

Guardian Angels Catholic Primary School

Whitman Road, London, E34RB

Inspection dates 10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The school has many new teachers who are being supported to improve their teaching but too many are not yet delivering good lessons all of the time.
- Teaching requires improvement because in many lessons pupils are not fully involved; they listen for too long and do not do enough.
- Pupils' progress in reading, mathematics and particularly writing is too slow in many year groups because teachers do not always check whether all pupils are finding the work too easy or too difficult during lessons.
- Teachers' questions in many lessons do not stretch the more able or give other pupils the opportunity to show that they fully understand.
- Lessons do not excite pupils' interest enough. Pupils work hard because they have good attitudes to school but they are not highly enthusiastic in many lessons.
- Children in the Reception class do not have enough opportunities to choose activities for themselves or to learn by playing outdoors.

The school has the following strengths

- The school is improving because the headteacher will not accept weak teaching or slow progress. She works very hard with her team to make sure that pupils leave the school with good reading, writing and mathematics skills.
- Senior leaders are determined to improve teaching and they have shown that they are able to do this well.
- Pupils who are falling behind receive good support in small groups to ensure they catch up, particularly in Year 6.
- Pupils behave well around the school. They listen attentively and try to do their best in lessons.
- The school takes good care of the pupils. They feel safe, enjoy school and work cooperatively together.
- Pupils make good progress in their science lessons.
- The school works effectively with parents and carers, giving them help to work with their children and to improve attendance.

Information about this inspection

- Inspectors observed 13 lessons, of which four were joint observations with senior leaders. They observed small group activities led by teaching assistants. In addition inspectors listened to some children reading and looked at pupils' work in their books.
- Meetings were held with three groups of pupils, the Chair of the Governing Body, school staff and a representative from the local authority.
- Inspectors took account of the 10 responses to the online questionnaire (Parent View) and held informal discussions with parents and carers.
- The inspection team looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance as well as documents relating to safeguarding.

Inspection team

Michelle Winter, Lead inspector

Her Majesty's Inspector

Michael Elson

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school with one class in each year group from Reception to Year 6.
- The proportion of pupils known to be eligible for the pupil premium (extra money provided to schools by the government for children in care and those known to be eligible for free school meals) is higher than average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average.
- A smaller than average proportion of pupils with special educational needs are supported at school action plus or have a statement of special educational needs.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are well above average.
- The school currently meets the government's floor standard, which is the minimum expected for pupils' attainment and progress

What does the school need to do to improve further?

- Improve progress in English and mathematics by making sure that all teachers:
 - match pupils' work carefully to their abilities so that pupils are fully stretched
 - provide lessons that excite pupils' interest and motivate them to work even harder
 - use questions to keep pupils fully involved during lessons
 - adapt lessons if pupils find the work too easy or too difficult
 - give pupils in the Reception class plenty of time to work independently rather than listening for too long.

Inspection judgements

The achievement of pupils

requires improvement

- Most parents and carers who told us what they think said that their children are making good progress. This is the case in some year groups, especially in Year 6, but not in all.
- In their most recent Year 6 results pupils made very good progress. Their standards were above the national average in reading, writing and mathematics. Many pupils had extra support to ensure they reached their potential by the time they left the school.
- In most other year groups, pupils are not making quick enough progress, particularly in writing but also in mathematics. Teachers are not setting work at the right level for all pupils and are not concentrating carefully enough on the most important things that need to improve. Sometimes teachers are not expecting enough of pupils during lessons.
- Pupils' knowledge of the sounds that letters make (phonics) is weak at the end of Year 1. In previous years, pupils were not taught phonics often enough. Leaders have now made sure that pupils have daily lessons and they are now making better progress.
- Reading skills are improving. Pupils in Year 1 and 2 are reading books that test their knowledge. Pupils use their improving phonic knowledge to make good attempts at words they have not been able to read and write.
- Pupils who are new to English or speak English as an additional language are making good progress. They have extra support in small groups which means they can take a full part in lessons.
- Pupils make good progress in science. They have more regular science lessons. Planning and teaching have improved as a result of school training for teachers.
- Pupils who receive support through the pupil premium are making better progress now. Leaders and teachers check their progress carefully and they receive extra help if they need it.
- Some pupils with special educational needs make good progress because they receive extra help in lessons. Sometimes their work in small groups is not helping them as well as it could because it is not focused on the most important gaps in their learning.
- Brighter pupils make good progress in Year 6. Last year many more of them reached the higher Level 5 by the time they left the school, particularly in reading and writing. In other year groups these pupils are not always challenged enough. Their work is sometimes too easy.
- Children in the Reception class are not making good progress. They spend too long listening, are not active enough and do not have enough opportunities to learn new things through play.

The quality of teaching

requires improvement

- Many new teachers have joined the school this year. School leaders are working hard to ensure their teaching is always good but this is not yet the case.
- Most parents and carers who gave their views think that their children are taught well at the school. Inspectors found that this is not the case in all year groups.
- Teaching in Year 6 and Year 4 is good. The work is set at the right level. Teachers ask questions during lessons to make sure that pupils understand. All pupils are given work which encourages them to push themselves to think hard and show what they know.
- In the other year groups pupils spend too much time listening and not enough time working. Teachers ask questions of some of the pupils but not all of them. Teachers do not therefore adapt lessons enough for the needs of all pupils. Some pupils do not have to try hard enough because teachers do not expect enough of them during parts of the lesson and their progress slows.
- In the Reception class children spend too long listening on the carpet. They do not have enough time learning to be independent and choosing activities for themselves. They have the chance to learn by playing outdoors but not often enough during each day.
- Progress slows down when time is wasted. In some lessons pupils spend time doing things that

do not improve their learning. In one mathematics lesson pupils were cutting and sticking their work into books for no real learning purpose.

- Work is not set at the right level in many lessons. Pupils are given different tasks to do according to their ability but it is often too easy or too difficult. The work in pupils' books shows that weaker teaching has hindered them in getting to the heart of what they were supposed to be learning.
- Marking is improving. Usually teachers' comments in books show pupils what they have done well and what needs to improve. Older pupils are reviewing their own work and identifying things they can improve. This helps to deepen their understanding.
- Teaching assistants work very well. They help groups of pupils in lessons to ensure they understand and keep up. They give pupils extra help outside of lessons if they need it because they have fallen behind or because they have extra needs, for example if they are new to speaking English.
- Science teaching is good. It has improved since the last inspection. Pupils are taught how to investigate and conduct fair tests to test their theories.
- Religious education teaching is good. It gives pupils a good understanding of the beliefs and traditions of the major world religions.
- Pupils enjoy their art and music lessons. These aid pupils' wider cultural development. Pupils produce high-quality paintings and many are learning an instrument. Pupils took part enthusiastically in an African drumming lesson during the inspection.
- Spiritual development is good. Pupils take part in prayer and reflection respectfully. The Catholic ethos of the school is evident in all aspects of its work.

The behaviour and safety of pupils are good

- The atmosphere at the school is very positive. Pupils are polite, friendly and respectful to adults and to each other. They feel happy and safe at school and they cooperate with each other well.
- Pupils are proud of their school. They try hard in lessons to do their best because they have good attitudes to learning. Teachers could do more to excite pupils in their learning.
- Pupils behave well in lessons and around the school. Behaviour was good during the inspection. Pupils told us that this is usually the case in school and that when things go wrong adults deal with it sensitively and effectively.
- Attendance is average. The home-school worker cooperates with the local authority to help individual families to improve attendance and punctuality. She knows the families and gives very effective support.
- The school deals appropriately with bullying. Pupils are aware of different sorts of bullying including homophobic bullying and cyber-bullying. They know the strategies to keep themselves safe. Pupils know that bullying does happen sometimes but trust the school to help.
- Pupils understand racism. They told inspectors that this rarely happens in school. They have a good understanding and appreciation of the different cultures in the school and the wider world.

The leadership and management are good

- The headteacher and her senior team lead the school with integrity. They set very high expectations for teaching and pupils' progress. They are determined that pupils leave the school with the skills they need to be successful at their secondary schools.
- Senior leaders improve teaching. They devote much of their time to observing lessons, reviewing planning and looking at pupils' books. Teachers receive helpful and uncompromising feedback about how to improve. Targets are set, training and support are provided and leaders do quick follow-up checks to ensure that things have improved.
- Leaders support teachers well. The headteacher worked alongside the Year 6 teacher to ensure that results were good last year. The deputy and assistant headteachers give demonstration

lessons, showing others what good teaching looks like.

- Teachers are held to account. Leaders track pupils' progress carefully and meet with teachers regularly to tackle any slow progress. If pupils need extra help and support to catch up, leaders make sure they receive it.
- Improvement plans are effective. Since the last inspection standards at Year 6 have risen. Science teaching is now good and marking is better. The brightest pupils make good progress overall from their start at school because they make quick progress as they get older. The headteacher is determined that all pupils will make good progress in all year groups but this is not yet the case.
- The home-school worker helps families settle into the school and makes good links when children join in the Reception class. Parent and carer classes, including computer and mathematics sessions, are provided to help families work with their children.
- The school seeks parents' and carers' views through regular surveys. It informs them how it will act on their suggestions and concerns. Recently the homework policy was reviewed as a result of parents' and carers' comments.
- The school promotes pupils' spiritual, moral, social and cultural development successfully. The school effectively promotes equality of opportunity, fostering good relations and tackles any discrimination. The curriculum provides good opportunities for pupils to widen their understanding of diversity and to celebrate the achievements of people from a range of backgrounds.
- **The governance of the school:**
 - has a good understanding of the strengths and weaknesses of the school and challenges it to improve areas of weakness, including the progress of pupils
 - the headteacher and members of the governing body allocate funding to support pupils eligible for pupil premium effectively. Funds are used to provide additional support for those pupils who are falling behind and this is usually successful
 - ensures that pupils are safe by monitoring the safeguarding checks that the school makes on new members of staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100945
Local authority	Tower Hamlets
Inspection number	400441

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Paul Nottage
Headteacher	Elizabeth Worrell-Jude
Date of previous school inspection	19 January 2012
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