



# Our Lady and St John's RC Primary School

## Inspection Report

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**Unique Reference Number** 102526  
**Local Authority** Hounslow  
**Inspection number** 276729  
**Inspection dates** 13–14 February 2007  
**Reporting inspector** Christopher Schenk HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Boston Park Road
<b>School category</b>	Voluntary aided		Brentford
<b>Age range of pupils</b>	3–11		TW8 9JF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8560 7477
<b>Number on roll (school)</b>	224	<b>Fax number</b>	020 8568 8806
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Andrew Donovan (Acting)
		<b>Headteacher</b>	Mrs G Morland
<b>Date of previous school inspection</b>	27 March 2000		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	13–14 February 2007	276729

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

Our Lady and St John's is a Voluntary Aided Roman Catholic primary school of average size. About half its pupils come from minority ethnic groups and just over a quarter speak English as an additional language, with around 10% still at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is below average, at about half the national figure. The proportion of pupils identified as having learning difficulties or disabilities is also a little below average. An inspection of the religious character of the school under Section 48 of the Education Act 2005, took place at the same time as this inspection.

## 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 a good school in which pupils achieve well, as a result of their positive attitudes to learning, good academic guidance and the sound and thorough teaching they receive. Pupils behave well, respecting each other and their teachers, and attendance is high. Their personal development is good and they are given increasing opportunities to develop independence and maturity.

The teaching is satisfactory with some good features. Lessons are carefully planned and teachers take some account of the range of attainments among the pupils in their class. Although higher attaining pupils make good progress, they are often not given sufficient challenge. There is an appropriate emphasis on literacy and numeracy and there are good structures in place to assess and track the pupils' progress in these key skills. However, there are not enough opportunities for pupils to apply their literacy and numeracy skills through work in other subjects. The school is aware of the need to give greater emphasis to other subjects and to develop stronger links between them.

Pupils know how to stay safe and are well cared for by all the adults in the school. They know what their targets are in literacy and numeracy and are given clear guidance on how to achieve them. Pupils with learning difficulties and disabilities are given appropriate support, which enables them to make good progress. There is also satisfactory support for the growing number of pupils who come to the school with limited English, but the differences between the needs of these two groups of pupils is not always sufficiently appreciated.

The school knows its strengths and weaknesses and has demonstrated its capacity to improve. Recently, school leaders identified a weakness in the progress that pupils were making in their writing skills. With support from the local authority, the senior leadership team and the literacy co-ordinator have successfully brought about improvements that were apparent in last year's test results. Similarly, some variation in the progress being made in the Foundation Stage was identified, with progress in the Nursery better than in Reception. Again, improvements have been made and the quality and standards throughout the Foundation Stage are now good. The school communicates with parents in a variety of ways, but does not seek their views sufficiently. As a result, although most parents express satisfaction with the school, a significant minority do not feel that their views are being heard.

### What the school should do to improve further

- Give higher attaining pupils more challenging things to do.
- Develop a greater range of interesting things to learn about, making stronger links between subjects.
- Seek the views of parents so that they can all play a full part in the life of the school.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and standards are above average. When children first come to the school in Nursery or Reception their knowledge and skills vary, but overall they are in line with what would normally be expected for their age. They make good progress in the Foundation Stage and in Key Stage 1 and by the end of Year 2 they attain standards that are above average in mathematics, reading and writing. Last year's results show a distinct improvement in writing, although, as the school is aware, the proportion of pupils reaching the higher level is still too low. The pupils' progress is sustained in Key Stage 2 and by the end of Year 6 they attain above average standards in English, mathematics and science. In 2006, the test results in English showed a clear improvement from the previous year, largely as a result of better progress in writing. There is no significant variation between the rates of progress made by different groups. In particular, pupils with learning difficulties and disabilities make the same good progress as the rest of the school.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils behave well, have positive attitudes to work and show concern for the welfare of others. They appreciate each other's achievements. The strong ethos of the school, and the many responsibilities that pupils are given, have a beneficial effect on their good spiritual, moral and social development. They have a good knowledge of cultures other than their own and appreciate the need to respect the beliefs of others. Pupils enjoy their time at school and talk enthusiastically about the range of clubs and activities available to them. The choir regularly contributes to church services. Attendance is good and there are effective systems in place to discourage absence.

Pupils of all ages have an active voice in shaping the school's direction through their school council. They have suggested improvements which have been taken up by the school, in particular by developing the playground. One council member said, 'Our teachers listen to our concerns'; another pupil said, 'The pupils and staff come up together with new ideas to improve the school.' Pupils know about the importance of exercise and eating sensibly in order to maintain a healthy lifestyle, although they are not given enough encouragement and guidance to make healthy choices at lunch-time.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The teaching is sound, thorough and carefully planned. Teachers know what they want their pupils to learn, and communicate their learning intentions clearly so that pupils are able to play a part in assessing how much they have learnt. In particular, pupils in

Years 5 and 6 are developing their ability to assess their own and each other's work, and this helps them to understand what they need to do in order to improve further. Lessons are planned according to a common format that requires teachers to identify five attainment groups within the class. These groups are not always given different tasks, although extra support is planned for lower attaining pupils. The tasks given to higher attaining pupils are often not challenging enough.

Teaching assistants give valuable support. Because good use is made of paired discussions, the teaching assistants are able to make a contribution to whole class sessions, though this contribution could with benefit be developed further. Homework is regularly set following a school policy; the policy is now in need of review, in consultation with parents. Marking is regular and helpful, making suggestions for improvement as well as giving encouragement.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets requirements and gives due emphasis to literacy and numeracy. The school uses a range of intervention programmes for pupils who are not making sufficient progress. However, there has not been enough development of activities and programmes for gifted and talented pupils. Some links are planned between subjects, but these links need to be extended. Pupils do not have enough opportunities to apply and develop their literacy, numeracy and computer skills in interesting contexts arising in other subjects. More frequent opportunities would enable subjects other than English and mathematics to be given greater emphasis without jeopardising the pupils' progress in their key skills. The partnership with the local School Sports Co-ordinator Programme adds a valuable dimension to the physical education curriculum. There are several extra-curricular clubs which include sporting and musical activities, and instrumental tuition is available. Visitors and visits make a contribution to pupils' learning and enjoyment, but they now need to be more carefully planned, and more frequent, to add further interest and excitement to the curriculum.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school places a high priority on providing care. Nearly all the parents who responded to the parental questionnaire agreed that their children are safe and well cared for at school. One parent commented, 'The approach of the teachers is genuinely caring and balanced, which is reassuring to us as parents.' Health and safety procedures are effective and are reviewed regularly. Child protection procedures are good. The school's links with external agencies help to promote the welfare of the pupils.

Academic guidance is good. Pupils know their targets in literacy and numeracy, which are shared with parents at parents' evenings. There is good support for pupils with learning difficulties and disabilities. There is also some support from a visiting teacher for pupils who speak English as an additional language. The support that is given to these pupils by the teachers within the school is in need of further development.

## Leadership and management

### Grade: 2

Leadership and management are good in most respects, although there is a weakness in the lack of consultation that has taken place with parents. The headteacher and deputy head work well together, making good use of their complementary skills. Together with other senior leaders, they show a commitment to identifying weaknesses and bringing about improvement. There is a regular programme of monitoring and evaluation of teaching that leads to effective development of the teacher's individual skills. In particular, newly qualified teachers appreciate the frequent observations that have been made of their lessons and the consequent help and support they have been given. A climate has been created among staff of cohesion, collaboration and a willingness to ask each other for help.

The school communicates frequently with parents in a variety of ways. During the inspection there was a parents' evening which had 94% attendance and alternative appointments were offered to the small number of parents who were unable to attend. The majority of parents who responded to the parental questionnaire, sent out as part of the inspection, were positive about all aspects of the school. However, a significant minority of nearly 30% felt that the school does not seek their views or take account of their suggestions. The school has not carried out its own survey of parental opinion, though school leaders are aware that there are some contentious issues and accept the need to consult with parents about them.

There have recently been a number of new governors and there is currently no substantive chair. The governing body continues to fulfil its statutory duties but acknowledges the need to develop its role as the new governors gain in experience.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for your welcome when we visited your school recently. We were impressed by your good manners, your respect for each other and your positive attitudes to learning. We think you go to a good school that is helping you to get on well and is on the look out for ways to make things better. As one of you said to us, 'The pupils and staff come up together with new ideas to improve the school.' We are pleased that recently you have got quite a lot better in your writing. You know your targets in literacy and numeracy and your teachers help you to understand what you need to do to improve.

Before we left we talked to your headteacher and other senior teachers and suggested three things that the school needs to do now to get even better.

The first is that those of you who are doing well need to be given some more challenging things to do, to make you think and work really hard.

The second is that all of you will benefit from having a more interesting range of things to learn about, and from being given more chances to use your literacy, numeracy and computer skills in other subjects.

The third is that the school should ask your parents what they think, and work with them to get them all involved in the life of the school.

You can help the school to make these improvements by continuing to behave well and work hard.

Best wishes

Christopher Schenk  
Her Majesty's Inspector of Schools