



# Margaret Roper Catholic Primary School

Inspection Report

**Unique Reference Number** 101797  
**LEA** Croydon LEA  
**Inspection number** 276590  
**Inspection dates** 11 October 2005 to 12 October 2005  
**Reporting inspector** Lynn Bappa AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Russell Hill Road
<b>School category</b>	Voluntary aided		Purley
<b>Age range of pupils</b>	4 to 11		Surrey CR8 2XP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02086600115
<b>Number on roll</b>	225	<b>Fax number</b>	02086609656
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr D Melder
<b>Date of previous inspection</b>	20 March 2000	<b>Headteacher</b>	Mr G Tanner

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 11 October 2005 - 12 October 2005	<b>Inspection number</b> 276590
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Margaret Roper is a small, over-subscribed Catholic school with 225 pupils on roll. This makes it slightly smaller than average. Just over 76% of the pupils are from White British backgrounds, with the rest coming from a variety of other ethnic backgrounds including Irish, Asian and mixed. The proportion of these pupils is higher than average. All pupils are baptised Catholics. The proportion of pupils with special educational needs is below average but has increased in recent years. The school is fortunate to have a large field, very good playground facilities and access to a swimming pool. It has recently been awarded the prestigious NAACE mark in recognition of its commitment to teaching information technology.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The school judges itself to be a good school and the inspection confirms this. There is good teaching, a good curriculum and the headteacher and other staff are committed leaders. Issues identified at the last inspection have been successfully addressed. Pupils achieve well above average standards overall, although fewer pupils gained Level 5 in their writing in 2005 than in previous years. Pupils currently make good progress overall, although in previous years achievement has tended to be very good rather than good. This applies particularly to Key Stage 2. The school does not yet make good enough use of performance data to track pupils' progress in the core subjects. Although senior leaders monitor teaching and learning, subject co-ordinators are not yet sufficiently involved in this process. Children in the Foundation Stage enter the school with above average standards and make good progress in their work and do very well in their personal and social development. Pupils' personal development is outstanding. Pupils' attitudes and behaviour are excellent. They are enthusiastic about all the interesting things they do at school. Pupils with learning difficulties are supported very well. The school gives good value for money and has a clear capacity to improve.

### **What the school should do to improve further**

\* To use data more effectively to track pupils' progress in maths, English and science.\*  
Involve subject co-ordinators more in the monitoring process.\* Help higher attaining pupils reach more challenging targets in their writing, particularly in Key Stage 2.

## **Achievement and standards**

### **Grade: 2**

The school judges that its pupils achieve well and inspectors agree. Children enter the school with above average standards and make good progress through the Foundation Stage. Standards by the age of 7 and 11 are well above average, although recently this pattern has been inconsistent. In 2004, for example, Year 6 science results dipped from well above average to above average, although the 2005 tests show a significant improvement. The 2005 results show a similar decline in English in terms of the number of pupils achieving a Level 5 in writing. This nevertheless represents good achievement overall. The school knows why the recent dips happened and is aware of the need to make more use of performance data and involve subject co-ordinators more in the monitoring process. Pupils make particularly good progress in the Foundation Stage and in Key Stage 1. Teachers work hard to ensure that older pupils maintain their well above average standards in most subjects, although more able pupils are not being sufficiently stretched in writing. Boys and girls show no significant differences in performance. Pupils with learning difficulties, and those for whom English is an additional language, achieve well because of the good support they receive from teachers and assistants. Pupils from minority ethnic backgrounds achieve as well as other pupils.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding. Attendance is above average and pupils clearly enjoy coming to school. Relationships between adults and learners are very good and pupils' behaviour is outstanding, particularly in the playground. Pupils have very positive attitudes towards learning and say that teachers make the lessons interesting and enjoyable. The school council is well established and active. Pupils have, for example, produced their own mission statement and a leaflet on bullying. Pupils are very polite and friendly. They say that they feel listened to and valued by their teachers. Spiritual development is very good and pupils take an active part in services and liturgies. They make excellent use of the Father Salmon Garden to reflect or think quietly. Pupils raise large amounts of money for charity and are extremely proud of this achievement. Pupils have a very good knowledge of their own cultures, but more could be done to improve their understanding of the wide range of other cultures found in this country. Pupils have a very secure understanding of leading a healthy lifestyle and make healthy choices at lunchtime. Pupils are very keen to make a contribution to their community. A major strength of the school is the very caring way in which older pupils help the younger pupils settle into school life, particularly in the playground. Many pupils talked with enormous enthusiasm and pride about the playground 'buddy bench' and 'story chair' for example.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school judges its teaching to be good and inspectors agree. Lessons are monitored effectively, although senior managers could involve subject co-ordinators more in this process. Assessments are undertaken each half term and the outcomes are used to plan future lessons. Pupils know their targets and what they need to do to improve. Pupils clearly enjoy their lessons and participate with interest and enthusiasm. They present their work with pride. In a science lesson, for example, Year 3 pupils made healthy sandwiches and talked about how they might be improved. In another lesson a pupil showed great delight in getting the answer to a question she had struggled with initially. Teachers have high expectations of the pupils and tasks are generally well planned to match their abilities. Questioning is used well to encourage pupils to think for themselves. However, the needs of the most able pupils are not always met, particularly in writing. Pupils with special educational needs are taught well and the support given by teaching assistants is very good. Children in Reception are given a very good start to their education and are presented with challenging tasks which motivate and inspire them to achieve well.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a very broad and balanced curriculum that includes French, Latin and swimming. It has recently been awarded the prestigious NAACE mark in recognition of its commitment to teaching information technology. Pupils benefit from a very wide range of extra-curricular and enrichment activities, including trips to the opera, theatre and Holland. There are good opportunities to learn musical instruments and to take part in school productions. There are many sporting activities, both in lessons and in clubs, and pupils benefit from liaison with the local secondary school and tuition from expert coaches. Personal, social and health education is central to the ethos of the school and pupils have very good opportunities to learn how to be responsible citizens.

## **Care, guidance and support**

### **Grade: 2**

The care provided for pupils is very good. Inspectors found the school to be a very cheerful place with the pupils learning and playing happily. This is because they feel safe and secure. Induction arrangements, for example, are effective in helping the youngest pupils settle into school life. Pupils gain in confidence and self esteem and their needs are considered and respected by all staff in the school. They are well prepared for the next stage in their education. Health and safety routines and risk assessments are good. Child protection procedures are clear and teachers have received appropriate training. Pupils are encouraged to show respect for and to be kind to each other, and strategies such as the 'buddy bench' ensure that the playground is a safe and happy place. One parent commented that what really impressed her was how 'caring and nurturing the older children are of the younger ones'. Pupils are aware of their targets for improvement and these are shared with parents on open days. Pupils with disabilities or special needs are given good support to help them achieve as well as other pupils.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership and is well supported by other managers. Monitoring systems are generally effective, although more use could be made of the analysis of performance data to raise standards. Lessons are regularly observed and areas for improvement identified. More use could be made of subject co-ordinators in the monitoring process. There is a very clear commitment towards the inclusion of all pupils. This is a particularly strong feature of the school. New children, whenever they arrive, are always warmly welcomed. The impact of this is seen in their growing sense of security and well being. The school's self-evaluation is largely accurate and takes good account of the views of parents and pupils. It has identified key areas for development, for example improving science results, and more recently, raising standards in writing for the more able. The work of the governing body is good. Governors give the school very good support and are developing their role as critical

friends. They are well informed about most aspects of the school, but need to more fully recognise the importance that should be given to pupils' progress as a measure of the school's success. Finance is carefully controlled. Resources, including the library, are good. Almost all of the parents who responded to the questionnaire agreed that their views are sought and valued. The school's leaders have a good capacity to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for being so welcoming to us when we visited your school. We liked talking to you about your work and watching you learn. We also enjoyed having lunch with you and chatting to you in the playground and around the school.

\* You are very friendly, kind and helpful to each other and to your teachers. You work hard in your lessons and behave very well.\* We are very impressed by the way that Year 6 pupils look after younger children. We think your buddy bench and story chair are really good ways for the youngest children to settle in to your school.\* We think you are very lucky to have French, Latin and swimming lessons. You also have lots of interesting things to do after school and at lunchtimes and many of you join in with these.\* Mr Tanner and the other teachers run your school well. They know you well, listen to what you have to say about the school and work hard to make sure your school is a good school.\* Your parents and carers are right in thinking that you go to a good school.

This is what we have asked your school to do now:\* Although all of you work hard in your lessons, your teachers need to give some of you, especially the older pupils, harder work to do in your writing.\* Your teachers need to make sure that every year all of you, especially as you get older, make as much progress as you can in all your lessons, especially in science and English. Thank you again for welcoming us to your school.