

Regina Coeli Catholic Primary School

173 Pampisford Road, South Croydon, CR2 6DF

Inspection dates 23–24 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		Requires improvement	3

Summary of key findings for parents and pupils

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

- The quality of teaching is too variable. Too little teaching is consistently good or better. As a result, pupil progress and trends in attainment are uneven across key stages and subjects.
- Tasks are not always matched accurately to pupils' needs.
- Sometimes teachers speak for too long during lessons so that pupils do not start work quickly enough.
- The systems to monitor and improve how well staff perform are established but lack sharpness.
- Information about pupils' progress is not used precisely enough to identify those pupils who are making slower progress and address their needs promptly.
- Although school evaluation is generally accurate, it is not always clear how the success of developments will be measured.
- Middle leaders' roles are under developed, so that the contribution these leaders make to school improvement is limited.

The school has the following strengths

- Standards at the end of Year 6 have generally been above average.
- Recent initiatives are beginning to accelerate pupils' progress in English and mathematics.
- Pupils behave well, feel safe and enjoy school. Attendance is consistently above average.
- Governors have an improved understanding of their role and the level of challenge they provide has increased.

Information about this inspection

- The inspection team observed teaching in 25 lessons and part lessons. They carried out a scrutiny of pupils' work.
- Discussions were held with senior staff, teachers, the Chair of the Governing Body and other members, a representative from the local authority, parents and carers and pupils.
- Inspectors analysed a range of documentation including the school's improvement plan, safeguarding arrangements, policies and records of pupils' progress and attainment.
- The inspection team took account of 127 responses to the on-line Parent View survey, in addition to written views and views expressed in person by parents and carers during the inspection.

Inspection team

Julie Sackett, Lead inspector

Additional Inspector

Sara Benn

Additional Inspector

David Storrie

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above the national average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils supported under the pupil premium initiative, including those who are eligible to receive free school meals, is below the national average.
- The proportion of disabled pupils and those with special educational needs supported by school action is slightly above the national average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is below the national average.
- The school has a breakfast club, which is managed by the governing body, and was visited during the inspection.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- By October 2013, improve the quality of teaching so that it is consistently good or better, particularly in writing, by:
 - sharing more widely the good practice that exists within the school
 - making sure that teachers do not talk for too long during lessons, so that pupils are actively involved in learning from an earlier stage
 - increasing the role played by pupils during sessions where the teacher demonstrates or models how to complete a piece of work
 - sharpening the match of teacher questioning and activities to pupils' needs to make sure that pupils of all abilities, but particularly the more able, are suitably challenged and extended
 - using information about pupils' progress more precisely to identify those pupils who are making slower progress and address their needs promptly
 - making sure that teaching assistants play an active role in supporting learning throughout lessons.
- Strengthen leadership and management and increase the pace of improvement by:
 - extending middle leaders' roles so that there are more opportunities for these leaders to contribute to school development
 - making sure that when teachers are observed, feedback to them focuses clearly on how well pupils are learning
 - increasing the accuracy and robustness of information about how well pupils are doing so that leaders at all levels have a clear view of pupils' achievement
 - increasing governors' understanding of how information about pupils' achievement can be used to check the success of initiatives to move the school forward
 - sharpening targets for school improvement so that there is a clear focus on raising pupils' achievement
 - making sure leaders are clearer about how success will be measured.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils' progress across the school has been uneven because of inconsistencies in the quality of teaching. As a result, there have been occasional dips in attainment in English and mathematics at Key Stage 2 and, most recently, at Key Stage 1.
- In 2012, there was an increase in the proportion of pupils attaining the higher levels in reading and mathematics at the end of Key Stage 2. However, no pupils attained the higher levels in writing or mathematics at the end of Key Stage 1. The progress made overall by more able pupils is no better than expected because teachers' expectations in lessons vary and the work set for pupils is not always sufficiently challenging to maximise their progress.
- Pupils make better progress in reading than in writing and pupils in some lessons and classes make good progress. Standards in reading were below average at the end of Year 2 in 2012, and above average at the end of Year 6.
- Inspection evidence confirms the school's success in reversing a previous drop in attainment at the end of Key Stage 2. Consequently, pupils' attainment when pupils leave Year 6 is above average.
- Pupils with disabilities, those with special educational needs and pupils who are known to be eligible for the pupil premium make expected progress because, whilst relationships between adults and pupils are strong, work set is not always matched accurately to pupils' needs.
- Whilst numbers are small, pupils for whom English is an additional language make good progress because individual support for these pupils is well matched to their needs.
- Recent initiatives, such as the Early Morning groups, are already proving successful in rapidly accelerating pupils' progress in English and mathematics because confident teaching is used to excellent effect to target pupils' individual needs.
- Most children enter the Early Years Foundation Stage with skills and understanding which are in line with those expected for their age, although there are variations from year to year. Children settle and begin to make progress quickly, particularly in the development of independence and social skills, because activities are interesting and children are given many opportunities to make choices and develop personal preferences.

The quality of teaching

requires improvement

- Teaching requires improvement because there are too many inconsistencies in the quality of teaching. Although there are pockets of better teaching in the school, there is still not enough good teaching to ensure that pupils make consistently good or better progress, particularly in writing.
- In some cases, the teacher's questions and activities during the lesson are not matched closely to individual needs. Some pupils find the work too easy, whilst some find it too hard. As a result, pupils' progress is frequently limited.
- Some teaching assistants play an active role during lessons and are used flexibly and successfully to support pupils of differing abilities. However, this is not consistent and there are also times during lessons when their contribution is more limited, particularly when teachers are talking to the whole class.
- The teaching of pupils with disabilities, and of those with special educational needs, is inconsistent, so that there are variations in their progress. Their progress slows when teachers' questioning does not respond sufficiently to their needs and when activities are too difficult.
- There have been improvements in aspects of teaching which are beginning to make a difference to pupils' learning. For example, the school has increased teachers' use of modelling to show pupils how to complete work successfully. However, at times, there remains too much teacher

talk and pupils are too passive. On these occasions, pupils' progress slows.

- Where teaching is most effective in the school, lessons build on what pupils know and understand. Teachers use questioning skilfully to gauge and respond to pupils' needs as the lesson progresses so that good progress is sustained throughout.
- There are some strengths in the way reading is taught in the school so that pupils make at least expected progress. For example, guided reading sessions provide interesting activities for pupils to develop independence in reading.

The behaviour and safety of pupils are good

- Pupils are polite, welcoming and well behaved. Pupils told inspectors that the good behaviour seen during the inspection was typical and most parents and carers agree that pupils are well behaved. The school's breakfast club provides a calm, positive and enjoyable start to the day for those pupils who attend.
- Pupils want to do their best and are keen to do well in lessons so that their behaviour in lessons is good. Occasionally, a few pupils become unsettled during lessons, particularly when the teacher speaks for too long. This view was reflected by one pupil who commented, 'Our behaviour is better when we are doing interesting things.'
- Pupils told inspectors that school activities such as discussions and role play have helped them to understand about different types of bullying, such as verbal and emotional bullying, and steps they can take to keep themselves safe. For example, they know that tools such as filters and blocks on school computers ensure that they only have access to safe websites and they understand the risks involved in giving out personal information.
- A few parents and carers felt that bullying was not dealt with effectively. School records and logs indicate that bullying happens rarely and that, when it does, the school responds appropriately. Pupils confirmed this view and said that they were confident that adults are quick to address any concerns that they might have so that they feel very safe in school.

The leadership and management require improvement

- Leadership and management require improvement because neither achievement nor teaching are good and progress since the previous inspection has been uneven, despite some successes.
- The school's plans for improvement are generally accurate. However, in the past the need to improve pupils' achievement has not been given a high enough priority and it has not always been clear how success will be measured.
- Since the last inspection, the leadership team has successfully established a regular system for tracking and evaluating pupils' progress and attainment over time. However, occasionally there have been inconsistencies in the precision of these assessments so that the information used by the school, and shared with parents and carers, has not always been accurate. The school's participation in initiatives to check the accuracy of assessments, combined with improvements in teacher subject knowledge, mean that assessments are now secure and beginning to make a positive contribution to improving pupils' achievement.
- Lesson observations completed by senior leaders provide teachers with helpful information about successful aspects of the lesson, as well as how lessons can be improved. An element of weaker teaching has been successfully removed since the last inspection and there is a higher proportion of good teaching. However, those observing still place too great a focus on what the teacher is doing, rather than the impact of this on pupils' learning and progress. This means feedback sometimes lacks clarity about how the lesson could be improved to accelerate pupils' progress.
- The headteacher is committed to ongoing school improvement and is ably supported by his deputy headteacher. Senior leaders, including the governors, welcome the support provided by the local authority, which has already begun to help the school to focus more clearly on pupils'

achievement and closer monitoring of pupil progress.

- Middle leaders demonstrate a good understanding of what needs to be done to improve the school and are determined to play a more active part in the school's development. For example, the Early Years Foundation Stage leaders have very successfully developed a thorough system for evaluating and recording children's levels of skills and understanding when the children enter the Reception Class. As a result, they have a confident and accurate picture of the children's individual abilities and needs which is used very well to plan appropriate learning.
- The school has recognised the need to capitalise on strengths such as these by developing other middle leaders' roles further, so that these leaders make a more active contribution to school development.
- The curriculum is enriched well with a range of trips and visits which contribute to pupils' enjoyment of school. Increased opportunities for pupils to apply basic skills in different subjects mean that learning is more meaningful and interesting.
- Regular opportunities for pupils to discuss different beliefs and cultures, and to reflect on their own beliefs, make a positive contribution to pupils' awareness of, and respect for, other cultures. Pupils are treated with respect and discrimination is not tolerated. Relationships are strong and pupils feel valued.
- **The governance of the school:**
 - Governors are passionate about school improvement. They ask increasingly searching and challenging questions, particularly about pupils' achievement and the effectiveness of teaching. This represents a significant step forward in the role played by the governing body since the last inspection and ensures that leaders are more successfully held to account about the pace of improvements. Governors have rapidly developed over a relatively short period of time, following several new appointments to the governing body. Governors are determined to strengthen the effectiveness of the governing body further by, for example, increasing their understanding of pupil achievement information and how it can be used to monitor the success of initiatives such as the additional support provided through the pupil premium funding. Governors ensure that safeguarding arrangements meet statutory requirements.

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	101800
Local authority	Croydon
Inspection number	400504

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	419
Appropriate authority	The governing body
Chair	Hogarth Andall
Headteacher	Donal McCarthy
Date of previous school inspection	15 October 2009
Telephone number	020 8688 4582
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