

St Charles Roman Catholic Primary School

83 St Charles Square, London, W10 6EB

Inspection dates 6–7 March 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well in all year groups and make good progress in reading, writing and mathematics.
- Teaching is good. Lessons are effectively planned and engage pupils well. Pupils' work is well marked and assessed.
- Pupils are well behaved. They get on very well together, share resources and develop positive relationships with adults in school. In this very friendly, calm and welcoming environment, pupils feel safe and secure.
- Leadership at all levels is strong. The headteacher provides focused and clear direction. As a result there are very successful strategies for checking pupils' achievement and monitoring teaching.
- The strong Catholic ethos of the school threads through the many and varied activities that are embraced in the social, moral, cultural and spiritual education. These opportunities are well established throughout the curriculum and across the wider work of the school.
- Governors know the school very well. They ensure that pupils achieve well and that any additional funding makes a positive contribution and impact to their learning and outcomes.
- Disabled pupils, those with special educational needs and those with English as an additional language and for whom the pupil premium provides support all benefit from the effective interventions they receive.

It is not yet an outstanding school because

- Pupils do not have enough time to respond to teachers' marking to ensure that their progress is consistently outstanding.
- The proportion of teaching that is outstanding needs to be greater.

Information about this inspection

- The inspectors observed teaching in 20 lessons or part lessons, six of which were joint observations with members of the senior leadership team.
- Inspectors attended two assemblies and listened to groups of pupils read.
- The inspectors scrutinised the 19 responses to the online questionnaire (Parent View) and spoke to parents at the start of the school day.
- Questionnaires completed by 41 staff were analysed.
- Meetings took place with staff, pupils, governors and a local authority representative.
- The inspectors observed the school’s work and scrutinised pupils’ books, records of pupils’ progress, the school’s checks on teaching and learning, the school development plan, records of behaviour and attendance, and safeguarding documents.

Inspection team

Emma Merva, Lead inspector	Additional Inspector
Fiona Robinson	Additional Inspector
Alastair McMecken	Additional Inspector

Full report

Information about this school

- St Charles Roman Catholic Primary is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked after children and pupils with a parent or carer in the armed services) is above average. There are currently no children of service families in school.
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils from minority ethnic backgrounds is above average.
- The largest groups of pupils are from White British, Black African and Any Other White heritages.
- The school has a breakfast and an after-school club.
- An above-average proportion of pupils speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in Year 6.

What does the school need to do to improve further?

- Further raise the quality of teaching and pupils' achievement by:
 - ensuring that pupils are given time to reflect and act upon the effective advice provided by teachers so that they can make even better progress and improve their work
 - developing teaching further so that more of it is outstanding by raising their expectations of pupils and planning work that challenges them to achieve their potential.

Inspection judgements

The achievement of pupils is good

- Achievement is good in reading, writing and mathematics. From their below average starting points, pupils make good progress. Attainment rose in 2013 in Year 6 and was above average because of improved teaching and rigorous checking of pupils' progress. This is the case for all pupils, including those who are disabled and those who have special educational needs, for those who receive extra resources through the additional pupil premium funding and those who are more able.
- Attainment in reading is above average. Phonics (the sounds represented by letters) is well taught and by the end of Year 1 in the national phonics check pupils' achievement is above average. Pupils are encouraged to read regularly and one pupil commented that her favourite books 'are Shakespeare'. Pupils enjoy reading because of the emphasis placed upon it and they are encouraged to read by being able to choose reading books from a well-stocked library, which is a well-utilised vibrant environment.
- Children make good, and sometimes outstanding, progress in the Early Years Foundation Stage. This is due to extremely well-planned lessons, focused activities and effective utilisation of good resources. For example, in a Nursery lesson, children made good progress putting pictures in order so that they could tell the story. The teaching was focused and purposeful which engaged the children to make good progress in their learning.
- Those for whom the school receives pupil premium funding reach standards above their classmates in reading, writing and mathematics. Funding is used well to provide small-group support, access to the breakfast club and one-to-one tuition.
- Disabled pupils and those who have special educational needs, as well as pupils new to learning English, make similar progress to the other pupils because the school provides appropriate focused support and interventions for them. Pupils from the main groups of White British, and Other White backgrounds, as well as those of Black African heritage, make the same progress as other pupils.
- The school is using the specialist sports funding to employ specialist sports coaches, which is proving of benefit to pupils attending an after-school football club where pupils made good progress.

The quality of teaching is good

- Teaching is good because the majority of lessons are planned to a high standard, and they engage and inspire pupils to make consistently good progress.
- Homework is well used to extend learning outside of the classroom. It also encourages pupils to further their understanding of different subjects.
- Pupils enjoy learning because activities are usually well planned to match the abilities of all pupils. Occasionally, teachers' expectations are not high enough. Teaching is then less effective because the pupils do not make the progress they should, particularly where the work planned is sometimes too easy.
- Pupils are enthusiastic towards their learning and their teachers. They take pride in their work and ensure that their handwriting is neat. Lessons mostly involve a wide range of varied activities and exciting topics. Technology is used well as an effective learning method to help engage pupils so that they make good progress.
- Teaching in the Early Years Foundation Stage is good. Children make rapid gains in their learning, especially in communication and personal, social and emotional development. In a Reception lesson children made effective progress in their learning due to high-quality use of assessment to plan next steps learning.
- Pupils' work is regularly marked, and continuous assessment gives teachers a good understanding of their pupils' current progress, and enables them to give good guidance on how

to improve. However, pupils do not consistently have the opportunity to act upon the advice given in marking, which restricts how well they are able to improve their work. Consequently, pupils do not always make as much progress as they should.

- Teachers use the behaviour management systems effectively. Adults and pupils get on well together and they have respect for each other. Pupils have positive attitudes, and understand that their attentive behaviour supports good learning.
- Pupils supported by the pupil premium, disabled pupils and those with special educational needs are carefully supported through their teachers' planning of work, which is extremely well matched to their needs. Additional adults are very well trained and guide the pupils proficiently. They also ensure that pupils from minority ethnic backgrounds and pupils who are new to learning English are supported successfully and achieve well.

The behaviour and safety of pupils are good

- Behaviour is good. Pupils are welcoming and respond extremely well to each other and to adults in school. Pupils are keen to learn, which has a positive impact on their attitudes during lessons.
- Pupils respond well to the strong and purposeful Catholic ethos in the school. The levels of care and support pupils receive, both in lessons and in the wider school community, ensure that they are engaged positively in their learning.
- Parents, staff and pupils say that bullying is very rare in school. Pupils explained that if any bullying did occur that there are adults in school that they would go to. Pupils believe any bullying of any sort is swiftly dealt with.
- Pupils in all year groups say that the school's work to keep them safe and secure is good. They understand how to stay safe when using the internet, for example through having had assemblies focusing on internet safety from external agencies. Safety in the use of computers is also a regular feature of the guidance they receive in their information and communication technology (ICT) lessons.
- Although pupils behave well during their classes, at break and lunchtime, and whilst walking around the school generally, their behaviour is not outstanding. There are effective and consistent systems in place to manage any misbehaviour, but in a small minority of lessons behaviour is not well managed enough. Consequently, some minor disruption from time to time prevents other pupils from making the rapid progress of which they are capable of.
- Attendance is above average and pupils arrive promptly to school and to their lessons. Exclusions are very rare, demonstrating pupils' enjoyment at school.

The leadership and management are good

- The headteacher provides very effective leadership which drives the school with a clear focus of striving to offer the best to the pupils in her care. She has an effective understanding of the strengths and areas for development within school and is well supported by a senior management team and governors who constantly communicate high expectations and ambition. Middle leaders support the ethos of the school well and are effective in monitoring their areas of responsibility. School policies and procedures are robust and well thought out.
- The school's self-evaluation and the school development plan are thorough; the school's actions are carefully planned, implemented and effective.
- The improving picture of teaching is due to rigorous, accurate monitoring. This is coupled with effective performance management and professional development, which are closely matched to the needs of the school and staff, and which are aligned to decisions about teachers' pay.
- Target setting for teachers is effective and systematic. This is done rigorously and teachers are held to account for the achievement and progress of pupils in their classes.
- The curriculum is creative and displays in classrooms are colourful, vivid and inspiring. For example, in the Year 6 classroom, good learning opportunities are featured, such as numeracy

walls to support learning. Opportunities are provided also for academic, technical and sporting excellence. Consequently, these contribute well to generally good academic achievement.

- The strong Catholic ethos permeates the school, influencing a spiritual, moral, social and cultural development which promotes positive and moral behaviour. There are strong links with the church and the local community. For example, one pupil commented, 'I really like going out to sing in the choir.' Pupils are developing their understanding of our multicultural society through displays, such as Aboriginal life in Australia, celebrations of other faiths and St Patrick's Day. The after-school Irish dancing club is enjoyed by pupils from a range of different heritages.
- The school's welcoming and highly inclusive atmosphere invites parents to be fully engaged with the school. For example, the weekly whole-school celebration assembly is enjoyed and very well attended by parents.
- The school is effective in its actions to ensure equality of opportunity across the school. For example, the well thought out policies ensure all pupil groups make good progress in literacy and numeracy, for example through ensuring all classrooms have key words and mathematical terms displayed to help pupils to make good progress.
- Primary school sports funding has enabled all pupils to benefit from sports coaching and additional after-school sports clubs. The school has a purposeful focus on living a healthy lifestyle and encouraging the eating of the right foods.
- The school appreciates the light touch support it receives from the local authority.
- The school makes good arrangements for the transition to secondary school. For example, in Year 5, pupils benefit from spending a day in a local secondary school.
- The Early Years Foundation Stage is well led and managed. Effective systems are in place to ensure achievement is good and that children are looked after in a safe environment.
- Safeguarding meets statutory requirements.
- **The governance of the school:**
 - The governors are a strong group and provide very good support for the school. They understand the school very well and are fully informed through good reporting by the headteacher on pupils' academic achievement and the quality of teaching. Governors have opportunities to learn from taking part in lesson observations, and they meet with the staff so that they understand more about the quality of teaching within the school. They are fully involved in teachers' pay increases and understand that pay awards and promotions link to the quality of pupils' progress. They understand how well the pupils are achieving and how this compares to national data. They ensure that safeguarding meets requirements and are involved in regular health and safety walks. Governors have been very proactive and manage the school's finances well. They understand how the school is spending the pupil premium and additional sports funding and how this is impacting on raising achievement.

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	100505
Local authority	Kensington and Chelsea
Inspection number	430628

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	317
Appropriate authority	The governing body
Chair	Simon Enright
Headteacher	Ann Slavin
Date of previous school inspection	11–12 July 2012
Telephone number	020 8969 5566
Fax number	020 8960 4338
Email address	info@st-charles.rbkc.sch.uk

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