

Inspection of St Scholastica's Catholic Primary School

Kenninghall Road, Clapton, London E5 8BS

Inspection dates:	28 and 29 January 2025
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?

Parents, carers, pupils and staff all appreciate the strong sense of community this school promotes. Relationships across the school show kindness and caring. Staff members are welcoming and approachable to both pupils and their families. The school creates a supportive environment where pupils feel safe. They enjoy coming to school, and most pupils attend regularly.

Pupils behave well. They get along with one another and show respect to visitors. They are polite and well mannered. The school's routines are well established, creating a calm and orderly atmosphere. Pupils who need extra help to deal with their emotions receive effective support.

The school is ambitious for all its pupils, including those with special educational needs and/or disabilities (SEND). Pupils have positive attitudes to their learning and say teachers help them learn. They achieve well.

Pupils are proud of their happy, purposeful and inclusive school. Through the 'Green Team', they learn to care for the environment. Pupils enjoy taking on leadership roles, such as pupil chaplains or school councillors. Sports leaders play a key role in keeping the playground fun and friendly. Pupils engage in a range of enriching after-school activities.

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

The curriculum is ambitious and carefully sequenced from the early years to Year 6. The school's work to enrich pupils' language skills enables them to use a wide range of vocabulary. This begins in the early years, when adults extend children's vocabulary and model language. In mathematics, adults encourage younger children to use sentences to explain their thinking. In an art lesson based on Cézanne, older pupils accurately use words such as composition and transparency. Pupils in science use terminology confidently, such as gestation and life expectancy. Pupils enjoy extending their vocabulary.

In most subjects, teachers check, identify and address any gaps in pupils' subject knowledge effectively. This helps pupils build on their prior learning and secure their new knowledge. Pupils make connections between important concepts. In some areas of the curriculum, the checks that teachers make are not as precise. This means that misconceptions persist and learning gaps emerge for some pupils.

Reading is a priority. Teachers successfully teach phonics from the early years. Pupils practise reading books that are well matched to the sounds they know. All staff receive appropriate training and accurately model sounds. Pupils have regular opportunities to read with adults. Pupils engage with carefully chosen texts to develop fluency. Teachers quickly identify those who need extra help and support them to become more confident readers. Books are deliberately chosen so they reflect the cultural diversity of the school community. They also build pupils' comprehension skills. Pupils enjoy visiting the well-stocked library to select books.

The school works well with parents and outside professionals. All work together to make sure that pupils with SEND get the right support for their individual needs. Teachers and teaching assistants work closely together to help these pupils take part in their learning. When pupils struggle with certain subjects, they receive support that allows them to catch up. The school delivers a more tailored and nurturing environment for those who need it. This enables these pupils to be successful in their learning.

The school's 'super skills' support and promote pupils' positive behaviour. Children develop skills in the early years that help them work as part of a group, such as negotiation, sharing and collaboration. Pupils know that staff deal with any bullying effectively. Pupils say adults will always listen to worries or concerns. They can also share these through class worry boxes or 'care bears'.

The school promotes pupils' regular attendance by using rewards and celebrating high attendance. Where pupils' attendance is not as high as it should be, the school offers targeted support for families. The school also provides enrichment activities for pupils, such as Irish dancing and boxing, to help them get back on track. The school is at an early stage of evaluating the strategies it has put in place.

The school teaches pupils how to stay safe by addressing road and online safety issues. Pupils enjoy opportunities to visit galleries and attend the theatre. Partnerships with local businesses broaden pupils' understanding of the world. They provide possible career paths for the future.

Governors understand their role and responsibilities. Governors and leaders share a common goal. Staff feel well supported. They receive valuable training that enables them to learn new skills. They appreciate the actions leaders have taken to reduce their workload. Parents and carers are positive about the school. They appreciate the support for themselves and their children.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not routinely identify pupils' misconceptions promptly. As a result, sometimes they do not pick up on errors or use these to address gaps in pupils' learning. The school needs to ensure that all staff check learning carefully so that learning builds on what pupils already know and gaps in pupils' knowledge are identified and addressed swiftly.

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	100274
Local authority	Hackney
Inspection number	10345638
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair of governing body	Royer Vidal
Headteacher	Sandra Brierley (Executive Headteacher) Nicholas Blackham (Head of School)
Website	www.st-scholasticas.com
Dates of previous inspection	30 and 31 October 2019, under section 8 of the Education Act 2005

Information about this school

- This is a Roman Catholic voluntary-aided school within the Diocese of Westminster. The last section 48 inspection, for schools of a religious character, was in June 2023.
- Provision for two-year-olds opened in January 2025.
- The school does not currently use any alternative provision.
- The school runs a breakfast club, overseen by the governing body.
- The executive headteacher and head of school took up their new posts in September 2024.
- The executive headteacher also provides support to another local school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 inspectors held discussions with the headteacher and leaders, including the special educational needs and disabilities coordinator. They also spoke with staff and pupils.
- The lead inspector met with the chair of governors and a representative of the local authority. She also held a telephone conversation with a representative from the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and art. To do this, they met with subject leaders, looked at curriculum plans, had discussions with staff and pupils, visited lessons and looked at pupils' work. The lead inspector also listened to some pupils read.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors, in lessons and at playtimes.
- Inspectors analysed documents such as the school's self-evaluation and school improvement priorities. They scrutinised a range of policies and procedures, including those relating to safeguarding, SEND, behaviour and attendance.
- Inspectors met with groups of pupils and staff and spoke to some parents to gather their views. They considered responses to the online parent survey, Ofsted Parent View, along with free-text comments. They also took account of the responses to the online staff and pupil surveys.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.

Inspection team

Rebekah Iiyambo, lead inspector	Ofsted Inspector
David Bryant	Ofsted Inspector
Abdul-Hayee Murshad	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025