

St. Bernadette Catholic Primary School

160 Long Lane, Hillingdon, London, UB10 0EH

Inspection dates

22–23 January 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Spiritual, moral, social and cultural development is promoted strongly at this school. Pupils learn about faith, contemporary world issues and social responsibility. They enjoy school and attend well.
- Pupils achieve well because they are keen to learn and take part enthusiastically in a wide range of activities.
- Teaching is effective because teachers have good subject knowledge and always want pupils to do their best.
- Pupils behave well and feel safe. They are polite, friendly and courteous. Relationships are excellent.
- The site and resources are kept tidy and in good order.
- Leaders, including governors, know the school well. They have accurately identified areas for further development and are effectively working to forge improvements in many areas, including teaching and achievement.

It is not yet an outstanding school because

- Learning of some pupils, particularly those who are less able, slows because work is sometimes a bit too difficult for some pupils and too easy for others.
- Pupils do not always have support which they need because teaching assistants are not always deployed effectively.
- Achievement is slightly slower in mathematics than writing or reading, because pupils do not have enough opportunities to use and apply their mathematical skills.
- A few weaknesses in teaching persist because leaders do not check sufficiently frequently or carefully that improvements are always implemented effectively.

Information about this inspection

- During the inspection, 31 lessons or part-lessons were observed, 14 of them jointly with the headteacher or deputy headteacher.
- Discussions were held with parents, carers, pupils, governors, a representative from the local authority, senior leaders and staff.
- Inspectors received the views of parents and carers through 60 responses to the online Parent View questionnaire and informal discussions.
- The inspectors considered the views of staff through 52 responses to the Ofsted inspection questionnaire and discussions.
- The inspectors observed the school's work and looked at a number of documents, including the school's information on pupils' current progress, pupils' work, checks on the quality of teaching and pupils' achievement, local authority reports, documents relating to safeguarding and records relating to behaviour and attendance.

Inspection team

Jo Curd, Lead inspector	Additional Inspector
Stephanie Rogers	Additional Inspector
Peter Thrussell	Additional Inspector

Full report

Information about this school

- This school is much larger than most other primary schools. It has two single-age classes in each year group from Reception to Year 6, and a Nursery.
- The proportion of pupils who are known to be eligible for pupil premium funding is much lower than the national average. This is additional funding for specific groups of pupils, in this case, those who are known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs, supported at school action, is smaller than the national average.
- The proportion of disabled pupils and those with special educational needs, supported at school action plus, or with a statement, is also smaller than the national average.
- Almost half of the pupils are from a wide range of minority ethnic groups. About a quarter have English as an additional language. Very few are at an early stage of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club from 7.45 am to 8.45 am before school each day.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding so that pupils make rapid progress by ensuring that:
 - activities are suitably challenging for all pupils, particularly the less able, and are not too easy or too difficult
 - teaching assistants are deployed well to support learning throughout lessons
 - pupils use and apply mathematical skills and concepts more frequently in mathematics and other different subjects.
- Ensure that advice and guidance given to teachers by leaders following checks on their lessons are always acted on so that teaching improves faster.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills and abilities slightly lower than those expected at this age, particularly in communication and language. They make good progress in the Nursery and Reception classes. The proportion of children who leave with good levels of development is higher than the national average.
- Pupils continue to achieve well in Key Stages 1 and 2. The proportion of pupils who do well in the phonics (the sounds which letters make) check for six-year-olds is above the national average. By the end of Year 6, attainment is above average. Pupils develop very positive attitudes to learning and are well prepared for secondary school. There are no significant differences in the achievement of White British pupils and those from different ethnic backgrounds.
- More able pupils achieve well because they are positive about learning and are keen to do well. Teachers expect much of their pupils and generally teach them well. Some pupils are on track to achieve Level 6 in English and mathematics this year.
- Some pupils who find learning more difficult achieve well. Others do less well because work is sometimes too difficult and support is not always effective.
- The achievement of disabled pupils and those with other special educational needs is generally good. Occasionally their progress slows because work is sometimes a bit too difficult and staff do not act quickly enough to help them catch up.
- Pupils who speak English as an additional language make good progress, because staff expect much of them and give them just the right degree of help to overcome any difficulties they may have. These pupils have very good attitudes, try hard and are integrated well in all aspects of the school.
- Pupil premium funding is used to fund an additional teacher who works on English and mathematics with eligible pupils. The number of eligible pupils in any year group is too small to report, but assessments indicate that both the progress and attainment of these pupils are on a par with those of others. Any discrimination is reduced and equality of opportunity for these pupils is good.
- Pupils achieve well in physical education because good amounts of time are allocated to this. Primary Sports funding is used to supplement staff, equipment and the range of sports available. Pupils are positive about physical education and know how much it helps their skills, physical health and well-being. As one pupil said, 'We are a sporty school and we are good at sports.'

The quality of teaching is good

- Teaching is good, contributing to pupils' positive attitudes and achievement. There is some outstanding teaching, but not yet enough to ensure exceptionally good progress across all year groups and subjects.
- Teaching in the Early Years Foundation Stage is good. Staff successfully plan and present a wide range of resources and activities inside and out which all children find interesting. These provide lots of effective opportunities for them to learn and practise new skills, helping them all to achieve and develop well. This was particularly evident in an activity where children successfully counted and sorted blocks of different colours in the Nursery.
- Teachers successfully plan and prepare imaginative lessons which inspire and motivate pupils. For example, Key Stage 2 pupils wrote passionate and moving prose after watching a short film of themselves acting out a play from the day before. Achievement and social, spiritual and cultural development were excellent.
- Teaching in mathematics focuses on learning, practising and consolidating written skills such as calculations. This provides a solid and secure foundation for current and later learning, as well as helping pupils achieve well. Opportunities for pupils to use and apply these skills in mathematics

and other lessons are more limited. Consequently, some pupils find it hard to generalise their understanding and skill and so achievement in mathematics is slightly lower than in English.

- Assessments are frequent, secure and used well to check that pupils have understood ideas and concepts. However, teachers do not always make sure that activities in lessons are pitched at the right degree of difficulty for all. Consequently, these are sometimes a little too hard for some pupils, who become frustrated and a little too easy for others, who become bored. For example, some younger and less able pupils found it hard to write questions about books they were given, because they did not know what a question was.
- Teaching assistants often play a full part in lessons, really helping a range of pupils in their learning. For example, in a Key Stage 1 lesson, a teaching assistant successfully helped a small group of pupils who find whole-class learning difficult to concentrate and achieve. Sometimes teaching assistants are not used effectively enough by the class teacher to make sure that all who need it get the right help and support, which leads to some falling behind.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Relationships, including pupils' very prompt responses to staff requests are particularly positive. There is a very strong culture of courtesy and good manners. The way Key Stage 2 pupils move instantly at the end of playtimes from noisy vigorous play to silence is exemplary.
- Children in the Early Years Foundation Stage play and learn well together. They are positive and praise each other. For example, one girl was very complimentary to a boy drawing on the computer, spontaneously saying, 'Well done, that's really good.'
- Pupils enjoy school. One pupil said, 'I can't wait to get to school each day.' Attendance of all groups is above the national average and rising.
- Pupils are well behaved, quick to respond and appreciative of their teachers. One older pupil said, 'The best thing about this school is that teachers are really fun and we have lots of opportunities to enjoy learning.'
- Although pupils are keen to learn, some are distracted, chatter and lose interest when activities are too easy or too difficult for them.
- There are very few incidents of inappropriate behaviour. Any that do occur are managed well. Pupils with particular challenges are supported well in the 'Caterpillar' nurture group. This is very successful and there are marked improvements in almost all pupils. Exclusions are very rare, but when they are necessary, they are managed well, with full involvement of parents, governors and the local authority.
- The school's work to keep pupils safe and secure is good. Pupils, staff and parents are positive about issues of safety. Parents report that their children are confident and very happy to come to school.
- Pupils have a good understanding of different types of bullying, including physical, verbal and cyber bullying. They report that although these occasionally occur, they are confident that staff quickly help sort issues out as soon as they arise.
- The breakfast club provides a safe, settled and positive start to the day for those who use it. Pupils who come enjoy cereal, toast and a range of crafts and games. Pupils of different ages mix well together and are well supervised by staff.

The leadership and management are good

- Leaders use their good understanding of the school well to drive improvements. They know which areas of the school need further development and have already made a start on some. These include discussion about the deployment of teaching assistants and the introduction of a 'using and applying' focus for mathematics lessons on Fridays. Both of these are at relatively early stages, however, and need further development to ensure positive impact throughout the

school.

- Subject leaders monitor lessons, planning and pupils' work and give teachers useful advice on how to improve. However, along with more senior leaders, they do not check sufficiently carefully, or frequently, that their advice is implemented consistently and effectively. Although their efforts have maintained the quality of teaching as good, they have not yet raised it to outstanding.
- The headteacher is a highly positive role model for staff and pupils. She is passionate about, and effective in, helping pupils of all ages develop academically, spiritually, morally, socially and culturally. She ensures that this is central to the work of the school and is given a high priority by all staff. This aids pupils' positive attitudes, relationships and behaviour and helps them become well-rounded individuals, ready for later life and learning.
- The Early Years Foundation Stage is led and managed well. The leader has a good understanding of early years development and ensures that children have broad opportunities for learning in both classes and the Nursery.
- The curriculum is broad and balanced, with a strong emphasis on English, mathematics, physical education and religious education. Pupils particularly like topics where different subjects are combined. Examples of this include making models of furniture and homes throughout the decades of the twentieth century in Year 2 and developing creative, mathematical and language skills through a topic on nursery rhymes in the Nursery.
- The local authority contributes to the school through a school development adviser. He has had a beneficial impact on the school through monitoring and training. This has helped leaders, including governors, sharpen their understanding of effective teaching and current requirements of schools.

■ The governance of the school:

- Governors have received suitable training and have a good understanding of the school and how its quality of teaching and levels of achievement compare with those of other schools. They are proud of its strengths and determinedly challenge any areas of weakness so that relative underperformance can be improved. They are highly committed to the well-being of all pupils and ensure that systems for safeguarding are robust. They manage finances well. They know how additional funding, including pupil premium funding, is used and check that this is having a positive impact on eligible pupils. They are fully involved in the performance management of the headteacher. Systems to appraise teachers and ensure that financial rewards are based upon outcomes, especially the achievement of all pupils, are very clear.

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	102423
Local authority	Hillingdon
Inspection number	432068

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	465
Appropriate authority	The governing body
Chair	Bernie O'Driscoll
Headteacher	Catherine Moss
Date of previous school inspection	1 April 2009
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