

Holy Innocents Catholic Primary School

Unique Reference Number	101661
Local Authority	Bromley
Inspection number	376613
Inspection dates	3–4 November 2011
Reporting inspector	George Logan

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Interim Chair	Kim Insley
Headteacher	Ryan Langford
Date of previous school inspection	6 February 2007
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons taught by seven different members of staff. Inspectors held meetings with the interim Chair of the Governing Body and another governor and with staff and pupils. They looked at pupils' books, records of their progress, teachers' lesson planning, playtime activities, and the school's documentation, which included school policies, including those relating to safeguarding, records of teaching and the main improvement plan. Responses to inspection questionnaires completed by staff, pupils and by 116 parents and carers were also considered.

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

- The accuracy of the school's evaluation of pupils' starting points, the consistency of progress pupils make and trends in the attainment of pupils in Years 2 and 6, particularly in mathematics.
- The extent to which staff use assessment information effectively to plan challenging work to enable all pupils, particularly those identified as higher attainers, to make good progress.
- The effectiveness of senior leaders and managers, the governing body and subject leaders in developing the school's capacity to make improvements.

Information about the school

Holy Innocents Catholic Primary School is of average size. The school serves a mainly White British community, but with a significant minority of pupils from other ethnic groups. Only a few pupils are at an early stage of learning to speak English as an additional language. The majority of children enter the Reception class having attended various pre-schools locally. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these have moderate learning difficulties. A below average proportion of pupils are known to be eligible for free school meals. The current headteacher took up post in January 2011. The interim Chair of the Governing Body took over in October 2011. The school offers an after-school club, which is managed by outside providers. This is 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?**3****The school's capacity for sustained improvement****3**

Main findings

This is a satisfactory school. Pupils' progress overall is satisfactory. Resolute action by senior leaders and the implementation of strategies to promote pupils' learning have ensured that progress is increasingly consistent. Parents and carers recognise that the school has a new sense of purpose and are highly supportive of the headteacher's efforts. The commitment to pupils' personal development remains a strength. Attendance is above average. Pupils are enthusiastic, with positive attitudes to learning, and behave well. They feel very safe and have confidence in the adults around them. They have a good awareness of healthy lifestyles and enjoy participating in physical activities. Pupils' contribution to the school in undertaking daily tasks and their involvement with the church and local community are good. While global links are good, there are fewer opportunities to engage with groups from other areas of the United Kingdom.

Provision and progress in the Reception class are good. Across the school, pupils attain broadly average standards. Pupils' learning, progress and achievement in Years 1 and 2 are satisfactory. In Years 3 to 6, most pupils also make satisfactory progress. However, while standards in English at the end of Year 6, particularly reading, were above average in 2011, progress was less rapid, and outcomes lower, in mathematics. Planned activities have not always provided sufficient challenge for the needs of higher-attaining pupils and those identified as gifted and talented. Much has been done recently to formalise support for pupils with special educational needs and/or disabilities and those who speak English as an additional language, enabling them to make satisfactory progress.

Teaching and learning are satisfactory. Marking is systematic and indicates next steps for improvement. Currently, the school is working to enhance the impact of individual targets for learning. The recent introduction of a tracking system and of reviews of pupils' progress requires staff to evaluate performance data rigorously. The school has begun to review its currently satisfactory curriculum. Some cross-curricular use of literacy and numeracy skills is evident, together with occasional opportunities for pupils to develop independence in their learning.

Leadership and management are satisfactory. However, the drive and energy of the headteacher and other key leaders, and greater accountability within the leadership team, are now supporting accelerated change. Monitoring roles are more embedded, so ensuring more rigorous oversight of the school's work. The school development plan has appropriate priorities and actions, with measurable targets. The interim

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Chair of the Governing Body has brought expertise, commitment and vision to the role. However, until very recently, governors' strategic role has been limited, as has their involvement in school self-evaluation or development planning. Although all safeguarding in the school is satisfactory and meets requirements, the governing body's monitoring and evaluation of school performance and of matters relating to pupils' health, safety and welfare have been superficial. Despite this, the school currently has effective personnel in most key leadership roles. The enthusiastic support of parents and carers, committed staff, good Early Years Foundation Stage provision, generally effective assessment arrangements and accelerating progress, all indicate that the school has satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure that pupils make greater and more consistent progress in mathematics, leading to higher attainment at both Year 2 and Year 6 through:
 - planning lessons which consistently challenge all pupils, particularly those who are higher attainers
 - providing more opportunities to use and apply mathematical skills and knowledge in subjects across the curriculum
 - rigorous monitoring of progress by school and subject leaders
 - holding staff accountable for the progress made by pupils.
- Ensure that the governing body adopts a more strategic and proactive role in the leadership and management of the school through:
 - engaging more closely and frequently with the daily work of the school
 - providing a greater level of challenge to senior leaders
 - more direct involvement in the oversight of matters relating to pupils' health, safety and welfare
 - greater involvement in, and contribution to, school self-evaluation and development planning.
- Ensure that pupils identified as gifted and talented are supported more effectively with appropriately enhanced programmes of activities, so that they make greater and more rapid progress.

Outcomes for individuals and groups of pupils**3**

Most children have entered Reception in the last two years with skills and experience in line with those normally found. Attainment by the end of both Year 2 and Year 6 is around the expected level.

The school is focused on improving pupils' progress and attainment, particularly in

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mathematics, and these efforts are beginning to have an impact. Better progress is underpinned by focused teaching which challenges and engages pupils, by good organisational strategies and by effective assessment. These strengths were variously evident in a number of lessons. For example, in a Year 6 literacy lesson on poetic imagery, pupils were rigorously challenged to analyse text and offer a lucid interpretation of the poet's possible intention. This enabled the teacher to explore their understanding and grasp of the text, so embedding their understanding. The same pupils were similarly challenged to think deeply about food chains in a science lesson. Effective paired work, backed by independent research on the internet, allowed pupils to extend their learning and understanding at an appropriate level. In some mathematics lessons, the level of challenge was not so great. One class spent most of a lesson recognising simple coins and matching them to the equivalent number of pennies. Almost all already understood these concepts fully. In another lesson, too much time was spent reinforcing understanding of addition strategies which some pupils had quickly grasped. In neither session was the planning for individual needs, or the pace of the lesson, sufficiently well matched to pupils' needs. With the older pupils, however, mathematics lessons provided a more appropriate range of activities and level of challenge, although there is further work to do to meet the needs of the higher-attaining pupils more fully.

Personal development outcomes are a strength. Pupils demonstrate mature attitudes and treat each other and adults with courtesy. The school council gives pupils some awareness of the democratic process. Good social skills and average basic skills ensure that pupils are satisfactorily prepared for later life. Their spiritual, moral, social and cultural development is good. Spiritual development is particularly good, supported by strong church links.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account:	
Pupils' attendance ¹	2

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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The extent of pupils' spiritual, moral, social and cultural development	2
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How effective is the provision?

Teaching and learning are satisfactory. A number of lessons observed were good. Lessons are mostly well managed, relationships are good and pupils are keen to learn. However, given pupils' positive attitudes, teachers' expectations, particularly of higher attaining pupils, are not always high enough, so constraining their progress. School leaders are now focused on ensuring that lessons provide a greater level of challenge. Currently, staff have reasonably high expectations of the quality of pupils' recorded work. Written work is conscientiously marked, indicating the next steps in learning. The school has largely embedded a range of assessment strategies, including individual learning targets. However, these are now being reviewed to ensure a more consistent impact upon pupils' progress.

The curriculum provides a satisfactory range of learning experiences and, although there are some instances of better practice, for example in the use of computers for research activities within lessons, it promotes cross-curricular skills satisfactorily. The school has taken the initial steps towards developing a new curriculum to match pupils' interests more closely and to ensure a high level of engagement. The curriculum is satisfactorily adapted for pupils with special educational needs and/or disabilities. Specific provision for those pupils at an early stage of learning English as an additional language has, until recently, been limited. There is insufficient focus on the needs of pupils identified as gifted or talented. External partnerships contribute satisfactorily to extending pupils' learning. The range of visits and enrichment activities has significantly improved in the last two terms. Mostly good extra-curricular provision contributes well to pupils' learning and enjoyment.

Transition arrangements are carefully planned, particularly in supporting pupils identified as potentially vulnerable. The school works well with support agencies. There is securely satisfactory practice, evident in several case studies, in supporting the health, social and behavioural needs of pupils in challenging circumstances.

These are the grades for the quality of provision

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

How effective are leadership and management?

Since his appointment, the headteacher has rigorously tackled a range of issues,

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particularly around pupils' progress, while sustaining the school's strengths, especially in relation to pupils' good personal development. The school now has a clear direction and both staff and parents and carers are committed to the headteacher's vision. More robust management systems, including an effective tracking system, have been introduced. Teaching and learning are monitored regularly, with a focus on learning outcomes, and effective systems, including pupil review meetings and a rigorous external audit of the learning needs of pupils who speak English as an additional language, have been implemented to promote better progress and to hold staff to account. Most senior leaders are relentlessly focused on driving improvement, although there is still some residual unevenness of impact across the team. Equality of opportunity is satisfactory. Although, under new leadership, provision for pupils with special educational needs and/or disabilities is generally effective, more-able pupils have not, over time, had sufficient priority.

The knowledgeable interim Chair of the Governing Body recognises that there have been shortcomings in governance. Most members of the governing body are not sufficiently involved with the life and work of the school. They have not, over time, developed robust systems to monitor the school's performance or to support the school effectively, to hold senior leaders or staff to account, or to enable them to contribute to school self-evaluation and development planning. Safeguarding, care and welfare arrangements are currently satisfactory overall, because appropriate procedures are in place to ensure that all pupils feel safe. Child protection arrangements are secure. However, governors' monitoring of aspects of health and safety and pupils' welfare has typically been superficial, with insufficiently rigorous procedures for the assessment of risk and too much taken on trust. Further training on safeguarding will take place within the next few weeks.

Parents and carers feel that they now have a much more active engagement with the school. As a result, the partnership with parents and carers is good. Effective links and partnerships with agencies ensure good support for pupils who have specific needs. Community cohesion is good, with established or emerging international links with Spain, France and Uganda. Pupils' understanding of diverse faiths and lifestyles is promoted well through the curriculum.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and	3

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tackles discrimination	
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage provides a vibrant learning environment and children make good progress in almost all areas of their learning and development. An effective partnership is quickly formed with parents and carers, who feel their children have a very good start. Effective leadership and management, a good curriculum, good teaching and high-quality care ensure that most children meet and some exceed the expected levels for their age on entry to Year 1.

Staff make learning fun, challenging children to think and work together as seen in the range of creative activities on offer to support the current theme of Diwali. A love of learning is effectively promoted and children are offered a purposeful range of activities which promote independence, such as cooking samosas and tasting a range of Indian food, together with systematic daily sessions to promote children's early literacy skills. Occasionally, there are missed opportunities to build upon children's curiosity through more focused questioning and discussion. There is a consistent and skilled approach to the teaching of letters and sounds and good use is made of interactive whiteboards to motivate children. The focus on early mathematical skills and knowledge is not as consistently evident, however, in day-to-day activities. Regular assessments enable staff to track and evaluate children's progress and plan the next steps in their learning. Any identified gaps in outcomes are identified and tackled promptly. Planning is quickly modified to take account of staff observations. Staff use space and resources creatively to ensure that all children have access to purposeful learning opportunities enhanced by dedicated environmental, music and water areas. This ensures an appropriate balance of both child-initiated and adult-directed activities, complemented by opportunities for purposeful indoor and outdoor activities.

Children have a good understanding of the need to keep themselves healthy through good hygiene practice and understand the importance of eating fruit and vegetables. They appreciate the need to play safely and their behaviour is good. They play well together and all children make a contribution to the smooth running of the class by sharing resources amicably and tidying away their activities.

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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	2

Views of parents and carers

A higher than average proportion of parents and carers responded to the survey. Almost all of these are very happy with the school, with the care it provides for their children and, particularly, with the many changes instigated by the new headteacher and the current, positive direction of the school. They feel that the school now engages much more effectively with parents and carers and that their children enjoy school. One said, 'The school has come a long way since the new headteacher took over.' A few parents and carers raised concerns about issues specific to their children. Several felt that the school has not provided enough challenge for pupils, particularly those who are able and gifted. Inspectors support parents' and carers' positive views on many aspects of the school. They also find that pupils should be making faster progress, especially in mathematics.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Innocents 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	74	28	24	2	2	0	0
The school keeps my child safe	90	78	25	22	0	0	0	0
The school informs me about my child's progress	52	45	55	47	6	5	1	1
My child is making enough progress at this school	38	33	68	59	3	3	3	3
The teaching is good at this school	62	53	48	41	3	3	0	0
The school helps me to support my child's learning	53	46	54	47	5	4	1	1
The school helps my child to have a healthy lifestyle	68	59	46	40	0	0	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)	47	41	53	46	7	6	2	2
The school meets my child's particular needs	48	41	59	51	5	4	2	2
The school deals effectively with unacceptable behaviour	56	48	51	44	3	3	0	0
The school takes account of my suggestions and concerns	34	29	78	67	3	3	0	0
The school is led and managed effectively	74	64	40	34	0	0	0	0
Overall, I am happy with my child's experience at this school	73	63	40	34	2	2	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	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.



7 November 2011

Dear Pupils

Inspection of Holy Innocents Catholic Primary School, Orpington, BR6 9JT

Thank you for making us welcome when we visited your school. We enjoyed meeting you, hearing your views and spending time in lessons. We found that yours is a satisfactory school, with some strengths. These are the things we found.

- You have good attitudes to learning.
- You have a good understanding of healthy lifestyles, feel very safe in school, behave well and attend as frequently as you can.
- You contribute well to school and have good links with the local community.
- Staff care for you well, but guidance has not been sufficiently strong to ensure that you make consistently good progress.
- You really understand the importance of eating healthily and staying fit.
- The curriculum, while satisfactory, offers some interesting activities and visits. The provision for clubs and after-school activities is good.
- While those of you who need extra help generally make satisfactory progress, this is not always the case for those who learn quickly.
- The new headteacher and other senior leaders have already made a number of changes which are helping to make the school better.

To help you to do better, we have asked the school to do the following things.

- Ensure that you all – particularly those of you who learn quickly – make more rapid progress and reach higher standards, especially in mathematics.
- Ensure that governors take a more active role in the school, check how well you are doing, and see for themselves that all the arrangements for ensuring your health, safety and welfare are in order.
- Make sure that those of you who learn quickly are given really challenging work to enable you to make greater and more rapid progress.

All of you can help by continuing to work hard and doing your best. We hope that you will have every success in the future.

Yours sincerely

George Logan
Lead inspector

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