

Inspection of Margaret Roper Catholic Primary School

Russell Hill Road, Purley, Surrey CR8 2XP

Inspection dates: 11 and 12 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils are very happy at this school. Everyone feels welcome and part of the school community. Values thread through school life, and pupils show respect to everyone. Pupils are excited about learning and proud to share their achievements. Leaders encourage pupils to be inquisitive and to enjoy their learning.

All staff have high expectations of pupils. Behaviour in lessons is excellent. The school is positive and calm, so pupils can focus on learning. Pupils have high expectations of their own behaviour and support each other to follow rules. Pupils demonstrate a strong understanding of different faiths, cultures and beliefs. Staff and pupils have positive working relationships. Pupils trust staff at the school and know that they will support them should they have any concerns.

Leaders provide a wealth of opportunities to develop pupils' characters. Pupils take on leadership roles such as 'friendship ambassadors', who provide support for pupils at playtime. Staff encourage pupils to support the wider community of the school. Visits and clubs enhance the curriculum offer. Pupils are proud to represent their school at music events and sporting competitions.

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

Leaders provide an ambitious curriculum for all pupils so that they achieve well. Children receive a very strong start in the early years, which ensures that they are fully ready for Year 1. Teachers skilfully identify children's knowledge and skills. They plan activities that enable children to practise and deepen their learning. Children develop their resilience and problem-solving skills through their learning. For instance, pupils in Reception used their knowledge of joining materials to make pirate hats independently.

In most subjects, leaders have identified the key knowledge and skills that they want pupils to know. Teachers provide opportunities to recall prior learning to ensure that pupils' knowledge builds over time. For example, pupils in Year 5 used their prior knowledge of oceans to help them to debate coastal conservation issues. However, curriculum thinking is not as well developed in a few subjects, which limits pupils' deeper knowledge and understanding.

Teachers use effective questioning and strategies to encourage pupils to think more deeply. For instance, pupils in Year 3 collected and presented data from their geography fieldwork. Typically, teachers check pupils' understanding regularly. On occasion, however, teaching does not identify and address pupils' misconceptions swiftly. This limits some pupils' readiness for future content. In early years, children develop a very strong foundation in mathematics. For example, in Reception, children counted the total number of legs for sets of animals accurately.

Leaders give high priority to supporting all pupils to read. All staff have received training to ensure that pupils learn phonics through consistent teaching. Pupils develop secure phonics knowledge and blend sounds effectively. Teachers monitor pupils' progress and ensure that they receive the right support. Pupils new to English are supported well. Throughout the school, teachers encourage pupils to develop a passion for reading. This starts in the early years, where children enjoy listening to well-chosen texts. Pupils share book recommendations and enjoy library visits. Leaders choose class texts to provide a rich reading experience.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Leaders ensure that they identify the needs of pupils with SEND precisely. This helps pupils with SEND to receive targeted and excellent support. Teachers adapt learning to ensure that all pupils succeed. For instance, in mathematics, staff help pupils to access learning through the skilful use of technology.

Pupils have exceptional attitudes to their learning and behaviour. Routines are embedded from the start of school. Pupils abide by routines because they respect their peers and enjoy the positive school environment. This helps them to focus intently in lessons. Attendance is strong because pupils want to be at school. Pupils talked enthusiastically about their school outings and how these help their learning. Leaders encourage pupils to be conscientious citizens of the school and local community. Pupils arrange fundraising events and support charities. They are taught how to keep healthy and enjoy participating in a wide range of sporting events and competitions.

Leaders and governors accurately identify the strengths of the school and areas to develop further. They are reflective and show determination to provide the best outcomes for all pupils. Staff are proud to work at the school. They value the support they receive from leaders and their colleagues.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and families well. There are robust systems in place to ensure that vulnerable pupils are tracked and supported. Leaders work closely with appropriate external agencies. All staff receive training and know how to identify and report concerns. Governors monitor safeguarding procedures and provide effective support to leaders.

Pupils feel safe at school. Teachers provide a range of strategies for pupils to share feelings and worries. Pupils have a secure understanding of keeping safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, curriculum thinking is not as well developed as in others. This means that pupils do not build and deepen their knowledge in some areas of the curriculum. Across all subjects, the school should ensure that the curriculum is designed and sequenced well so that pupils build their knowledge over time.
- On occasion, teaching does not routinely address pupils' misconceptions when checking their understanding. As a result, some pupils are not fully ready for future content. The school needs to ensure that all staff check pupils' understanding and act swiftly to address any misconceptions.

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	101797
Local authority	Croydon
Inspection number	10255392
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair of governing body	Anne-Marie Sawyer
Headteacher	Dermot Mooney
Website	www.margaretroper.croydon.sch.uk
Date of previous inspection	16 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school received its last section 48 inspection in October 2018. This is an inspection of the school's religious character.
- Leaders do not make use of any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and a range of staff. They also met with the governing body and a representative from the local authority and diocese.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, and design and technology. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning, and a scrutiny of pupils' work. Inspectors considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered responses of pupils, parents and staff to Ofsted's online surveys.
- To inspect safeguarding, inspectors met with leaders with responsibility for safeguarding and considered safeguarding documents and records. These included the school's records and plans for supporting pupils who have been referred to outside agencies.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Lucy Bruce	Ofsted Inspector

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