

Inspection of a good school: Mount Carmel Catholic Primary School

Little Ealing Lane, Ealing, London W5 4EA

Inspection dates:

16 and 17 May 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

The school fosters a strong sense of community. Pupils are happy here and are encouraged to follow the 'Mount Carmel values', the school's 'British values' and 'power values' in all aspects of school life. The school has high expectations for all pupils at its heart. All this supports pupils' achievement in their personal and social development as well as their strong academic outcomes across the curriculum.

Pupils are enthusiastic about their learning. Through the curriculum, they explore 'positive powerful people' who are positive role models for pupils. They take on leadership roles enthusiastically as they themselves aspire to be future leaders.

Pupils behave exceptionally well. Established routines ensure that the school's learning environment runs smoothly. Adults and pupils treat each other with kindness and respect. This ensures that pupils are safe and are confident to talk with adults should they feel worried or need help.

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

The school's curriculum is ambitious and designed for all pupils. This includes those with a range of abilities and pupils with special educational needs and/or disabilities (SEND). The curriculum aims to give pupils the knowledge and skills they need to take advantage of opportunities, responsibilities and experiences in later life.

Curriculum thinking outlines the knowledge and skills that pupils need to know in a logical way. Teaching promotes this very well. This helps all pupils, including pupils with SEND, to build what they know and can do with increasing fluency and independence. Children in early years benefit from a range of learning that boosts their developments across all

areas. Academic outcomes in national assessments for all pupils are high at the end of Year 6.

Early reading is taught effectively. Teaching makes sure that those pupils who are at the early stages of learning to read develop secure reading skills. A detailed approach to teaching phonic sounds provides pupils with a firm foundation. This starts in early years and builds quickly as pupils learn to blend sounds together. Pupils who fall behind are supported quickly to become proficient readers. With confidence, all pupils apply their phonics knowledge in their spelling and broaden their vocabulary across all subjects. Reading is promoted widely throughout the school both for enjoyment and to support pupils in undertaking research. Generally, pupils here love to read and use their reading skills regularly across the curriculum.

Attendance rates have been above average in recent years and the current year's figure is equally high. Pupils enjoy learning and enjoy attending school. The smiles on their faces as they arrive to school reflect this view. Leaders have placed a key focus on ensuring that pupils attend school every day. They work closely with families, offering support to address any absences which may occur. Pupils appreciate the rewards they receive for their high attendance rates.

'Live life to the full' week is one of many ways in which the school encourages pupils' personal development. Along with 'dress-up' days, themed events, visiting speakers and working with artists, pupils take part in debating and sporting competitions, and develop their creative talents. Musical performances build pupils' confidence. Charity work gives pupils an insight into the world of work and an awareness of contributing to society. Pupils take on responsibilities, including as book leaders, eco-warrior leaders and healthy-eating leaders, which encourages their strong sense of duty to serve others.

Upheld by the school's values, leaders and staff have created a culture where pupils are knowledgeable about the faiths and beliefs of others. Pupils are tolerant and respectful of each other and are respectful of everyone's differences. Pupils leave the school well prepared to be active and informed members of the community ready for their next steps in education.

Leaders, including the governing body, are ambitious for pupils to receive an excellent education. Parental engagements and workshops on offer help to facilitate this. Teachers appreciate the time and detailed guidance they receive to help them with their planning. This supports with balancing their workload and professional development effectively.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We

do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2015.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101919
Local authority	Ealing
Inspection number	10323303
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	422
Appropriate authority	The governing body
Chair of governing body	John Conway
Headteacher	Clare Walsh
Website	www.mountcarmel.ealing.sch.uk
Date of previous inspection	15 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school is of the Catholic denomination and is part of the Diocese of Westminster. The school's last section 48 inspection, for schools of a religious character, took place in March 2020. The next section 48 inspection is scheduled to take place by the end of 2027.
- The school uses no alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior leaders. She also met with representatives from the local governing body, including the chair.
- In separate phone calls, the inspector talked to a representative of the local authority and a representative of the diocese.

- The inspector carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- The inspector also discussed the curriculum in some other subjects, including music.
- The inspector listened to pupils read.
- The inspector considered a range of documents, including the school's self-evaluation and improvement plans.
- The inspector looked at records of pupils' attendance and bullying records. The inspector observed pupils' behaviour in lessons and around school and talked to them about behaviour, bullying and welfare.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector talked to parents at the start of the school day. The inspector also reviewed the responses to online surveys for staff, pupils and parents and gathered the views of staff and pupils through discussions.

Inspection team

Rosemarie Kennedy, lead inspector

Ofsted Inspector

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