

St Edward's Roman Catholic Primary School

Lisson Grove, London, NW1 6LH

Inspection dates

2–3 October 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The interim headteacher laid firm foundations for the school's rapid improvement. The new headteacher has quickly built upon these and set ambitious targets for the school's future development. These actions give the school the good capacity for further improvement.
- School leaders and governors are sharply aware of the school's qualities and where improvement is needed. Carefully planned actions have rapidly reversed the decline in the school's effectiveness.
- The expertise of subject leaders has strengthened considerably. This has been instrumental in driving forward improvements in their areas.
- The governing body is well led, highly effective and much improved. It balances support for the school carefully with challenging it to do better.
- School leaders continuously focus on improving the quality of teaching. This has been a key factor in raising pupils' achievement.
- Consistently good teaching across all the school is enabling pupils to make good progress. As a result their attainment is rising rapidly.
- Early years provision is good. Children settle quickly into the Nursery and Reception classes. They develop a good knowledge of letters and their sounds, which teachers build on successfully at Key Stage 1.
- Promoting the pupils' spiritual, moral, social and cultural development is central to the school's work. Pupils develop Christian values such as tolerance and respect for others while also learning about other major world faiths.
- Pupils are very polite and well mannered. They move sensibly around the school showing great consideration for each other and adults.
- The pupils' positive attitudes to learning make a significant contribution to their good learning and progress. Pupils work hard and want to succeed.
- Pupils are happy and confident. They say how safe they feel in school. Their parents strongly agree that the school does everything it can for the welfare of their children.

It is not yet an outstanding school because

- Teaching does not always challenge the most able as much as it should. As a result their progress is not as consistently good as for others.
- Attendance had been falling and in spite of some improvement last year remains below average.
- The guidance that marking provides has improved considerably since the previous inspection but although very effective in some classes, lacks consistency across the school.

Information about this inspection

- Inspectors observed 26 lessons, six of which were seen together with the headteacher or other senior staff.
- Inspectors looked at work in pupils' books retained by the school from the last academic year and work from this year. These included records of the learning of children in the Nursery and Reception.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body and other governors, and a representative from the local authority.
- Inspectors took account of the 13 responses to Ofsted's online parent questionnaire, Parent View, and the 160 responses to a recent parent questionnaire undertaken by the school. Inspectors also held informal discussions with parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including: the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took account of the 26 responses to the staff questionnaire.

Inspection team

Martin Beale, Lead inspector	Additional Inspector
Sue Quirk	Additional Inspector
Louise Eaton	Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is above average in size.
- Most of the pupils are from a wide range of minority ethnic backgrounds.
- Three quarters of the pupils speak English as an additional language. This includes a significant minority who enter the school at the early stages of learning English.
- The proportion of disadvantaged pupils known to be eligible for funding through the pupil premium is above average. This is additional government funding which, in this school, supports pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs at school action is broadly comparable to that found in the majority of primary schools. The proportion who have statements of special educational needs or are being supported through school action plus is above average.
- More pupils than in the majority of other primary schools join or leave part-way through their primary education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has experienced considerable staff turnover since its previous inspection. It was led for 12 months by an interim headteacher who put in place a new team of senior leaders and strengthened the role of subject leaders. The current headteacher took up the post at the start of September 2014.

What does the school need to do to improve further?

- Improve the impact of teaching on the pupils' learning and progress by ensuring that:
 - teachers consistently set work that challenges the most-able pupils
 - pupils can regularly make amendments and improvements to their work following feedback from teachers.
- Raise levels of attendance by making clear to parents the importance of their children's regular attendance.

Inspection judgements

The leadership and management are good

- Supported by an effective senior team, the interim headteacher put in place rigorous systems and structures to check the school's performance and identify where action was needed. The new headteacher has established her high expectations and continued the sharp focus on improving teaching and learning.
- The performance of each teacher is carefully checked and individual training provided for their improvement. There is now a wealth of expertise on which to draw so teachers can learn quickly from each other. Teachers are expected to meet the ambitious targets they are set before they receive salary increases. As a result, teaching is good and improving.
- Improvements in subject leadership have been made possible by clearly defining responsibilities and providing carefully planned training. Subject leaders now have the skills to guide their colleagues as they endeavour to improve their teaching.
- The local authority has supported the school well on its journey of improvement since the previous inspection. Training subject leaders and regularly reviewing the school's performance have ensured it has the capacity to sustain it on its upward path.
- Teachers are very aware of the disadvantaged pupils in their classes and are now being held accountable for their progress. Action such as sharply focused teaching by additional staff has proved effective in increasing their progress.
- The school's broad and balanced curriculum supports not just the pupils' progress in reading, writing and mathematics but also their spiritual, moral, social and cultural development. It supports preparing pupils for life in modern Britain well, such as through elections for school council representatives. 'International Day' broadens their horizons as they celebrate different cultures including parents preparing food and sharing their customs. This helps to make for a settled and integrated community in which it is valued for pupils to be proud of their own heritage.
- Sports funding is spent on qualified coaches to work alongside teachers, extending sports clubs and providing opportunities for competitive sports. The full impact of this has yet to be evaluated, as a result of leadership changes, although observations and school records indicate it has been successful.
- **The governance of the school:**
 - The governing body has very robust procedures by which it tracks the school's performance and plans for its improvement. Governors bring considerable expertise to the role and extend this through regular training. They have a clear understanding of assessment data, the quality of teaching and the action being taken to meet their ambitions for the school. This enables them to question school leaders carefully and make sure that resources are available to support them in improving the pupils' achievement. They check carefully the impact of spending decisions and make sure additional funding such as the pupil premium is having the impact intended. Governors take their responsibility for the welfare of the pupils very seriously by making sure safeguarding procedures are constantly reviewed and updated.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Lessons are calm and purposeful as pupils respond quickly to their teachers' instructions. Pupils mix well together at work and play and are keen to take responsibility for helping newcomers to settle into school life.
- Pupils listen carefully to their teachers and answer their questions thoughtfully. Paired and group work demonstrates how well pupils can cooperate and respect each other. On a small number of occasions when learning does not engage the pupils sufficiently, they can lose concentration and not put in the effort they show at other times.
- The school has reduced the number of pupils who are persistently absent. However, it has not always succeeded in getting across to all families the importance of their children's regular attendance.

Safety

- The school's work to keep pupils safe and secure is good. Governors and staff take care to ensure that the site is safe and safeguarding procedures correctly implemented. Displays around the school reflect the pupils' awareness of how to keep themselves safe when using the internet.
- Pupils take care of each other and try to ensure that everyone is included at play. Parents strongly agree

with their children's view that bullying is very rare. There are few recorded incidents of disruptive behaviour. Pupils take great care to help newcomers to settle quickly into school life.

The quality of teaching

is good

- The impact of teaching on the pupils' learning and their progress has improved considerably since the previous inspection. Teachers and support staff all make clear to pupils their high expectations of their work and behaviour. Teachers use well-chosen resources to grab and retain the pupils' attention, stimulate their imaginations and make learning interesting.
- The pupils' good and improving progress in writing is based on opportunities provided by teachers for them to plan and write at length along with the constant introduction of new vocabulary. Pupils complete homework diligently when preparing for their extended writing tasks.
- Teachers and support staff concentrate closely on the pupils' language development, especially for those new to speaking English. They model language well, explain new vocabulary and continuously provide opportunities for pupils to discuss their ideas with each other.
- Teachers check the pupils' understanding and adapt their teaching so that misconceptions can be eliminated swiftly. Progress is checked carefully so that any pupil falling behind their targets is identified quickly along with remedial action. This, and the skilled guidance of learning support assistants, enables disabled pupils and those with special educational needs to participate fully in lessons.
- The assessment of the pupils' progress is accurate and mostly used well as a basis for planning lessons that move their learning forward. However, teachers do not consistently refine teaching and set work to challenge the thinking of the most able. This is seen when it is not made explicit to them what more is expected from them in their writing or when they complete the same tasks as others in mathematics.
- Not all teachers provide clear enough advice through their marking for pupils on how to improve their work. They do not always make sure that pupils follow up this advice by applying it and showing their teachers that they have understood.

The achievement of pupils

is good

- Pupils make good and improving progress in reading, writing and mathematics. Their attainment is rising, particularly as improvements over the last few years at Key Stage 1 work through to Key Stage 2. There is no significant difference in the achievement of pupils from different minority ethnic groups.
- Year 6 test results have been broadly average since the previous inspection. The pupils' progress in writing has improved significantly and their attainment is rising. Improvements seen in test results in 2013 in writing continued in 2014 and test results in reading and mathematics were also higher.
- Pupils make rapid progress in phonics (the sounds that letters make). Results of the screening check for Year 1 pupils have been well above average for the last two years. Pupils enjoy reading and read regularly at home and to volunteers from local businesses.
- Pupils new to learning English make good progress from the moment they arrive at the school. This is because of the sharp focus placed by all staff on their language development. Their Year 6 test results are generally higher than others in their age group.
- Disabled pupils and those who have special educational needs make similarly good progress to that of others. Great care is taken to identify their specific needs. This enables programmes of support to be tailored sharply and reviewed regularly so adaptations can be made quickly where necessary.
- The school has altered its use of the pupil premium and closed the gap in attainment between eligible pupils and others in each year group. The gap of four terms in mathematics, one year in reading and over two terms in writing in Year 6 test results in 2013 closed significantly in 2014. The gap between their test results and the national average for all pupils was about two terms in 2013.
- Progress for the most-able pupils varies between year groups, but in general they do not make as rapid progress as others. This was reflected in 2014 in relatively few pupils reaching Level 5 in reading.

The early years provision

is good

- Children enter the early years with skills and abilities below those typical for their age. They make good progress in the Nursery and Reception classes. Attainment by the end of Reception is rising and was above average in 2014. This prepares the children well for their future learning at Key Stage 1.
- Children settle quickly into school through flexible induction procedures that are sensitive to the needs of

individuals. The school works very closely with parents to ensure that the transition between home and school is smooth. As they acted out the story of *Owl Babies*, children were helped to understand their feelings of being separated from their parents.

- Children quickly become engrossed in their explorations. They quickly learn how to work together by sharing ideas and resources without fuss. They concentrate on tasks for considerable lengths of time because they find them so engaging.
- Teachers use their assessments of the children's learning and interests to match their teaching and the activities available to support the next stages in their learning. Support staff are deployed carefully and contribute significantly to the children's learning. They engage skilfully with the children, knowing when to allow them to explore their ideas and when to intervene to check their learning and suggest new ideas they might follow.
- Strong leadership of the early years has led to considerable improvements in provision and the children's progress since the previous inspection.

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	447705

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	394
Appropriate authority	The governing body
Chair	Mena Rego
Headteacher	Violet Richardson
Date of previous school inspection	8 May 2013
Telephone number	020 7723 5911
Fax number	020 7723 5250
Email address	office@stedwardsprimary.co.uk

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