

Inspection of St Mary's CofE Primary School

Garnet Road, Willesden, London NW10 9JA

Inspection dates: 12 and 13 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils love coming to school every morning. This is a very friendly, nurturing and welcoming school community. Pupils describe their teachers as being kind and caring. Pupils are proud to discuss and recite their school motto: 'Live, Love and Learn Together in the Light of the Life of Christ'.

Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). They want every pupil to achieve well. Leaders ensure that all learners progress well.

Behaviour of pupils in lessons is calm and attentive. They are polite and respectful to adults. Pupils are safe and know who to talk to when they have any concerns. Pupils know that bullying and hurtful words are never tolerated. When bullying does happen, it is immediately followed up and resolved by staff.

Leaders create many opportunities for pupils to develop their leadership skills. For example, staff train pupils to become ambassadors who support other pupils in their reading, sporting activities and safe travel. Pupils experience many exciting and carefully planned visits linked to their learning.

What does the school do well and what does it need to do better?

Leaders and staff have designed a curriculum which is well sequenced. It sets out clearly what pupils should learn and when. Leaders' curricular thinking is both realistic and ambitious. In most subjects, such as English, mathematics and science, this work is well established and implemented by teachers. In a few subjects, curriculum development is relatively new. In these subjects, staff are developing their expertise to embed pupils' understanding deeply.

Leaders ensure that early reading is a high priority in the school. All staff have been well trained to teach phonics. The formal teaching of phonics begins as soon as pupils enter Reception Year. Assessment of pupils' reading is rigorously used by staff. It helps staff to identify quickly those pupils who fall behind in their reading. Staff then give those pupils extra specialist help so they can catch up. Most pupils become confident and fluent readers by the end of Year 2.

From early years onwards, the school fosters a love of reading and books. In all classes, teachers read every day to pupils. Older pupils read and understand a wide range of high-quality texts.

Subject leaders are knowledgeable. They support teachers to develop their own expertise in teaching. In computing, for example, professional development opportunities for teachers increased their knowledge about algorithms and how search engines are designed. As a result, pupils in Years 3 and 4 were able to look at networks and how to conduct safe research using the internet. In art, the curriculum enables pupils to build their knowledge and to draw and paint skilfully.

Teachers use assessments well to check pupils' understanding. They identify any gaps in pupils' learning, including in the early years. For example, in mathematics, children learned to count and use tally charts accurately. They build on this content in Year 1 when learning about place value. Teachers help pupils to remember what they have learned through regular recall activities.

The school plans for a broad range of subjects to support pupils in their learning. All pupils in Years 3 to 6 learn Latin as part of their modern foreign languages curriculum. The school's personal, social and health education (PSHE) curriculum is well integrated into all aspects of school life. It supports pupils' mental well-being, which pupils and staff value.

Leaders identify and support pupils with SEND effectively. Teachers plan carefully for all pupils, including those with SEND. They adapt learning so that all pupils, including those with complex needs, can take part and achieve well.

Pupils behave well in lessons. This begins in the early years where children learn to follow the school rules and routines. They share resources and do not disrupt each other's learning.

Pupils take part in many enrichment activities, including visits to museums and universities. They have opportunities to learn about other faiths by visiting places of worship. Pupils recently supported the local parish church and food bank. They have sung and helped to raise funds as part of the Harvest Festival in the local community.

Staff felt well supported and listened to by leaders. They shared that leaders cared about their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a positive culture of safeguarding. Staff are vigilant and aware of local safeguarding issues. Leaders ensure staff receive regular, up-to-date training. Staff can recognise potential signs of abuse and know how to report a concern. The PSHE curriculum helps pupils understand how to keep themselves safe, outside of school and when online. Leaders provide useful information for parents to help keep their children safe.

Leaders check that the school follows the appropriate procedures when appointing new staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have implemented a new approach to curriculum development in some

foundation subjects which is not fully embedded. As a result, pupils have not had the opportunities to develop secure knowledge and skills in these subjects. Leaders need to continue to provide professional development for staff and refine and embed the changes they have made to the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101537
Local authority	Brent
Inspection number	10242072
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair of governing body	Sandra Kitchen
Headteacher	Susan Lawrence
Website	www.stmarysce.brent.sch.uk
Date of previous inspection	7 June 2017, under section 8 of the Education Act 2005

Information about this school

- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in June 2018.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the deputy headteacher, the assistant headteacher and subject leaders. They met with leaders responsible for SEND provision. They also held meetings with members of the governing body, including the chair, and a representative from the local education authority. The lead inspector also spoke to a representative of the London Diocesan Board.
- Inspectors carried out deep dives in these subjects: reading, mathematics, computing and history. For each deep dive, inspectors met with subject leaders,

visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors also considered the curriculum in other subjects
- Inspectors observed pupils' behaviour in lessons and at playtimes and listened to what pupils had to say about their school.
- The inspectors reviewed a range of documentation related to safeguarding. They scrutinised the records the school keeps in relation to safeguarding and welfare. Inspectors looked at the single central record of pre-employment checks and records of staff training. They spoke with staff, members of the governing body and pupils to understand the school's culture of safeguarding.
- Inspectors considered the responses of pupils, staff and parents to Ofsted's surveys.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

Andrew Wright

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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