



St Bernadette RC Primary School

Inspection Report

Unique Reference Number 102423
LEA Hillingdon LEA
Inspection number 276715
Inspection dates 11 October 2005 to 12 October 2005
Reporting inspector Keith Sadler AI

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

Type of school	Primary	School address	160 Long Lane
School category	Voluntary aided		Hillingdon
Age range of pupils	3 to 11		Uxbridge, Middlesex UB10 0EH
Gender of pupils	Mixed	Telephone number	01895232298
Number on roll	429	Fax number	01895230086
Appropriate authority	The governing body	Chair of governors	Mr M F J Simpson
Date of previous inspection	16 January 2001	Headteacher	Mrs Catherine Moss

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Introduction

The inspection was carried out by three additional inspectors. There was a Section 48 (Denominational Inspection) running concurrently with this inspection.

Description of the school

St Bernadette is a large primary school in Hillingdon with 429 pupils on roll including 49 part-time children in the nursery. The proportion of pupils eligible for free schools meals is below the national average. An increasing number of pupils are from minority ethnic backgrounds though the large majority are White British pupils. 10 per cent of the pupils have learning difficulties or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is an effective school. Pupils make good progress, attain standards that are significantly above average and love their school. There is an outstandingly caring and supportive atmosphere, stemming from the school's Christian values, in which the pupils thrive. Children get off to a good start in the nursery class and this is built on very successfully in the reception class. Provision in the Foundation stage is good with children learning and achieving well. The quality of teaching and learning is good overall. By the time that they leave the school, standards are high in English, mathematics and science. However, there is a need to extend the arrangements for providing pupils with clear targets for improvement in science. Parents are overwhelmingly supportive of the school. In particular they say that their children enjoy school, are well cared for and that the school is well led and managed. Inspectors agree with these views. Leadership and management are good. There has been good improvement since the last inspection and there is significant capacity to improve further. The head teacher's leadership is very good and she is supported well by the deputy head and senior management team and staff. Governors, too, play a positive role in the school's success. Inspectors agree with the school's evaluations of its provision and performance. The school checks its work well through thoroughly monitoring and evaluating teaching and learning and its impact on pupils' progress. The school offers good value for money.

What the school should do to improve further

The school is aware that it needs to: * Develop more effective ways to assess and record pupils' progress in subjects other than English, mathematics and science; * Extend the good arrangements for providing each pupil with clear targets for improvement in English and mathematics to include science throughout the school.

Achievement and standards

Grade: 2

The school has gone through a sustained period of rising standards. National data and inspection evidence shows that standards are high. When children enter the school they have the skills and knowledge typical of three-year-olds. Due to the good provision, the children in the Foundation Stage have settled very quickly. They already feel safe and happy and are achieving well. Pupils get off to a good start in Year 1 and this is maintained through Year 2. In the national tests for seven-year-olds, results have been well above average for the past four years. Pupils make good progress because the quality of teaching and learning is good. Good progress is maintained throughout the junior years. By the end of Year 6, standards attained in national tests have been consistently high in English and mathematics for many years. In science standards have been above the national average through to 2004. The 2005 results indicate that standards have improved from those of previous years. The school has been successful in meeting its priority of increasing the proportion of pupils that gain

higher levels. The school is deeply committed to ensuring that all its pupils achieve well. The needs of all groups of pupils are well catered for and each group makes good progress.

Personal development and well-being

Grade: 1

The school judges the pupils' personal development and well-being to be good, however the inspection team found a harmonious and hard working community where the quality of relationships, behaviour and the pupils' all round development are outstanding. Pupils' excellent spiritual, moral and social development is very well supported by the Catholic values promoted in the school. Pupils are rightly very proud of their school and they show great consideration for one another. They feel safe and are confident that they can approach friends and teachers for help and support. The pupils' behaviour and their attitude to learning are excellent. This is evident from their enjoyment of school and also the continuing improvement in attendance. The last validated figures for attendance were in line with national average though there has been a significant improvement in the last school year. The pupils are excited by learning and enjoy lessons.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Expectations are high and the children work hard to meet the challenges they are set. Teachers question pupils well and they successfully inculcate an enthusiasm and enjoyment for learning. Work is well-matched to the learning needs of all groups of pupils. In addition, staff manage pupils outstandingly well which results in very good purposeful relationships and excellent behaviour. This was particularly evident in an outstanding Year 6 English lesson, where the children's interest and engagement in the study of the book, 'Tom's Midnight Garden' resulted in a thorough understanding of the text and written work of an exceptionally high standard. Teachers have a clear understanding of what the pupils need to learn next in order for them to make progress. Class-based and year group assessments inform future planning well in English mathematics and science. There is a need to ensure that teachers' assessments of pupils' progress in all other subjects are recorded and used to inform future teaching and learning. Teaching and learning in the Foundation stage is good. The work is planned thoroughly and is interesting and challenging. Here too, staff have high expectations of the children.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. There is a good coverage of all required subjects and care has been taken to ensure the development of skills. The school is imaginative

and creative in the way lessons are timetabled. Good consideration is given to making sure that all pupils take part in the full range of curricular activities. The school's curricular programme is supplemented well by school visits which helps to enhance learning. It also heightens the pupils' understanding of particular subjects and increases their enjoyment of school life. There is a good range of extra-curricular sporting activities available mainly to the Y5 and Y6 children. These are well-attended, though the pupils would like there to be more on offer, particularly for younger year groups. Provision for musical instrument tuition is good. A wide range of instruments are available and the children are given frequent opportunities to perform.

Care, guidance and support

Grade: 2

The school ensures that learners feel safe and secure and are valued. Health and safety and child protection procedures are good. Pupils have great confidence in the staff and they enjoy all aspects of school life. The arrangements for pupils with special educational needs and those learning English as an additional language are good. The school is rightly planning to make more use of the data gained from assessments of achievements in order to provide cohesive and challenging targets for improvement. Whilst older pupils are clear about their progress and attainment, particularly in English and mathematics, this is not the case with other pupils in the rest of the school. Pupils are taught well how to take care of themselves and how to make healthy and safe choices. The cooked school meals are nutritious and attractively presented. An excellent range of sports and games is arranged for lunchtime.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher leads the school very well and she has steered the school successfully through a period of improvement since the last inspection. The headteacher is focussed and determined to ensure that the school provides well for all pupils both in terms of their academic achievement and personal development. She creates a positive and vibrant atmosphere in which the staff work closely as a team to support both each other and the pupils. The headteacher is ably supported by the deputy head and the senior management team. This group is pivotal to the school's leadership and is very effective. They constantly review curricular and management structures to seek further improvements. Monitoring and evaluation processes are good and provide a useful picture of the full school's provision and standards. Information is used well to pin-point future priorities. However, these processes would be enhanced by developing a more systematic approach to monitoring and also by involving governors more directly in the evaluation of development priorities. Governance is good. The governors are an active body who support and challenge the school well and ensure that the school meets all legal requirements.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	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

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	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	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	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

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

We really enjoyed visiting your school. We can understand why you like it so much. We all enjoyed talking with you and your teachers and watching you learn. We checked out many things about your school and this is what we found:

* Yours is a good school.* Your head teacher is very good and she makes sure that you learn well. She also ensures that everyone is safe and the staff work really well together. * You enjoy going to school because your lessons are good and challenging.* Your behaviour is excellent and you work together very well. You support each other very well and you are very caring.* We think that all the adults in the school do an excellent job. Your teachers are talented and throughout the school, lessons are good and some are outstanding. * There is a good range of interesting activities for you to do in school, and we think you have lots of really good games and equipment to use at lunchtime. We know you appreciate this and it helps to make school life more interesting for you.

We have two things that we think that the school needs to work on in particular. First, the teachers need to make sure that you all know what your targets are for English, mathematics and science. Second, the staff need to make sure that they check and keep a record of your work in all the other subjects.