

St Bernadette's Catholic Primary School

Clifton Road, Kenton, Harrow, HA3 9NS

Inspection dates 25–26 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher's ambition to bring about continuous improvements, securing the highest achievement for all pupils, is shared by staff and governors.
- The quality of teaching over time is outstanding. Teachers are exceptionally good at setting work at the right level for pupils. As a result, all groups of pupils make good or better progress from their different starting points.
- By the time pupils leave Year 6, their attainment is exceptionally high in all subjects.
- Children in the Early Years Foundation Stage make an excellent start in the school. As a result of strong teaching and support, they make at least good progress by the time they enter Key Stage 1.
- Pupils' progress is tracked effectively to ensure those who are at risk of falling behind in their learning are quickly identified for additional support. As a result, these pupils, including disabled pupils and those with special educational needs, make progress similar to that of their peers.
- Teaching assistants are highly skilled and work effectively with teachers to bring about the best possible outcomes for pupils.
- The promotion of pupils' spiritual, moral, social and cultural development is a strength which permeates every aspect of the school. The school's mission statement, 'Love, respect, honesty and understanding', underpins the school's work.
- Pupils' behaviour is exemplary, both in lessons and around the school, and they have a strong appetite for learning. The school works tirelessly to ensure all pupils are safe at school.
- Parents are highly positive about the school. All of those who responded to the online questionnaire (Parent View) would recommend the school to another parent.
- Staff and parents show strong support for leadership, and the morale in the school is extremely high.
- The governors are very passionate about the school. They are highly effective in supporting the school and holding senior leaders to account for the work that they do.

Information about this inspection

- The inspectors observed 28 lessons, of which 10 were joint observations with either the headteacher or the deputy headteacher. Inspectors also observed the breakfast club, break times, lunchtime and an assembly.
- Meetings were held with different groups of children. The inspectors listened to pupils read in Years 2 and 6 and discussed their reading with them.
- Inspectors held discussions with the headteacher, senior and middle leaders, the Chair of the Governing Body. They met with four other governors and two representative of the local authority. In addition, inspectors spoke to parents in the playground at the start of the school day.
- The inspectors observed the school's work and examined a range of documentation, including the school's own information on how well pupils are doing. They reviewed improvement plans and records of the monitoring of the quality of teaching. They also looked at minutes of governing body meetings and records relating to behaviour, safety, attendance and safeguarding.
- Inspectors looked at pupils' work to see what progress they were making and to judge the quality of marking and feedback and subject content of lessons.
- The inspectors took account of 116 responses received from parents to the online questionnaire (Parent View).
- The inspectors also considered 40 questionnaires completed by staff.

Inspection team

Avtar Sherri, Lead inspector

Additional Inspector

Ann Short

Additional Inspector

Christopher Crouch

Additional Inspector

Full report

Information about this school

- St Bernadette's Catholic Primary School is larger than the average-sized primary school.
- Pupils come from a wide range of ethnic groups, with the largest group having a White British background.
- The proportion of pupils from minority ethnic backgrounds is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils supported by the pupil premium funding is below average. This is additional government funding. It gives additional support to those pupils known to be eligible for free school meals and to children who are 'looked after'.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school is a 'knowledge centre' for special educational needs and provides training and development for schools in the borough. It is also a 'knowledge centre' for sport, providing sporting activities for pupils in the borough.
- The school runs a Polish school on a Saturday, a breakfast club and many after-school clubs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of writing, particularly in Key Stage 2 by:
 - ensuring pupils have sufficient time to practise their writing skills in all subjects
 - providing pupils with more opportunities to write at length.

Inspection judgements

The achievement of pupils

is outstanding

- Children start Reception with skills and knowledge that are below those typical for their age, especially in communication, language and literacy. As a result of teaching that is engaging and motivating, children make good and sometimes outstanding progress from their starting points. They leave Reception with the level of development that is typical for their age.
- The secure foundation from their Reception Year is built on very well in Key Stage 1. Pupils continue to make good and sometimes outstanding progress in all subjects. Attainment at the end of Key Stage 1 is higher than that seen in most schools nationally.
- Pupils make rapid progress in Key Stage 2. Their attainment in reading, writing and mathematics by the time they leave Year 6 is significantly higher than the national average. Across the key stage and all subjects, pupils are this year making stronger progress than in 2013.
- Children enjoy writing in the Reception and are eager to show adults what they can achieve. For example, in both of the Reception classes, children's writing on 'Aliens and space' was exemplary and they were eager to share with adults what they had written.
- Opportunities for pupils to improve their writing skills continue in Key Stage 1 and Key Stage 2. As a result, their attainment at the end of Year 2 is significantly above average. However, in Key Stage 2, pupils do not always have sufficient opportunities to write across the different subjects. They are not always given enough time to write at length to enhance their writing skills.
- Disabled pupils and those with special educational needs, those supported by additional funding, or those who speak English as an additional language make better progress than similar groups nationally. They receive excellent support from teachers and teaching assistants, both in classrooms and in small groups and make similar progress to that of their peers.
- Pupils enjoy reading and standards in reading are above average. Pupils develop a real love for reading as they move through the school. As a result, standards in reading are very high at the end of Key Stage 2. The excellent teaching of phonics (the links between letters and sounds) from the Reception Year onwards gives pupils the skills and confidence to read difficult or unfamiliar words. Children's scores in the phonics screening check at the end of Year 1 are well above national averages.
- The progress the most able pupils make is excellent and their attainment at the higher levels is above average. In 2013, almost three times as many pupils achieved Level 6 in mathematics than was the case nationally. Pupils are predicted to attain higher levels in reading, writing and mathematics in 2014.
- Pupils who are supported by the additional funding are making progress that is in line with that of their peers. The support they receive includes small group and one-to-one support outside of the classroom to boost their progress in English and mathematics. Their attainment at the end of Key Stage 2 is above the national average in English and mathematics. In 2013, the attainment gap between these pupils and their peers was about eight months in English and four months in mathematics. The current school pupil progress information shows that leaders have been highly successful in narrowing these gaps this year. Pupils supported by additional funding are now about three months behind their peers in English and have caught up with them in mathematics. This clearly demonstrates the school's commitment to promoting equality of opportunity for all its pupils.

The quality of teaching

is outstanding

- Teaching over time is outstanding. This ensures that pupils make rapid progress with their learning, which in turn secures their high attainment by the time they leave Year 6. Leaders and managers have been successful in improving the quality of teaching. Improvements have been secured by leaders frequently checking the quality of teaching across the school and providing

highly effective support and training for staff.

- Teachers make effective use of all the information they have about their pupils to carefully plan activities that engage and challenge. Pupils are motivated by this challenge to do their very best and learn exceptionally well. The strong relationships between pupils and between pupils and staff contribute positively to the learning.
- Teachers check pupils' progress in lessons closely and offer clear and timely feedback on their work, including correcting any mistakes and misconceptions. They use the outcome of this progress check to amend any activities accordingly to help pupils learn more effectively. For example, in a challenging Year 6 mathematics lesson on directions and bearings, a few pupils made some errors on measuring angles correctly. This was picked up quickly by the teacher, who then clarified the steps involved in measuring bearings accurately.
- Teachers have excellent subject knowledge that supports pupils' learning and helps them to work at higher levels. Teachers reinforce the correct vocabulary and provide pupils with sufficient opportunities for speaking and listening so that they can practise this new language. For example, in a Year 2 science lesson, children discussed and predicted whether a material was an electrical conductor or an insulator, using the correct scientific language. These models of good English also support the linguistic development of pupils who speak English as an additional language.
- Teaching assistants are highly skilled and work effectively with teachers to support pupils' learning. They also work in small groups and at a one-to-one level with pupils who are at risk of underachieving. These pupils make similar progress to that of other pupils in the school.
- Teaching in the Reception classes is outstanding and children make rapid progress with their learning. Planning is detailed and children find the activities both exciting and engaging. Children show independence and are able to make their own choices about their learning and activities they want to do, both indoor and outdoor. Staff interact extremely well with children to develop and build their vocabulary and understanding. Children take great pride in the work they do. For example, they are eager to talk about their work with adults and visitors. The more able children are beginning to read and write with confidence. One child was really excited to share and talk about a card she had produced in both Polish and English for her parents.
- Teachers' marking of pupils' work is both frequent and thorough. As a result, pupils are clear about what they have achieved and what they need to do to improve their work.
- Almost all parents responding to the Parent View agree that their children are taught well at the school.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding, both in lessons and around the school. They enjoy their lessons and want to do their best, and their attitudes to learning are exemplary.
- Pupils are very polite, courteous and respectful. They engage with adults easily to talk about their learning and help each other with their work. For example, in a Year 5 mathematics lesson, the more able pupils helped their peers to convert decimals into percentages. One child said that one of the things that he really liked about the school was 'the bond between children'.
- Pupils from all backgrounds get on exceptionally well with each other and incidents of poor behaviour, including racist or homophobic behaviour, and bullying are extremely rare. There have been no incidents of extremism.
- Pupils are very proud of their school and make sure that the school, including the dining hall, is kept clean and free of litter. They take very seriously their positions of responsibilities as members of the school council, the chaplaincy team, sports leaders, house captains and prefects.
- The school's work to keep pupils safe is outstanding. Pupils say they feel very safe at school and that they can easily approach a member of staff if they have any concerns.
- Pupils know how to keep themselves safe on the internet and when crossing roads and know

about the danger associated with fire. They show very good awareness of different types of bullying, including cyber bullying, and know what to do if they occur.

- Governors carry out their own safeguarding checks to keep pupils safe, including commissioning external audits on health and safety in the school.
- Attendance has improved through closer monitoring of absences, celebration of good attendance and the effective links with parents. As a result, attendance is now above average.
- All the staff responding to the staff questionnaire and all the parents responding to the Parent View say that behaviour is good in the school.

The leadership and management are outstanding

- The headteacher provides clear and effective leadership and his ambition to drive improvements is shared by senior leaders, staff and governors. Marked improvements in the quality of teaching and achievement have been secured since the previous inspection. This has been accomplished through the highly effective support and training programme for staff.
- Middle managers are strongly involved in the school development plan and know the main priorities of the school. They are involved in monitoring the quality of teaching in their own subject areas, including checking pupils' progress in books. Leaders ensure that there is a clear link between the quality of teaching and its impact on achievement and teachers' progression on the pay scale.
- There are robust systems for monitoring and tracking pupils' progress. Leaders and managers use these effectively to identify both individuals and groups of pupils who are slipping behind. These pupils are given prompt and high-quality support to help them catch up with their peers.
- Additional sport premium funding has been used well to employ sport coaches to enhance the skills of teachers in teaching physical education. There has been an increase in pupils' participation in after-school clubs and sporting activities. There are also competitive sports with other schools. The school is a leader in sports within the borough through its 'knowledge centre' status.
- The school has excellent partnerships with external agencies and is also a 'knowledge centre' for the development and provision of special educational needs in the borough.
- The additional pupil premium funding is targeted effectively to provide high quality support, resources and additional learning experiences. As a result, pupils in receipt of this funding make similar progress to that of their peers.
- Links with parents and the school's community are very strong. The school runs classes for parents to help them support their children's education. The school also runs a Polish School on a Saturday.
- The broad range of subjects taught is a huge strength of the school. This breadth ensures that pupils' varying interests can be met. Literacy and numeracy feature strongly in all lessons and this has led to higher standards in reading, writing and mathematics. The school develops the spiritual, moral, social and cultural aspects of pupils' learning extremely well. There are good opportunities for pupils to develop their appreciation of cultural and religious diversity. For example, pupils visit different places of worship and have opportunities to listen to visitors from different faith groups who visit the school.
- All staff responding to the staff questionnaire and all parents responding to the Parent View say that the school is well led and managed.
- The local authority now provides 'light-touch' support for this outstanding school. This support has, in the past, helped the school bring about rapid and sustained improvement in teaching and improve pupils' achievement since the previous inspection.
- **The governance of the school:**
 - Governors know the school very well, including its strength and areas for development. They are experienced, well trained and skilled and share the ambitions of leaders and staff on

securing the very best results for pupils. Through their very good understanding of the performance data, they know how well their school is doing compared to other similar schools and schools nationally. They have a good knowledge about the quality of teaching across the school. They understand how pay and promotion are linked to the teachers' quality of teaching and its impact on the progress their pupils make. They monitor finance to ensure that the budget is managed efficiently to provide high-quality resources to support the learning of all pupils. They ensure good use is made of the pupil premium funding and sports funding. They have a good awareness of the impact that these funding sources have on pupils' learning. Governors ensure that all the statutory duties are met, and that arrangements to safeguard pupils are implemented rigorously.

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	102229
Local authority	Harrow
Inspection number	439513

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	420
Appropriate authority	The governing body
Chair	Pamela Singh
Headteacher	David O'Farrell
Date of previous school inspection	30 April–1 May 2009
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