

Inspection of a good school: Regina Coeli Catholic Primary School

173 Pampisford Road, South Croydon, Surrey CR2 6DF

Inspection dates: 23 and 24 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?

Pupils thrive in this friendly and supportive school. They are confident, enthusiastic and bubbly. They talk excitedly about their learning across a wide range of subjects. Their attitudes to their education are extremely positive.

Leaders have created an ethos of care and love amongst all members of the school community. Pupils show kindness to each other and respect for staff. Children in Reception cooperate well and take turns with each other. Pupils know they can talk to someone if they are worried about anything. They feel happy and safe at school.

The school has the highest expectations of pupils, including those with special educational needs and/ or disabilities (SEND). Pupils rise to the school's high aspirations. In 2023, pupils achieved exceptionally well in reading and mathematics by the end of Year 6 in national outcomes. Pupils are very well prepared for the next stage in their education.

The school provides pupils with many opportunities to take on leadership and responsibility. They can join the school parliament or become junior travel ambassadors. Pupils in the 'giving in faith team' raise money for local, national and global charities. The 'stewards of the earth' promote sustainability in school, and the pupil well-being team develop strategies to support pupils' mental health.

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

Leaders have designed a broad and ambitious curriculum that progressively builds important knowledge across a wide range of subjects. Pupils have lots of opportunities to connect and review their learning. As a result, they know more and remember more of the taught content over time.

For example, in art, pupils in Year 4 talked about how they depicted a London landmark using 'pointillism' in the style of Georges Seurat. Pupils in Year 6 could talk about their work on Hokusai's 'The Great Wave' and how it linked to their learning on natural disasters in geography. In geography, teaching enabled pupils in Year 5 to understand why the Amazon Rainforest is called the lungs of the world and how rivers have contributed to global development. In mathematics, pupils develop exceptional problem-solving skills.

The school ensures that reading is a big priority in the school. From the start of Reception, children learn to read using phonics. They get lots of opportunities to practise decoding words. The books that pupils read match the sounds they are learning. Those who struggle with their reading are identified quickly and supported to keep up and catch up if they fall behind. This means that pupils, including those with SEND or who are new to the English language, become confident and enthusiastic readers. The joy of reading is promoted strongly throughout the school. For example, through the use of high-quality fiction and non-fiction texts in lessons.

As a result of high-quality and regular training, teachers develop strong subject knowledge and present information clearly. They make careful adaptations to ensure that pupils with SEND can access the same ambitious curricular goals as their peers. Staff check pupils' understanding regularly and quickly address any misunderstandings.

Leaders regularly review the curriculum that is provided to pupils and make changes and improvements as required. For example, they recently changed the way that swimming is taught in physical education in Years 5 and 6. This has resulted in a significant increase in the number of pupils who can confidently swim at least 25 metres by the end of Year 6.

Leaders have very high expectations of pupils' behaviour in lessons. Well-established routines and teachers' engaging delivery of the curriculum ensures that pupils develop and maintain exceptionally positive attitudes to learning. Pupils work hard in lessons. Disruption to learning is rare. Children in Reception follow routines sensibly. Leaders prioritise ensuring that pupils attend school regularly and on time. They emphasise the importance of attendance from the very start of Reception. As a result, attendance is high.

Pupils can attend the 'whispering wordsmiths' book club or clubs in chess, coding or dance. They can take part in competitive football and basketball matches and attend outings to London museums and theatres. Pupils take part in a residential visit in both Years 5 and 6. Children in Reception benefit from visits from theatre, wildlife and science groups. All pupils learn how to be healthy and safe in the community, online and in their own homes.

Staff talk very warmly about the care and support they receive. Leaders at all levels are deeply committed to their pupils and work hard to provide the best quality education for them. Parents and carers are very positive about their child's experiences at school.

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 March 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	101800
Local authority	Croydon
Inspection number	10323294
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	407
Appropriate authority	The governing body
Chair of governing body	Tom Tamplin
Headteacher	Tessa Christoforou
Website	www.reginacoelischool.co.uk
Date of previous inspection	5 December 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a Roman Catholic school in the Archdiocese of Southwark. It was last inspected under section 48 of the Education Act 2005 in February 2023.
- The school is part of the Federation of St Elphege's Catholic Schools. The federation has a single governing body and is led by an executive headteacher.
- The school operates and manages a breakfast and after-school club.
- The school does not use any 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. The inspector discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with members of the school senior leadership team, a selection of subject leaders, teachers and support staff.

- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The inspector also considered the curriculum in other subject areas.
- 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 met with those responsible for governance, including the chair of the governing body. The inspector also spoke with a representative from the local authority.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Christian Hicks, lead inspector

His Majesty's Inspector

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