

# St Margaret Clitherow RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	101548
<b>Local Authority</b>	Brent
<b>Inspection number</b>	363658
<b>Inspection dates</b>	13–14 July 2011
<b>Reporting inspector</b>	David Radomsky

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>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Boyle
<b>Headteacher</b>	Ewa McSperrin
<b>Date of previous school inspection</b>	29 April 2008
<b>School address</b>	Quainton Street London NW10 0BG
<b>Telephone number</b>	020 8450 3631
<b>Fax number</b>	020 8450 3729
<b>Email address</b>	admin@clitherow.brent.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by nine teachers and meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and scrutinised policies, exercise books, monitoring information, data about past and recent performance and the school and some subject improvement plans. The team analysed the 132 parental and carer questionnaires, 32 completed by staff and 101 by pupils.

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

- The current attainment and rates of learning and progress for all groups of pupils, particularly in Year 6.
- How effectively teachers use assessment information to ensure all groups of pupils are set work closely matched to their needs.
- How effectively leaders at all levels monitor and evaluate school performance and help push forward sustainable improvements.

## Information about the school

St Margaret Clitherow Roman Catholic Primary School is an average-sized school and includes a full time nursery. The proportion of pupils from minority ethnic heritages, and those whose first language is not English are well above average. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special education needs and mainly experiencing difficulties with speech, language and communication needs, is much higher than usual. The school has achieved a number of accreditations, including since the last inspection, the 'Sing Up' gold 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 and improving school. An outstanding feature is the manner in which all pupils and their families are welcomed and treated without prejudice or favour and the way in which the school successfully builds highly positive relationships with all groups of parents and carers. All stakeholders strive to fulfil its inclusive vision to meet the personal and academic potential of all pupils, based firmly on the school's Roman Catholic ethos. As one parent put it, 'Teachers' individual approach to each child helps them feel valued and encourages them to achieve their best.'

Pupils show confidence and behave in a polite, thoughtful and supportive manner that contributes to a very positive and nurturing school culture. Pupils make an excellent contribution to their school, local and international communities, such as the trained Junior Road Safety Officers and in raising funds to support a mission school in Sierra Leone. Outstanding systems for care, guidance and support ensure that pupils enjoy coming to school and, since the last inspection, attendance has risen to above average. Pupils value the way they are supported and they say that they feel extremely safe in school and they adopt healthy lifestyles to a very high level. Through early and accurate identification and effective support systems, the school ensures that most pupils for whom English is an additional language, and those who have special educational needs and/disabilities including speech, language and communication needs, make good progress and achieve well.

The good curriculum is adjusted well to meet the needs and aspirations of most pupils. Through partnership work with many agencies, such as Creative Partnerships, as well as the varied in-school activities, pupils have many opportunities to develop academically and personally. However, pupils have insufficient opportunities to develop and extend their writing across all subjects.

Good teaching contributes well to the good progress pupils make. Almost all planning effectively takes into account the full range of pupils' needs and abilities, thus ensuring most pupils make good progress. Pupils receive good oral guidance on how to improve their work, but in some instances, teachers' written comments do not relate to pupils' National Curriculum targets. There are insufficient opportunities given to pupils to respond to, and follow-up on, teachers' comments and learn from their mistakes so their progress can increase even more.

The school knows itself well through good self-evaluation. Clear priority setting, informed by these good routines, means that much has been improved since the last inspection, including increased attendance, excellent punctuality and higher attainment. Pupils' attainment in English and mathematics by the end of Year 6 is now consistently above average. Work seen in lessons and in pupils' books confirms the school's tracking information, which shows that across the year groups, the rates of progress are good, and

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occasionally outstanding, in reading and mathematics. Progress in writing, which is good overall, is nevertheless slower than in reading and mathematics. Good systems are in place for tracking pupils' achievements and for supporting those who are not meeting expectations. As a result, all groups make similar progress to their peers and attain well.

Senior and middle leaders support the teaching skills of staff effectively but leaders' improvement planning does not sufficiently make clear links between actions and expected measurable gains in pupils' progress. Leaders have established excellent partnerships. The school has consolidated recent significant improvements, and these, combined with strong support from the governing body, demonstrate that the school's capacity to improve further is good.

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

- Increase the rate of pupils' progress, especially in writing, in both key stages by:
  - ensuring that written feedback to pupils is effectively linked to their targets
  - ensuring that when pupils are given written feedback on how to improve their work, they have sufficient opportunities to respond to their teachers' comments
  - planning additional opportunities across the curriculum to extend and improve pupils' writing.
- Ensure that all improvement plans make clear links between actions and expected measurable gains in pupils' progress.

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

The quality of learning seen in lessons during the inspection was good overall, and the work seen in pupils' books confirmed the school's own analysis that pupils make good, and sometimes accelerated, progress and achieve well. On occasions, this progress slows when pupils do not have enough time to reflect on how to improve their work. Pupils enter nursery with very low skills and abilities and make good progress as they advance through the school. Unvalidated data from recent teacher assessments and latest national tests confirm that pupils in the current Year 2 have continued a three-year upward trend so that their attainment is average. Attainment by the end of Year 6 is above average in both English and mathematics. All groups make at least good progress, similar to their peers, including those with English as an additional language and those who have special educational needs and/or disabilities.

Pupils enjoy coming to school and learning. They take pride in their work and collaborate well when working in groups or in pairs. For example, during a Year 5 English lesson, pupils worked in pairs to produce pamphlets to advertise a fund-raising event in support of 'WaterAid'. In a Year 4 design and technology lesson, groups worked sensibly together in the construction of a puppet theatre.

Pupils take full advantage of the wide range of opportunities to take on responsibilities in school and in contributing to the wider community. For instance, pupils have worked with teachers in creating the stimulating learning environment in the new Key Stage 2 building, in equipping the new playground and in deciding the topics in the creative curriculum which they wish to learn. Additionally, they successfully lobbied their local MP to improve

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the lighting along the nearby canal. Year 4 'food friends' actively encourage their peers to eat healthily and older pupils value the opportunity of learning first aid.

*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>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<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?

Teachers demonstrate good subject knowledge and contribute well to cultivating a culture of pupils' positive engagement in learning. Teaching assistants actively support pupils with learning needs, which helps them progress well. In the best lessons seen, which account for the large majority during the inspection, teachers provide a good variety of learning activities appropriate for the full range of pupils' abilities. They set a good pace and encourage pupils to lead actively their own learning and work collaboratively with their peers. Occasionally, teachers talk for too long and miss opportunities to encourage pupils to assess the quality of their own or their peers' work. Additionally, marking does not consistently give pupils enough of a steer towards making improvements. As a result, pupils' learning and progress are slower than in the more successful lessons.

The curriculum is well organised and enriched with a range of additional opportunities. The school is justifiably proud of its work in promoting singing, and its sizeable choir regularly gives public performances. This work has been recognised in the school's recent 'Sing Up' gold award. Pupils benefit from visits, such as to the seaside and the environmental centre in Basingstoke, and partnerships with neighbouring secondary schools to develop extended opportunities to learn mathematics and science, and a range

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of sporting opportunities. These opportunities ensure that pupils enjoy a wide range of stimulating experiences which effectively helps to support their achievement and personal development well. The cross-curricular creative curriculum offers pupils many opportunities to broaden their learning experiences, boosted by specialist input, such as for music, dance and photography. There are missed opportunities in planning to fully exploit pupils' core writing, numeracy and information and communication technology (ICT) skills across the range of subjects.

The outstanding care, guidance and support that the pupils receive underpin the positive atmosphere within the school. All pupils and their families are well known to the school and support is well targeted. Strong links with families, partnerships with agencies, and carefully planned provision combine to enable pupils who experience difficulties to make good progress. Those pupils who arrive at the school with low levels of English acquisition, those pupils with speech, language and communication needs, and those whose circumstances make them vulnerable receive well-tailored support, enabling them to make good, and sometimes accelerated, progress.

*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	2
<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>1</b>

## How effective are leadership and management?

The school benefits from the inspirational leadership provided by the headteacher, ably supported by senior staff. Along with the governing body, leaders communicate a shared vision that is ambitiously focused on raising attainment for all. Staff feel valued and morale is high. As one teacher said, 'I enjoy working in this school; there is good organisation and leadership. Care and consideration are shown to all in the school community.'

There has been a sharp focus on engaging in a number of national initiatives, such as 'Reading Recovery' and 'Every Child a Talker'. Those, together with the corresponding professional development of teachers and teaching assistants, have been important factors in raising attainment. Leaders use progress-tracking information to ensure that appropriate support is given to underachieving pupils and that teachers are accountable for the good progress of all. As a result, the rates of progress have improved and are being sustained. Leaders are increasingly effective at planning thematic learning, but there is still more to do to directly target all action plans against specific progress targets and to vigorously evaluate the quality of learning across all subjects to iron out the few remaining elements of satisfactory teaching.

All pupils get on well together, and every effort is made to fully include pupils with special educational needs and/or disabilities, and the full range of those facing other challenging

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circumstances, in all aspects of the school's life. To avoid discrimination, the school ensures very high levels of equal opportunities for pupils to participate in activities. For instance, pupils whose circumstances make them vulnerable are targeted and supported very well and are encouraged to participate in activities that will best contribute to their personal development and progress in their studies. The outcomes for all pupils and their experience are positive and there is no unevenness between different groups.

The school has extremely effective partnerships with a wide range of agencies that make a very strong contribution to the breadth of pupils' learning experiences and personal development and in ensuring their wellbeing. The contribution the school makes to community cohesion is good. In this harmonious community, the traditions and beliefs of the minority who are of faiths other than Catholicism are valued. There are strong links with the local community but links with contrasting communities within the United Kingdom are at an earlier stage of development. The school has good links with overseas schools, such as one in Kenya which caters for orphaned children.

The governing body meets its statutory duties well. Procedures for safeguarding pupils are robust and reviewed regularly so that pupil and staff safety is ensured. Staff are well trained in child-protection procedures and all adults are thoroughly vetted before working at the school. The governing body is highly supportive and actively seeks and acts on the views of parents and carers, and pupils. They monitor the work of the school regularly, though they have identified the need to monitor teaching and learning more directly. The governing body effectively calls leaders to account for the quality of all aspects of the school's performance and members have a good capacity to influence the school's future strategic direction.

*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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

Children enter nursery with skills and knowledge that are well below expectations for their age. An above average proportion of children entering the nursery have little or no English acquisition. Although they make good progress, especially in creative and physical development, by the time they reach Year 1, attainment in the early learning goals in most areas is below average, particularly in communication, language and literacy.

Provision is good overall and leads to children enjoying coming to school and being purposefully engaged in the richness of activities available. This is because teaching is of good quality and there is a good balance between child-initiated and teacher-led activities. Children develop knowledge of the wider world through visits, such as to a safari park. Children learn to share well and to work independently, such as in watering the plants in the vegetable patch. The indoor and outdoor facilities are planned well, with links to all six areas of learning. Adults do not, however, consistently make enough use of the outdoor facilities to encourage children to use imagination in role play and occasionally some adults miss opportunities to extend language further through talk and questioning during child-initiated activities.

Links with families and with external agencies to support children's learning and wellbeing are good. As one parent put it, 'Everyone is incredibly helpful.' The phase is well led and managed and current leaders are effectively inducting the newly appointed early years leader designate and new staff members to ensure a seamless transition.

*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

17 July 2011

Dear Pupils

Inspection of St Margaret Clitherow RC Primary School, London, NW10 0BG

Thank you for the warm welcome that you gave us when we visited your school. We greatly enjoyed talking to many of you and wish we had had more time to meet all of you. Yours is a good school and these are some of the reasons why.

- Your headteacher, staff and governing body want to help you achieve your potential in all that you do, and you and your families are extremely well cared for and supported.

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- You clearly enjoy school and we were very impressed with your good behaviour and friendliness towards each other.
- Your understanding of leading a healthy lifestyle is excellent; you know the importance of healthy eating, regular exercise and know how to stay safe.
- The school provides you with many enjoyable and fun learning opportunities.
- You take on lots of responsibilities in school and the local community and proudly raise money for good causes.
- Almost all the teachers prepare good lessons and work with you to make your learning exciting.

We have asked the school to do these things to make it even better.

- The teachers are going to make sure you always have opportunities to improve your work after they mark your books, tell you at what level you are working at and how you can do even better. They are also going to make sure that the work they give you, especially in writing, is suitable to help you make the best possible progress.
- We have asked the leaders of your school to make sure that their plans always aim to improve your learning and increase the progress that you make.

You can contribute to these improvements by working hard and responding well to all that the teachers ask you to do.

We wish you all the best for the future and thank you again for your help.

Yours sincerely

David Radomsky

Lead inspector

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

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	77	31	23	0	0	0	0
The school keeps my child safe	92	70	39	30	0	0	0	0
My school informs me about my child's progress	83	63	48	36	1	1	0	0
My child is making enough progress at this school	75	57	54	41	2	2	0	0
The teaching is good at this school	80	61	52	39	0	0	0	0
The school helps me to support my child's learning	81	61	48	36	2	2	0	0
The school helps my child to have a healthy lifestyle	74	56	55	42	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)	68	52	60	45	0	0	0	0
The school meets my child's particular needs	69	52	56	42	0	0	0	0
The school deals effectively with unacceptable behaviour	79	60	53	40	0	0	0	0
The school takes account of my suggestions and concerns	63	48	65	49	0	0	0	0
The school is led and managed effectively	82	62	44	33	0	0	0	0
Overall, I am happy with my child's experience at this school	94	71	36	27	0	0	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><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.**



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