels of care and guidance. Children are exceptionally well prepared for joining the Nursery and Reception classes, for adjusting to Year 1 and for moving on to secondary schools, with first-class support provided for those whose circumstances may make them more vulnerable.

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	1

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The effectiveness of care, guidance and support

1

How effective are leadership and management?

The key factor in driving the school's improvement is the way the executive headteacher and head of school, together with the excellent senior team, have inspired staff and pupils with a strong sense of purpose, self-belief and ambition. That has encouraged all staff and pupils to adopt the school's 'Rights Respecting' ethos and to demonstrate, both in their actions and outcomes, its shared motto of 'TEAM: Together Everyone Achieves More'. The national 'Investor in People' award bears testament to its success. Middle leaders and most class teachers use the information about pupils' progress to inform planning and raise attainment. Excellent systems are in place to help establish consistently high-quality practice in all the school's work. The systems evaluate the quality of teaching accurately and support the teachers' development through well-focused training. Consequently, almost all aspects of its work have improved since the last inspection.

This exceptionally inclusive school is unwavering in its promotion of equal opportunities and eradicating any discrimination. Its success is evident in the way the school promotes respect for all groups and their traditions in its community and checks to avoid underachievement of any of its minority ethnic groups. That was recognised in an assembly during the inspection, when the school was presented with the local authority's 'Inclusive School' award. Although in a very few lessons, higher-attaining pupils are not challenged fully, this is minimal and not the case for higher-attaining pupils as a whole. Moreover, any gaps in attainment are reducing rapidly. The school's very good understanding of its local community, enhanced by its close working links with the Children's Centre on site and strong international links, confirms that St Mary and St Pancras promotes community cohesion outstandingly well. The governing body supports the school exceptionally well. It is extremely well organised, knows the school very well through regular reports and presentations by staff, and offers high levels of constructive challenge. For example, anticipating a dip in standards in 2010, it monitored the progress of every pupil in the year group closely to ensure, with staff, that every support possible was given to enable all pupils to achieve well.

The school communicates outstandingly well with parents and carers. As well as regular meetings and workshops, parents and carers receive a weekly newsletter and have access to the school's MLE to know what the school is doing and how they can help their children in their learning. Requirements in relation to the safeguarding of children are addressed extremely well. The school collaborates with other key agencies very well and has excellent quality assurance and risk assessment systems. Its procedures are updated regularly, employing new technologies effectively. The school leads the way in sharing the procedures with the other school with which it collaborates and with other schools within and outside Camden.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children join the Nursery and Reception classes with a range of skills levels and abilities most often below those expected for their age. Excellent induction arrangements and very well-established routines enable them to settle quickly into a well-equipped and stimulating learning environment. Progress is good because teachers match activities to children’s interests and needs. That enables the children to make a good start in developing early numeracy and literacy skills, although children with more-developed skills and abilities are not always challenged sufficiently. Children make outstanding progress in their personal, social and emotional development because staff focus on this so well. All children are happy and enjoy their learning. They take responsibility, for example putting away their instruments after an exciting music lesson. They care for each other spontaneously, as was seen when a child slipped in the outdoor area and immediately another checked that he was not hurt. Adults encourage children very well through a good mix of activities led by adults or chosen by children, both inside and outside of the classroom.

Since the last inspection, the quality of provision has improved because of changes led by the deputy head of school, who is also the leader of the Early Years Foundation Stage at St Mary and St Pancras and the school with which it collaborates closely. The changes have improved the consistency of planning and assessment systems, developed the outdoor learning area, and sharpened the monitoring of children’s progress. Funded from outside of the school’s budget, her work in leading aspects of the Children’s Centre on site also has a positive impact on provision for the Early Years Foundation Stage and in strengthening partnerships with parents and carers.

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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

Just under a third of parents and carers returned questionnaires, which is broadly average. Almost all respondents were very positive about St Mary and St Pancras and felt that it helps their children feel safe and enjoy school. A very small minority of parents and carers raised concerns. The concerns included the extent to which the school takes account of suggestions and concerns expressed by parents and carers, or helps them support their children’s learning. The school has well-established systems through which it receives parents’ and carers’ suggestions. Weekly newsletters inform parents and carers about what the school is doing. In addition, each pupil has a personal password to access the school’s network that reminds them of their work and gives parents and carers links to other websites that support them to give extra help to their children.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary and St Pancras Church of England 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	59	27	41	0	0	0	0
The school keeps my child safe	44	67	21	32	1	2	0	0
The school informs me about my child’s progress	35	53	28	42	2	3	1	2
My child is making enough progress at this school	31	47	31	47	2	3	2	3
The teaching is good at this school	36	55	27	41	2	3	0	0
The school helps me to support my child’s learning	29	44	32	48	4	6	0	0
The school helps my child to have a healthy lifestyle	31	47	34	52	1	2	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)	26	39	33	50	2	3	0	0
The school meets my child’s particular needs	26	39	3	47	4	6	0	0
The school deals effectively with unacceptable behaviour	30	45	31	47	1	2	1	2
The school takes account of my suggestions and concerns	26	39	33	50	3	5	1	2
The school is led and managed effectively	28	42	33	50	0	0	2	3
Overall, I am happy with my child’s experience at this school	36	55	26	39	2	3	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



18 November 2011

Dear Pupils

Inspection of St Mary and St Pancras Church of England Primary School, London NW1 1SR

Thank you very much for welcoming us to your school and sharing your views with us, through your questionnaires and through our meetings. You told us you enjoy your school and find your work interesting. Yours is an outstanding school. Here are some of the things that are especially good.

- Your achievement is good and the standards you reach are above average.
- Your behaviour is excellent and you are very considerate of one another.
- You have an excellent understanding of how to stay safe and keep healthy.
- You contribute exceptionally well to school life and the wider community.
- Your spiritual, moral, social and cultural development is outstanding.
- The curriculum takes excellent account of your interests and is very stimulating.
- The school cares for you extremely well, especially if you have difficulties.
- There is outstanding leadership from the executive headteacher and her senior team that ensures the school continues to improve.
- The governing body is fully involved in the school and keeps a very close eye on how it is doing.

We have asked your teachers to build on their work to make more lessons outstanding, particularly by ensuring all teachers plan lessons which challenge you all and that they check regularly in the lesson to see how well you are doing. You can all help by continuing to give suggestions about things you would like to study and your views about learning.

Thank you again for your help during the inspection and best wishes for the future.

Yours sincerely

Calvin Pike
Lead inspector (on behalf of the inspection team)

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