

# Margaret Roper Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	101797
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	323529
<b>Inspection dates</b>	18–19 June 2009
<b>Reporting inspector</b>	Natalia Power

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	223
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Martin
<b>Headteacher</b>	Mr Dermot Mooney
<b>Date of previous school inspection</b>	11 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Russell Hill Road Purley CR8 2XP
<b>Telephone number</b>	020 8660 0115

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<b>Age group</b>	4–11
<b>Inspection dates</b>	18–19 June 2009
<b>Inspection number</b>	323529

**Fax number**

020 8660 9656

<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 school is slightly smaller than average. The proportion of pupils eligible for free school meals is smaller than average. An average proportion come from minority ethnic backgrounds, with no one group predominating. English is the first language of nearly all pupils. A smaller than average proportion of pupils have learning difficulties and/or disabilities. Of these, pupils with speech, language and communication difficulties form the largest group.

## 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 a good local reputation. One parent commented, 'We value the strong emphasis towards the Catholic faith, learning and discipline.' In this well-ordered community, with its strong moral values, pupils develop outstanding social and personal qualities. They behave extremely well in lessons and around the school, and are exceptionally kind and considerate towards one another. Pupils greatly enjoy learning, and this is reflected in their good attendance. A parent summed up the views of many by commenting, 'All my children have been very happy at the school and have progressed very well, and finished as well-rounded individuals.' The school cares for its pupils well, providing effective support so that pupils from all backgrounds make good progress. Pupils with speech, language and communication difficulties do well at school because they are given good care and support. The school works in effective partnership with a range of external agencies and with local secondary schools to prepare pupils well for the next stage in their education. Pupils' enjoyment of their education is greatly enhanced by the wide range of additional opportunities they are offered, for example to learn music and languages, or to go on residential trips and visits which deepen their understanding of the world around them. Pupils leave school with above average standards from starting points in line with those expected for their age. Good teaching enables pupils to make good progress throughout the school. In the words of one parent, 'Teachers are all so kind and approachable, like an extended family.' They plan lessons well and tailor work effectively to pupils' differing abilities. There are some inconsistencies in the quality of teaching and learning. In a few lessons, teachers do not sufficiently involve all the pupils, and then their interest declines and they make slower progress. The school is starting to address the inconsistencies through closer monitoring and support. Many pupils understand what they need to do to improve the quality of their work and can remember and make use of their literacy and numeracy targets. Others, however, forget their targets, and teachers do not always remind them how to improve the quality of their work. The school recognises that not all pupils understand what they need to do to reach the next level. The headteacher is providing strong leadership with a good focus on raising standards while retaining the school's values and ethos. He is ably supported by a competent senior leadership team and a watchful, supportive and challenging governing body. Leaders and managers know their school well. They have tackled the areas for development identified in the previous inspection, for instance by tracking pupils' progress more effectively and using the information to provide effective specialist support for those who need it. The school has a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Good induction arrangements enable children entering the Reception Year from various local Nurseries to settle quickly and make good progress. Excellent care and welfare arrangements enable the children to develop outstanding personal qualities, and to become friendly, confident and articulate. There is a successful balance between activities that are directed by adults and those that the children choose for themselves. Play activities are clearly structured and purposeful, and adults take every opportunity to develop children's learning and extend their speaking and listening skills. Good teaching of basic literacy and numeracy skills prepares children well for their future learning. Regular assessments enable teachers to meet each child's particular needs. The outside area is rather small, restricting physical activities, but there are plans to extend it to incorporate a garden area to support the study of living things.

## What the school should do to improve further

- Improve the consistency of teaching and learning, particularly by involving pupils more in lessons.
- Ensure through clearer target setting that all pupils understand how to improve the quality of their work.

## Achievement and standards

### Grade: 2

Children enter the Early Years Foundation Stage with communication, language and social skills in line with those expected for their age. They are taught well and make good progress. Pupils' skills improve year after year, and by the end of Year 6 their standards exceed those expected for their age in mathematics and science. Standards are above average in English too, although pupils' results in national assessments have generally not been as good in writing as in reading. The school has put in place measures to raise standards further in writing, and these are improving the writing of current pupils. Pupils capable of reaching the highest levels are provided with challenging work and make good progress. Good support ensures that pupils with speech, language and communication difficulties, and those from minority ethnic backgrounds, make good progress in line with others.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. The strong spiritual ethos is reflected in pupils' excellent behaviour and attitudes to learning. Pupils are extremely polite, friendly and confident. They thoroughly enjoy their lessons and feel very safe and secure in school. This is reflected in their good attendance, and in the way that everyone gets on so well together. One pupil said, 'Everyone has friends and everyone is kind to each other.' Pupils feel that the school is a welcoming place to learn in and, when asked about bullying, one said, 'Not in this school!' Pupils make a major contribution to the school community through the school council, and older pupils enjoy being monitors to support children in younger classes. Pupils have an excellent understanding of the importance of eating healthy food and taking exercise, and make very good use of the many clubs and sporting events on offer. The good progress that pupils make in acquiring basic numeracy and literacy skills, and their excellent personal qualities, prepare them well for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers plan well to meet the needs of all pupils, ensuring that they are able to make good progress. They work in close partnership with teaching assistants, who make an important contribution to the quality of education, especially for pupils with speech, language and communication difficulties. Teachers enjoy good relationships with their classes and, as a result, pupils behave extremely well in lessons and greatly enjoy learning. Teachers' questioning skills help to guide pupils and, in the words of one, 'make it easy for us to understand'. Nevertheless, some inconsistencies remain in the quality of teaching. In the best lessons, learning is brisk, pupils know what they are expected to learn and they develop good speaking and listening

skills by discussing and planning their work together. Some lessons, however, are too teacher-dominated and, in these cases, pupils make slower progress, because they are less sure about their objectives and have less opportunity to discuss and plan their work.

## **Curriculum and other activities**

### **Grade: 2**

The strong focus on basic skills ensures that pupils make good progress, particularly in reading, mathematics, science, and information and communication technology (ICT). The curriculum provides a good breadth of subjects, and pupils appreciate this. One commented, 'A good thing about this school is the variety of lessons.' ICT is used extensively across a range of subjects and this enhances pupils' computer and research skills. Languages are a strength of the curriculum and Year 6 pupils enjoy their Latin lessons, for example. The school provides pupils with a stimulating programme of activities and visits to places of interest to enrich their understanding of other cultures and traditions. The residential trip to the Netherlands, for instance, is particularly enjoyed by pupils, and deepens their understanding of recent history. The school is beginning to develop good links between subjects to make the curriculum more creative and stimulating. However, this is at an early stage, and opportunities to encourage writing on exciting topics are sometimes missed, limiting pupils' fluency in writing.

## **Care, guidance and support**

### **Grade: 2**

Parents have considerable confidence in the care provided for their children. One parent said, 'There is always such a positive and caring feel to the school, and older children genuinely care for the younger ones.' Pupils report that their needs are recognised and that help is always there when required. Child protection procedures are robust. The school works well with outside agencies to support the well-being and development of pupils with speech, language and communication difficulties and those with other learning difficulties and/or disabilities. Support for families when pupils join the school enables them to settle in quickly and happily, and the school also provides good support for pupils moving on to their next school. Pupils have targets for improvement, but sometimes forget them. The school recognises that some pupils need clearer guidance on what they need to do to improve their work, and is working to address this.

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## Leadership and management

### Grade: 2

The headteacher, ably supported by his deputy, has created a happy and successful school based on a strong Catholic ethos which is shared by staff, pupils and parents alike. Pupils appreciate the fact that, in the words of one, 'Mr Mooney will always make time for you.' Leaders and managers know the school well, and their evaluation of its strengths and areas for development is accurate. They have started to monitor and support teaching more effectively to improve its consistency. The school tracks pupils' progress rigorously, using the information to provide effective challenge for higher-attaining pupils, as well as giving help to those who need extra support to succeed. Leaders promote community cohesion well, ensuring that pupils have a good understanding of the world around them, for example through effective links with an underprivileged Peruvian community. Governors know the school well. They are ready to hold it to account and provide effective support.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

02 July 2009

Dear Pupils

Inspection of Margaret Roper Catholic Primary School, Purley, CR8 2XP

It was lovely to meet and talk to so many of you during our recent inspection visit. You are fortunate to go to a good school where Catholic principles are important, and these help you to have a good understanding of right and wrong. You are proud of your school, and recognise that it helps you to grow into polite, friendly young people. You behave really well in lessons and around the school, and enjoy taking responsibility for others. Your school takes you on many trips and visits, helping you to learn about different people and cultures. Those of you who are preparing to go on the school trip to the Netherlands are very enthusiastic about it, and tell us that it makes history and geography come alive for you. Your school gives you many opportunities to acquire new skills, for example to learn a wide range of musical instruments, French and, in Year 6, Latin. All the adults look after you well and make sure that you learn well and make good progress. You listen well in lessons and join in sensibly. If any of you have any difficulties, there is always another pupil or an adult to help. We want you to do even better in your work, so we have asked the adults to make sure that all of you have more chances to join in lessons and share in your own learning. Some of you know how to improve your work and get to the next level, but others of you are not so sure. We have asked the adults to make sure you all know exactly what to do to improve your work. In the meantime you can play your part in helping your school to become even better by continuing to live up to the school's values and working hard. We wish you all the very best for the future.

Yours faithfully

Natalia Power

Lead Inspector