



St Chad's Catholic Primary School

Inspection Report

Unique Reference Number 101802
LEA Croydon LEA
Inspection number 276592
Inspection dates 15 November 2005 to 16 November 2005
Reporting inspector Graham Lee AI

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

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|------------------------------------|--------------------|---------------------------|-----------------------|
| Type of school | Primary | School address | Alverston Gardens |
| School category | Voluntary aided | | South Norwood |
| Age range of pupils | 3 to 11 | | London SE25 6LR |
| Gender of pupils | Mixed | Telephone number | 020 87713470 |
| Number on roll | 458 | Fax number | 020 87719528 |
| Appropriate authority | The governing body | Chair of governors | Ms Charlotte Leung |
| Date of previous inspection | 22 November 1999 | Headteacher | Mrs Margaret Liddiard |

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Introduction

The inspection was carried out by three additional inspectors

Description of the school

St Chad's is a large primary school catering for children of Catholic background. The school has expanded substantially in recent years and building work is still being completed. The school population is culturally diverse with approximately a third of pupils of white British heritage and a further third of Black African or Caribbean origin. The remainder are from a wide variety of backgrounds. Increasing numbers speak English as an additional language, although only a few are at the early stages of learning English. Around seven per cent of pupils have learning difficulties, which is lower than average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory with some very strong elements. Inspectors disagree with the school's own evaluation of good principally because achievement is currently satisfactory. St Chad's is at the heart of the parish community and its mission 'Grow in Love, Live in Peace' is lived out in its everyday life. It is held in high regard by parents. Pupils are very proud of their school and are enthusiastic learners. They are unfailingly polite and their behaviour is exemplary. The headteacher has recently been appointed following a period of uncertainty. She and her enthusiastic new management team, supported by a very able governing body are working very hard to bring about improvement. They are well placed to achieve this as key issues from the last inspection have been addressed. Systems for using assessment data to monitor progress and to set targets for improvement have been under-developed but are now beginning to be used effectively. Children enter the school with skills and understanding which are generally average. They quickly settle into school routines because of the care and nurture in the Foundation classes. They continue to make satisfactory progress because of sound teaching. By the time they move on to secondary school they reach standards that are currently average in English, mathematics and science. This represents a significant drop in standards in 2005 principally because fewer pupils reached higher levels. Although teaching is sound overall some good teaching was seen during the inspection. Teachers have outstanding relationships with their pupils and manage their classes effectively. In some lessons pupils of higher ability are not challenged sufficiently. The curriculum is good and offers pupils a wide range of additional activities.

What the school should do to improve further

* Raise standards in English, mathematics and science back towards their previously high levels. * Ensure that teachers consistently challenge pupils of higher ability to achieve as well as they can. * Develop the use of assessment data to follow pupils' progress and set targets for improvement.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall and they make sound progress as they move through the school. Children enter school with skills and understanding which vary from year to year but are average overall. Increasing numbers of children, however, arrive with speech and language difficulties. They make a sound start to their education in the nursery and reception classes and in most years the great majority meet the goals set for children of that age by the time they enter Year 1. Pupils' satisfactory progress is maintained as they move through the Infants and Juniors because of sound teaching. At the age of seven they reach standards which are broadly average in reading, writing and mathematics. Similarly at the end of Year 6, standards in English, mathematics and science in 2005 were around average. School data suggests similar

outcomes for 2006. This represents a dip from the consistently high levels that had prevailed prior to this year. This fall coincides with the rapid expansion of the school. More pupils have entered the school at various points over the past few years, which has had an impact on overall levels of attainment. In both Infants and Juniors fewer pupils are reaching higher levels than had previously been the case. The school's targets are not challenging for higher ability pupils and some of these pupils could achieve more. The expansion of the school has seen an increase in the number of pupils with learning difficulties and those learning English as an additional language. These pupils generally make as much progress as their peers because of good support from the effective teaching assistants.

Personal development and well-being

Grade: 1

This is a real strength of St Chad's. Pupils take a great deal of pride in their school and enjoy all it has to offer. In lessons they are enthusiastic, fully engaged and always try their best. In class and around the school pupils' behaviour is outstanding. They are well mannered and considerate. Attendance is satisfactory. Pupils are very aware of the importance of living healthily. They eat well and a large number take part in the many physical after school activities on offer. Their adoption of safe practices is very much in evidence as they move around the school quietly and sensibly, particularly in the period of upheaval caused by building works. Pupils are encouraged to think of others less fortunate than themselves as demonstrated by the amazing contribution to the Asian tsunami appeal. Nearer to home they are heavily involved in the activities of the parish, for example when they sing to local elderly residents. Pupils are open and honest in expressing their ideas through the school council, for example, and know that their views are valued. In response to the Christian ethos of the school, pupils' spiritual development is very strong. They have many opportunities for reflection and prayer and also embrace and celebrate the widening cultural diversity in the school. Both these aspects were encapsulated when, in an assembly, pupils sang a Zulu translation of the hymn 'Thy will be done'.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall, with several good aspects. In all lessons, teachers manage their classes well and relationships are very good. As a result, pupils behave extremely well, are fully engaged and strive to do their best. Teachers make the purpose of lessons clear and make good links with previous work. Consequently, pupils are well aware of what they are learning and how it builds on their previous learning. Pupils are keen to contribute their ideas to class discussions but in a few lessons teachers talk for too long and pupils are not given enough opportunities to discuss their ideas. Where teaching is particularly effective teachers help pupils of all abilities to develop their thinking skills through questions and activities matched to their needs.

In a Year 3 mathematics lesson, for example, all pupils were fully engrossed in learning about fractions because of the clear explanations and the very good use of aids. This ensured that they all understood the work and were able to make progress. In a few lessons, some pupils are not provided with an appropriate challenge. In these lessons, information about pupils' attainment is not used well enough to make sure that brighter pupils are extended. Teachers mark pupils' work conscientiously and often give good guidance on what they need to do to improve.

Curriculum and other activities

Grade: 2

The curriculum at St Chad's is good. Careful planning ensures that activities build on pupils' prior experiences. Links made across a number of subjects help pupils to extend their knowledge and understanding. Information and communications technology (ICT) is now used much more effectively to support learning than it was at the last inspection. Provision for basic skills is sound and staff provide additional daily support for some pupils' learning during lunchtime, especially in reading. Support for pupils with additional learning needs is well organised but some targets for these pupils are too vague and progress cannot be easily measured. The provision for pupils' personal development is especially successful. This helps all pupils to develop self-confidence and to be aware of the needs of others. Pupils also benefit from a wide range of activities which enrich and enhance the curriculum. There is a high take up of extra-curricular clubs with pupils participating with considerable interest and enjoyment. Pupils also have very good opportunities to learn from the varied programme of visits and visitors.

Care, guidance and support

Grade: 2

Inspectors agree with parents that S. Chad's provides very good care and guidance for their children. All arrangements for child protection are in place. Staff have been well trained and are fully aware of their responsibilities in this area. Relationships in the school are excellent and pupils know to whom they may turn if in difficulty or distress. There is a strong commitment to promoting healthy eating and school dinners are well cooked and offer pupils a sensible choice. Vulnerable children are well supported in the school, which draws on the support and advice of a range of outside agencies when required. This support is extended to the pupils' families through the close links with the parish community. The school tracks the academic achievement of all pupils but targets for more able pupils need to be more challenging.

Leadership and management

Grade: 3

Leadership and management is satisfactory overall with some strong elements. Inspectors are not able to agree with the school's own assessment that leadership is good because pupils' achievement is currently only satisfactory. The headteacher has

been recently appointed after a period of uncertainty following the long term illness of her predecessor. She has established a strong and enthusiastic leadership team who are clear about the strengths and weaknesses of the school. The knowledgeable and supportive governing body offer an appropriate balance of support and challenge. The school has strong potential to improve. Issues from the last inspection have been addressed and school leaders and governors are well aware of what needs to be done in order to bring about improvement. The leadership team and governors have a clear vision based on a positive Catholic ethos which is committed to providing a high quality of care and nurture. The success of this commitment is reflected in the outstanding personal development of the children. This has been a challenging period for leaders and governors during which the school population has almost doubled and major building work is still being completed. The expansion of the school has coincided with a marked dip in standards. The school is well aware of this and has already put in place measures in mathematics, for example, which have brought about improvements in this area. Current systems for monitoring have provided useful support and advice for staff but need to be more rigorous and involve key middle managers to be fully effective. Similarly, the school has gathered a lot of assessment data on pupils as they move through the school. This now needs to be used to track achievement and set challenging targets for improvement.

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Inspection judgements

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

Overall effectiveness

| | | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 3 | NA |
| The effectiveness of the school's self-evaluation | 3 | 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

| | | |
|--|---|----|
| How well do learners achieve? | 3 | NA |
| The standards ¹ reached by learners | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress | 3 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 3 | 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 | 1 | 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 | 3 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 2 | NA |

¹ 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

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 3 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 | 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 |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| 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 |
| The extent to which providers ensure that learners stay safe | |
| 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 |
| The extent to which learners make a positive contribution | |
| 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 |
| The extent to which schools enable learners to achieve economic well-being | |
| 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

I am writing to thank you all for making us so welcome when we visited the school recently. We really enjoyed our time at St Chad's and you all helped the inspection by being so friendly and helpful. I thought you would like to know what we found out.

You are all proud of your school and enjoy your learning very much. We were very impressed by your excellent behaviour and enthusiasm for all the things you do at school. You should be very proud of yourselves. St. Chad's is very safe place to be and adults look after you well. Teachers work hard to make lessons interesting. You are also very lucky to have such a lot of extra activities to do. Your teachers help you to settle down well when you arrive in the nursery or when you join the school later. You build on your reading, writing and number skills as you move through the school. By the time you move on to secondary school you are reaching average levels in English, maths and science. We do feel that some of you could be doing even better by reaching higher levels. We have asked your teachers to help you to do this by giving you harder work in some lessons and to set you targets which help you to get there.

The school has had a lot of changes recently. It has grown a lot and you have had a lot of building work to put up with. Your new headteacher is helped well by all the staff and governors. They are working hard to make the school even better so that all of you do as well as you can.