



# St Mary's RC Primary School

## Inspection Report

**Unique Reference Number** 102036  
**LEA** Enfield LEA  
**Inspection number** 276641  
**Inspection dates** 18 October 2005 to 19 October 2005  
**Reporting inspector** Alan Frith AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Durants Road
<b>School category</b>	Voluntary aided		Ponders End
<b>Age range of pupils</b>	3 to 11		Enfield EN3 7DE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02088042396
<b>Number on roll</b>	342	<b>Fax number</b>	02088058847
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Eileen Carberry
<b>Date of previous inspection</b>	13 November 2000	<b>Headteacher</b>	Ms Maeve Creed

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 18 October 2005 - 19 October 2005	<b>Inspection number</b> 276641
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## Introduction

The inspection was carried out by 3 additional inspectors. Two were in school for two days and the third for one day.

## Description of the school

The school is larger than average and the roll is rising. The majority of families are members of the local parish and the school aims to create and maintain a Catholic ethos. The pupil population is more stable than in most schools. The percentage of pupils known to be eligible for free school meals is about half the national figure, but local levels of deprivation are broadly similar to the national average. When children start at the school, their ability levels are broadly average. Over half are from a minority ethnic background, which is much higher than the national average. Nearly one in five speaks a language other than English, which is over twice the national average in schools. The proportion of pupils with learning difficulties or a statement of special educational needs is well below average.

## 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 its own performance very accurately. This is a good school, which plans well for further improvement. It provides a sensitive and caring environment in which all pupils are well supported. Standards are above average and this represents good progress by all groups of pupils. The school has several strengths, one of which is the very good leadership by the head teacher. She has a strong vision and a confident belief in the capability of every child. The school develops children's respect for the many different cultures represented in the local community very well. Children benefit from a very good range of visits and excursions. The school is aware of areas of weakness and has plans to improve them. They do not track children's progress precisely enough and some children do less well in writing than in mathematics and science. The quality of work and standards in the Foundation Stage is satisfactory overall. Whilst it is sometimes good, the children in one class do not achieve as well as they should and the school is working to improve this. The head teacher's clear vision for the future of the school enables all staff to work systematically, yet creatively, to achieve it. Improvement over the last few years has been good. The school is well managed and provides good value for money.

### What the school should do to improve further

The school should: \* Improve its procedures for tracking pupils' progress so that it can see how well each child achieves and identify underachievement. \* Improve the standards of pupils' writing so that it matches their achievements in other areas of the curriculum.

## Achievement and standards

### Grade: 2

Achievement is good because expectations are high and attitudes are good. When challenging targets are set, most pupils achieve them. Standards in mathematics and science by the ages of seven and eleven are high in comparison with other schools and were particularly high in 2004. Standards in English are not as high, but still above average. This is because standards of writing are lower overall. However, this still represents good progress because a relatively high proportion of pupils speak English as an additional language. Overall the youngest children make satisfactory progress. In the Foundation stage the quality of work is less good in one of the classes and some of the children do not do as well as they should. The school is providing support and this slow start is more than made up for in the rest of the school where there is greater consistency between each class. As a result of this consistency, progress in the rest of the school is good and most children meet their learning goals. There is no significant difference in achievement or standards between boys and girls. Children with learning difficulties and those who speak English as an additional language achieve well in Years 1 to 6. This is because of the well planned and effective support they receive. Booster classes in English and mathematics for children who need them in Year 6 are

successful in developing basic numeracy and literacy skills. The potential of the most able children is recognised by teachers, but the school has not developed a structured approach to supporting them.

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

### **Grade: 2**

Pupils' personal development and well-being are good, contributing well to the calm and orderly atmosphere. This fosters good spiritual development, encourages positive personal qualities and underpins good achievement. Pupils are eager to learn. The overwhelming majority of children relate well to one another and learn the importance of politeness and respect. Their social, emotional and moral development is good. Opportunities to take responsibility in school are satisfactory and developing, for example by means of the school council. Attendance is above average and unauthorised absence is low. Behaviour is good. A small minority lacks self-discipline and behaves too boisterously in the playground when supervision is reduced. In spite of this, pupils feel safe and they know that the school will provide support when they need it. The school provides very well for the pupils' cultural development. Their celebration of Black History Month is thoughtful and involves pupils in independent research and art work. Good opportunities to contribute to the local community include strong links with the local parish. Effective development of basic skills provides a good foundation for pupils' personal and academic development in the future. Eating fruit, which the school makes freely available, is one of the ways in which pupils learn to make healthy choices. Older pupils learn about the importance of a balanced diet and all pupils benefit from physical exercise.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good because the children are ably supported in their learning. Thorough and well planned approaches to the teaching of basic skills in English and mathematics ensure that the children learn well and make good progress. Teachers make termly assessments in English, mathematics and science, checking on progress and gaining a good understanding of what the children need to learn next. Most children know their targets and work hard to succeed, but the school's use of assessments to find children who are not doing as well as they can is still limited. The school involves parents and carers well, maintaining close contact with homes through regular reports and newsletters. As a result, parents are able to support the work of the teachers and this is one of the reasons pupils make good progress. Displays in classrooms and corridors include children's work. They are of high quality and inspire continued achievement. Computer skills are well taught, especially when lessons are in the computer suite. The school meets the needs of children requiring extra learning support, including those who speak English as an additional language, effectively. Staff identify their needs promptly and provide good support so they make good progress. Teaching

is well matched to the needs of most pupils. Teaching in the Foundation Stage is satisfactory overall and the school is well aware of the improvements that need to be made. The coordinator of the Foundation Stage monitors this accurately and is taking action to secure improvement so that all children are provided with stimulating activities.

## **Curriculum and other activities**

### **Grade: 2**

The school plans learning programmes well and provides a broad, well balanced curriculum which raises children's aspirations. Pupils do well because learning is well planned and lessons are varied. They enjoy learning because the activities stimulate their interest and provide opportunities for creative and thoughtful work. Lessons are planned so they cover essential life skills such as how to stay safe, eat healthily and enjoy physical exercise. The school has broadened its range of after-school activities since the last inspection. They now include dance, drama, choir, French and ICT as well as sport. More is provided for children in the older classes than for younger children. The number of well planned visits and excursions is a particular strength of the school's provision. An enthusiastically anticipated residential visit is offered to all Year 6 children. The school's curriculum planning uses a wide range of resources to meet the requirements of the National Curriculum. Visiting music teachers provide instrumental tuition and the school arranges good opportunities for children to perform.

## **Care, guidance and support**

### **Grade: 2**

The school provides a good level of care, guidance and support. Staff are committed to ensuring that pupils learn and grow in a safe and caring environment. This enables children to fulfil their potential in nearly all areas. Systems for identifying and protecting children at risk are good. Pupils have trusting relationships with adults and have someone to turn to if they have difficulties. One pupil said, "There's always someone there to help us." All areas of the school are accessible to people with disabilities. The school makes sure that pupils with a variety of needs, including those with statements or emotional needs, are well looked after. The school is starting to develop systems for comparing the level pupils reach with their potential. These tracking procedures are satisfactory at present. Managers have collected a good amount of data, but do not yet make full use of it to provide support for pupils who need it. Parents receive good information about their children's progress and ways in which they can support their children.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. The leadership of the head teacher is a particular strength. She has established a vision for the school, based on high achievement by pupils and a strong commitment to the Catholic ethos. Combined with strong

management systems and an expectation that all staff will perform to the highest standards, this provides a good foundation for continued improvement. In spite of unexpected staff changes at senior level, the head teacher and governors have been successful in sustaining the school's level of confidence and guaranteeing continued improvement. The school has wisely chosen to invest time and money in the promotion of leadership skills among its subject leaders. This encourages them to think creatively about what needs to be done and influence the pace of change. Governors have good knowledge of the school's strengths and weaknesses, gained through personal links with children and links with subject areas. They provide strong support for the head teacher, as well as challenge, when appropriate. The head and governors deal well with budget planning and provide good value for money throughout the school. The quality and effectiveness of self-evaluation is good and the majority of parents and carers feel that their views are taken into account. The school has a good record of establishing priorities for improvement and had already identified and started to deal with the ones found in this inspection.

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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?	2	NA
The quality and standards in foundation stage	3	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>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	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	2	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 for the warm and polite welcome you gave us when we visited your school recently.

St Mary's is a good school, which teaches you effectively and enables you to learn well. You told us that you enjoy going to school and we can easily see why that is the case. We admired the work you do in several subjects and we particularly liked the colourful and inspiring wall displays in the classrooms and corridors. The school is very well led by the head teacher and, together with your other teachers, you have all created a positive atmosphere for learning. We are impressed with the work you do to celebrate the different cultures of the world, many of which are present in your local community. You benefit from the very good variety of visits and excursions the school arranges for you.

There are two things we have asked the school to do to help you learn even better. Your results in writing are not as good as they are in other subjects and the school should find ways to improve this. The school should also make more use of the tests you do so that it can find out if any of you are not doing as well as you should. We send you our best wishes for continued success.

Your sincerely

Alan Frith

Lead Inspector