

# Guardian Angels Roman Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	100945
<b>Local Authority</b>	Tower Hamlets
<b>Inspection number</b>	285928
<b>Inspection dates</b>	23–24 April 2007
<b>Reporting inspector</b>	Nick Butt

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sir Michael Wakeford OBE
<b>Headteacher</b>	Mrs Elizabeth Worrell-Jude
<b>Date of previous school inspection</b>	30 April 2001
<b>School address</b>	Whitman Road London E3 4RB
<b>Telephone number</b>	020 8980 3939
<b>Fax number</b>	020 8983 4210

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This small school draws pupils from a wide inner city area that has large elements of social disadvantage. More than half the pupils are eligible for free school meals, which is high. Almost two thirds of pupils come from a wide range of minority ethnic backgrounds, the largest group being Caribbean. A high proportion of pupils speak English as an additional language. The number of pupils with learning difficulties and disabilities is above average. Many more pupils than usual join and leave the school outside normal times.

## 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 with many strengths, including an outstanding Foundation Stage and pastoral care. The headteacher has a passion for education, which gives the school strong leadership and a clear direction. Pupils achieve well from their starting points, although progress is better in the Foundation Stage and in Years 3 to 6 than in Years 1 and 2 where standards are average in reading, writing and mathematics. Pupils attain above average standards by the end of Year 6. Teaching is satisfactory overall in Years 1 to 6 following several changes of staff, but improving rapidly as the more inexperienced staff receive good support from leaders. In some cases planning is not sharp enough to fully meet the needs of the more able pupils. In the Foundation Stage, children get off to an excellent start and have many high quality experiences to explore the world about them. This helps them to become independent more quickly.

Pupils enjoy school and have positive attitudes to learning. They are polite and considerate of one another. They have a good understanding of living a healthy lifestyle and feel safe and free from bullying. They know adults they can turn to with a problem. One child commented, 'We're like a big family in this school.' The school has a distinctive caring ethos and pupils are closely involved in parish activities. Attendance is satisfactory and the school works hard to make parents aware of its importance. Pupils are well prepared for the next stage of their education, especially through the innovative use of specialist subject teachers in Year 6. The curriculum is good and structured carefully to be relevant to pupils, including those who are learning English as an additional language. Pupils enjoy going on residential visits and benefit from a wide range of visitors to school. There are plenty of clubs and other activities for them to experience.

The care, guidance and support offered to pupils are good, with exceptional pastoral care. There are very effective structures in place to safeguard them and meet their needs, so that all pupils can achieve well. The leadership team has formed an accurate view of the school's strengths and weaknesses through regular and careful monitoring. This has led to effective strategic plans that help the school to move forward. Robust targets are set for individual pupils and tracked closely. Teachers are held to account for the progress the pupils make. This emphasis on standards and achievement is the reason why the vast majority of pupils attain expected levels by the time they leave the school and means the school is well placed to continue to improve further.

### What the school should do to improve further

- Raise standards and achievement in Years 1 and 2 in reading, writing and mathematics.
- Improve teaching so that it is consistently good in all classes and the needs of the more able pupils are fully met.

## Achievement and standards

### Grade: 2

Pupils achieve well and standards are above average. Children enter the Reception class with skills and abilities below those expected, but make very rapid progress in their first year of school because of outstanding provision. They enter Year 1 meeting the early learning goals expected of them. In Years 1 and 2 pupils make satisfactory progress, but this could be better if planning was sharper and challenged more able pupils sufficiently. Progress accelerates in

Year 3 as a result of consistently good teaching. Pupils also achieve very well in Year 6, so that by the time they leave the school the vast majority of them are attaining the nationally expected levels or better. Pupils with learning difficulties and disabilities make good progress because of the effective support they receive. The school caters well for pupils who speak English as an additional language so that they achieve well too.

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

### **Grade: 2**

Pupils' personal development and well-being and their spiritual, moral, social and cultural development are good. The school's distinctive Christian ethos gives pupils a strong sense of respect for themselves and others. They celebrate one another's different cultures and enjoy sharing assemblies with pupils from a local multi-faith primary school. Pupils are mostly keen to learn, valuing the interesting activities they experience. One said, 'Even though they're really fun it helps us learn a lot.' However, in some classes, where teaching is less stimulating, pupils can lose attention. The school council take their responsibilities seriously, helping to bring about improvements to the cloakrooms and a friendship bench in the playground. A member commented, 'It helps us to be a good role-model to younger children and to our own classmates.' Pupils take plenty of exercise and have a good awareness of keeping healthy, such as through eating sensibly. They know about managing risks and the adverse effects of smoking and some drugs. Pupils get involved in the local community through their strong links with the church. They took a leading role in a lantern procession to promote the Olympic bid. Some pupils ran a mini-marathon to raise money for children with leukaemia. Pupils leave the school confident and well-rounded individuals with standards that are above average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with good elements. Teaching in the Foundation Stage is outstanding because of the high level of expertise and knowledge of the staff and the good relationships they have with the children. This helps them to become enthusiastic, confident and independent learners. Teaching is satisfactory in Years 1 and 2 and in Years 4 and 5. The majority of teachers are inexperienced this year but developing in confidence because of the good support they receive from senior staff. Strengths of the teaching include good questioning that stimulates and motivates pupils and clear explanations so that pupils know exactly what is required of them. Subjects such as art and history are used well to support the development of writing. Year 3 pupils were eager to record factual information because they had taken a very keen interest in learning about schooldays in the 1920's. The teachers manage behaviour effectively. In weaker lessons the pace is too slow and in some cases planning is not sharp enough. Teachers do not expect enough of the pupils, especially those who are more able. Teaching assistants make a significant contribution to the pupils' learning through supporting groups and individuals.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum meets the needs of all learners well, including those who are learning English. The Foundation Stage curriculum is outstanding. A significant strength is the use of well-planned

structured play activities. This allows the children to work together cooperatively, share their learning experiences and have excellent opportunities to learn independently through exploration, enquiry and discovery. The curriculum is satisfactory in Years 1 and 2 but sometimes opportunities are missed to bring lessons to life through planning exciting activities. In Years 3 to 6 the curriculum is well designed to be relevant to pupils. There are good links made between English and other subjects. Specialist teaching in art, design and technology, music and physical education has proved to be very popular and is used well to enhance pupils' learning. This contributes well to their enjoyment of school and their good personal development. The curriculum is well adapted for pupils who have learning difficulties or disabilities. There are good enrichment opportunities and pupils enthusiastically attend the extensive programme of extra-curricular activities and residential trips which are run by the school in addition to that provided by the After School care club.

### **Care, guidance and support**

#### **Grade: 2**

Pupils are especially well cared for through robust procedures for child protection, risk assessments for school visits and particular attention to detail in promoting safety. They receive excellent pastoral guidance from staff, including the learning mentor and home school worker. There are good links with outside agencies in meeting the needs of those pupils with learning difficulties and disabilities. Provision for pupils learning English as an additional language is good. New arrivals have a 'buddy' to show them the ropes, and effective programmes of support are put in place. The academic guidance offered to pupils is satisfactory. They have regular meetings with teachers to discuss their progress and set targets. Marking has improved and positive comments made are supportive, but this is not yet followed through rigorously enough by all staff to ensure that pupils know what to do to improve their work in order to achieve their targets.

### **Leadership and management**

#### **Grade: 2**

Leadership and management are good. The headteacher knows each child as an individual and has built a strong team of leaders who do all they can to ensure that pupils make the progress they should. This is achieved through careful monitoring of the quality of teaching and learning and meticulous tracking of pupils' progress. Where weaknesses are identified a programme of support is put in place without delay and its effectiveness evaluated. The expertise of the staff is used very well to model good practice. This has resulted in teaching improving rapidly this year. As several members of staff are in their first year of teaching, senior staff have to carry most of the responsibility for leading subjects. They monitor their areas of responsibility well and influence their development. This is particularly apparent in art and design and in information and communication technology. The use of specialist teaching in foundation subjects has contributed to pupils' enjoyment of them and to their good achievement. Parents are very happy with the school and speak highly of it. One parent wrote, 'I like the way the school encourages parents to get involved in the education of the children and have enjoyed doing so.' The governing body is well led and has a good knowledge and understanding of the school's performance. Governors have been influential in securing improvements to the fabric of the building. They hold leaders to account well.

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## Annex A

## 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?	2
The quality and standards in the Foundation Stage	1
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	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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>	2
<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.



## Annex A

**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	2
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

3 May 2007

Dear Pupils

Inspection of Guardian Angels Roman Catholic Primary School, Whitman Road, London, E3 4RB

Thank you for making us so welcome at your school. We enjoyed finding out your views and agree with you that it is a good school. Here are some of the things we especially like:

- You make good progress and reach standards that are above average
- The children in the Reception class get off to a flying start
- You look after one another well and your behaviour is good
- You enjoy learning and find your lessons interesting
- The use of different teachers who focus on a particular subject like art means you all get the opportunity to benefit from their expertise
- The school is well led by the headteacher and her team
- You are very well cared for

We think children in the Reception class make outstanding progress and would like to see this carried forward into Years 1 and 2. We know some of you find the work a little easy and have asked your teachers to give you more work that really makes you think. There is good teaching in several classes and we want you to have more of it, so that you all benefit from the best the school can offer. We are glad you meet with your teachers to discuss your work. This is an opportunity for you to say how you think you are doing and what might help you to do even better.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely,

Mr. N. Butt

Lead Inspector.