

St Edward's Roman Catholic Primary School

Lisson Grove, Marylebone, London, NW1 6LH

Inspection dates

8–9 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
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 has serious weaknesses.

- Achievement is inadequate because, over time, not enough pupils make the progress that is expected.
- Teaching has been inadequate over time and is still weak in some year groups. As a result, pupils' progress varies too much. Teachers in some classes do not explain the purpose of lessons well enough so pupils are not clear about what they are expected to learn.
- Pupils do not learn the skills necessary to achieve well in reading, writing and mathematics. Consequently, their attainment at the end of Year 6 has been too low. Attainment in writing is particularly low.
- The work set by teachers is not always challenging enough for all pupils, especially the more able.
- Marking does not always help pupils to improve their work. Teachers do not always check whether pupils have acted on their comments.
- In some classes adults talk for too long, giving pupils little time to practise their new knowledge and skills when working by themselves. Teachers do not give pupils the chance to think things out for themselves.
- Leaders do not link rewards for teachers' performance closely enough to the quality of their teaching.
- Leaders have not been successful in improving how well writing is taught. As a result, pupils' attainment in writing remains weak.
- Parents have too few opportunities to support their children's learning.

The school has the following strengths

- Action taken by leaders and governors, has led to improvements in the quality of teaching, especially in Reception, Years 2, 5 and 6, where it is now strong notably in reading and mathematics.
- Behaviour is good. Pupils are keen to learn and know how to keep themselves safe.
- Children in the Nursery and Reception classes are making a good start in developing their communication and personal and social skills.
- Governors are increasingly holding leaders to account for the school's performance.

Information about this inspection

- Inspectors observed teaching and learning in 24 part lessons, of which three were joint observations with the acting headteacher, the executive headteacher and the Early Years Foundation Stage leader.
- Inspectors made a number of shorter visits to other lessons. Inspectors also listened to pupils read and scrutinised their work.
- Meetings were held with two groups of pupils. Inspectors held informal discussions with other pupils.
- Inspectors also held meetings with the Chair of the Governing Body, four other governors, senior leaders, parents and a representative from the local authority.
- Inspectors looked at documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' attainment and progress, records on behaviour and safety and the monitoring of teaching and learning. They looked at the impact of the school's use of the pupil premium funding.
- Inspectors took account of the views of 26 parents in the on-line questionnaire (Parent View) and the views expressed in the school's own survey. The views of parents were sought at the start of the school day. Inspectors scrutinised 11 questionnaires completed by staff.

Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

John Laver

Additional Inspector

Jill Thewlis

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- St Edward's Roman Catholic Primary School is larger than the average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium is above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.) At this school it applies to pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The large majority of pupils are from minority ethnic groups. The proportion of pupils who speak English as an additional language is well above average.
- The school has undergone some upheavals in leadership, including governance, since the previous inspection. The school has been managed by an acting headteacher since April 2013. An executive headteacher is supporting the school four days a week to improve the quality of teaching and support school leaders and governors to raise standards across the school.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is good or better by making sure that all staff:
 - make the purpose of lessons clear to pupils so they know what they are expected to learn
 - have high expectations of what pupils can do and plan tasks which make them think hard, especially the more able
 - spend less time talking to the whole class and give pupils more time to work by themselves to apply the skills they have been taught
 - move lessons along at a brisker pace
 - provide clear guidance in their marking on how pupils can improve their work which is linked to National Curriculum levels and the aims of lessons
 - ensure pupils act on the guidance given to them in the marking of their work.
- Raise achievement, especially in writing at Key Stage 2, by:
 - showing pupils, in imaginative ways, how to extend their writing skills
 - encouraging pupils to write for a wide range of reasons and at length
 - ensuring pupils have more opportunities to use their writing skills in different subjects.
- Ensure that leaders and managers:
 - forge stronger relationships with parents so that they are more involved in their children's learning
 - improve action planning to bring about more rapid improvements, especially in writing
 - fully implement the revised performance management systems to link teachers' rewards more closely to the quality of their teaching.

Inspection judgements

The achievement of pupils

is inadequate

- Pupils' achievement is inadequate because rates of progress vary too much across the school. This means that not all pupils have an equal opportunity to succeed.
- Pupils' attainment at the end of Key Stage 2 in 2012 was below average in English, especially in writing, and has been declining for a number of years. Pupils did better in mathematics; attainment was broadly average, including the proportion of pupils reaching higher levels.
- Pupils' progress in writing is too slow as they do not have sufficient imaginative opportunities to develop confident writing skills or to write at length and for a range of purposes. Adults tend to tell pupils what to do rather than encourage them to think and write about their own ideas.
- Children in the Early Years Foundation Stage make a good start to their education and make good progress.
- Pupils' attainment at the end of Year 2 in reading, writing and mathematics, although low in the past, improved in 2012 because of better teaching, especially in Year 2.
- Improvements to the quality of teaching, together with the support provided by small-group work, mean that pupils in Key Stage 1 and Key Stage 2 are now making better progress in reading and writing and especially in mathematics. Pupils in the current Year 6 are attaining at higher levels this year but are still not on track to make the progress that is expected across Key Stage 2, because of their previous underachievement.
- The school's records indicate that disabled pupils and those with special educational needs are making better progress than they were previously. A support group offers effective help to those with behavioural and emotional needs. The school draws successfully on the advice of external support in developing suitable methods to meet the particular needs of these pupils.
- The decision to teach English and mathematics to some pupils in small ability groups or on a one-to-one basis has enabled them to make better progress. Pupils' knowledge, for example, is extended because teachers correct their misconceptions and the use of mathematical vocabulary while they are working.
- Pupils who speak English as an additional language often make better progress than others because good support enables them to develop good language skills.
- Pupils known to be eligible for free school meals who benefit from support through the pupil premium do not do as well as others in some years, particularly in writing, but make better progress in Year 6. The gap between these pupils and their classmates is closing. Their attainment in English and mathematics at the end of Year 6, in 2012, was one term behind other pupils in English but similar to that of their classmates in mathematics.

The quality of teaching

is inadequate

- Inadequate teaching over time has contributed to pupils' underachievement. Typically in lessons where pupils are not learning well enough, expectations of what pupils can do are too low. However, the quality of teaching is clearly improving especially in Years 2, 5 and 6 where it is good.
- In lessons where the teaching was inadequate or required improvement:
 - it was not clear to the pupils what they were expected to learn
 - tasks were not challenging, especially for the more able
 - opportunities were missed for pupils to work by themselves
 - pupils spent too much time on the carpet as a whole class listening to the teacher
 - lessons moved along too slowly with a lack of urgency for pupils to complete their tasks.
- Teachers' marking does not always have a strong impact on pupils' learning. Some teachers mark work and give pupils clear pointers about how to improve it with a link to National

Curriculum levels and the intended outcome of the lesson. However, not all teachers provide clear guidance and not all ensure that pupils act on the advice given.

■ Good teaching seen during the inspection was characterised by:

- clear explanations about what pupils were to learn in the lesson
- a brisk pace with time being used efficiently to maximise learning
- good planning that built on pupils' previous learning and met their needs
- group work and effective questioning that challenged pupils to think hard about what they were learning
- the promotion and correct use of any specialist vocabulary.

■ Teaching is consistently strong in the Early Years Foundation Stage where there is a good balance of activities led by the adults around the development of basic skills and opportunities for children to explore the world around them. Some children in the Early Years Foundation Stage can write simple books and create sentences. They have a range of opportunities to learn and experiment in an engaging learning environment both inside and outside the classroom.

The behaviour and safety of pupils are good

- Standards of behaviour in the school are good. Pupils have positive attitudes towards learning and behave well when moving around the school. This is confirmed by parents' comments.
- Pupils are polite and friendly towards visitors. They enjoy each other's company and talking to each other at break times. They play games such as football and use hula hoops which help to keep them alert for when they go back into their classes.
- Pupils are fully informed about different types of bullying and say it is not a problem in their school. Bullying is rare. When it occurs it is dealt with effectively. This is well reflected in the incidents log where there are few recordings of incidents. There have been no exclusions in recent years.
- Adults and pupils form strong bonds with each other and pupils are keen to show kindness to each other. Pupils say they feel very safe in school because adults care for them. Pupils show good levels of respect and care for others and this is seen in the way they work well together in groups and pairs in lessons.
- Pupils know how to keep themselves safe outside the school such as when crossing the road. They take responsibility for their own safety and that of others in lessons, at play and in a range of other situations, for instance when using the internet.
- The school has started to develop positive links with parents who now appreciate the importance of their children attending the school regularly. As a result, punctuality is good. Attendance is broadly average.
- Pupils take on a wide range of responsibilities in school, such as head of house, prefects and as school councillors. They take the initiative in raising funds for charities. As a result, they make a positive contribution to the school and the wider community.

The leadership and management require improvement

- Leaders and managers have succeeded in arresting the decline in the school's performance since the previous inspection. However, the impact of measures to raise pupils' attainment by the end of Key Stage 2, especially in writing, is not fully evident.
- However, over the past year, leaders have been successful in their efforts to improve pupils' progress in the Early Years Foundation Stage and in Key Stage 1, as well as in reading and mathematics in Key Stage 2.
- Leaders have not always carefully considered the impact of teaching on pupils' learning, or taken action quickly enough in the past to eradicate inadequate teaching. This is changing and action

taken by new leaders has brought demonstrable improvements to the quality of teaching, notably in the Early Years Foundation Stage and in Years 2, 5 and 6. This shows that they have the necessary capacity to make the required improvements.

- A more robust system for the performance management of teachers has recently been adopted. Following recent checks on teaching, challenging targets have been set for all staff to improve pupils' progress and for leaders to hold them to account for the quality of their teaching. This information will inform future decisions about pay and promotion. Staff are now receiving training which matches their individual needs.
- The school's development plan correctly identifies the key priorities for improving the achievement of all pupils across the school with a strong focus on improving writing. However, it is not rigorous enough to support more rapid improvements in writing at Key Stage 2.
- Subjects and topics such as Black History month include opportunities for pupils to celebrate their own cultures. They are very appreciative of other opportunities such as singing in the choir and music concerts and enjoy a range of clubs including those for dance. Visits and visitors extend pupils' knowledge.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy reading books at home and in school regularly. However, they are not given sufficient opportunities to apply their writing skills in a range of different subjects.
- Partnerships with parents are mostly good and most speak well of the school. There is a Parent Teacher Association which is seeking to improve links with parents. However, a few parents think that the school does not respond well enough to their concerns and that they do not receive sufficient information about their child's progress and inspectors agree.
- The local authority's recent review of the school's work identified that pupils' achievement is not good enough. The local authority has provided useful additional support to the school to improve leadership and teaching. As part their support for the school, the diocese recently appointed an executive headteacher from an outstanding school to help improve the school's effectiveness further.

■ **The governance of the school:**

- Many governors are new to their role and are undertaking training to strengthen their skills. Most are well informed and bring a wide range of professional expertise in areas such as education and finance. Governors have an accurate knowledge of what happens in the school. This helps them to challenge school leaders, leading to improvements in pupils' achievement especially in reading and mathematics. Governors make sure that appropriate safeguarding and child protection procedures are in place. Through scrutiny of the school's financial information, governors are now aware of how effectively pupil premium money is used to support eligible pupils' learning. They are well informed about the quality of teaching and of the progress pupils are making. They recognise that existing plans for the future are not sharp enough to accelerate progress consistently across all year groups. Governors know about performance management and of the need to ensure that salary awards are to be linked to staff performance.

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	101128
Local authority	Westminster
Inspection number	412976

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	440
Appropriate authority	The governing body
Chair	Mena Rego
Headteacher	Deirdre Monaghan, acting headteacher
Date of previous school inspection	4–5 March 2009
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