

Guardian Angel Roman Catholic Primary School

Inspection report

| | |
|--------------------------------|--------------------|
| Unique Reference Number | 100945 |
| Local Authority | Tower Hamlets |
| Inspection number | 335628 |
| Inspection dates | 19–20 January 2010 |
| Reporting inspector | Derek Watts |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 205 |
| Appropriate authority | The governing body |
| Chair | Mr Paul Nottage |
| Headteacher | Mrs Elizabeth Worrell-Jude |
| Date of previous school inspection | 3 April 2007 |
| School address | Whitman Road London E3 4RB |
| Telephone number | 020 8980 3939 |
| Fax number | 020 8983 4210 |
| Email address | head@guardianangels.towerhamlets.sch.uk |

| | |
|--------------------------|--------------------|
| Age group | 4–11 |
| Inspection dates | 19–20 January 2010 |
| Inspection number | 335628 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. About two thirds of the inspection time was spent looking at learning. The inspectors visited 15 lessons or part lessons, and observed ten teachers and studied pupils' work. Discussions were held with governors, pupils and staff. The school's policies, teachers' plans and school improvement planning documents were examined. The inspection team analysed 54 questionnaires from parents, and others from pupils and staff.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the factors contributing to pupils' improved performance in Years 1 and 2
- the effectiveness of the action to improve pupils' attainment and progress in mathematics in Years 3 to 6
- pupils' progress in science in Years 3 to 6
- how well teaching meets the needs of pupils, particularly the more able.

Information about the school

Guardian Angel Roman Catholic Primary is a slightly smaller than average primary school. About a third of the pupils are from a White British background and a similar proportion is of Caribbean heritage. The remaining proportion is from a range of other ethnic backgrounds. Nearly half of the pupil population speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The nature of these difficulties lies mainly in the areas of moderate and severe learning. Over a third of pupils are eligible for free school meals and this is above average. There is Early Years Foundation Stage provision for children in Reception. Before- and after-school care is also provided on the site. The school has experienced considerable staffing changes this academic year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Guardian Angels Roman Catholic Primary is a satisfactory school. It has some good features. Care, guidance and support and pupils' personal outcomes are strengths of the school. Pupils thoroughly enjoy learning and the activities provided. Pupils are kind, considerate and relate very well to adults and their peers. Behaviour is consistently good in lessons and around the school. Pupils adopt healthy lifestyles by choosing healthy foods and participating in regular exercise. They make a good contribution to the school and to the wider community, for example by taking on additional responsibilities and raising funds for a variety of national and international charities.

Pupils' progress is satisfactory but uneven because of inconsistencies in teaching. Children enter the Reception with knowledge and skills below those expected for their age. They make satisfactory progress, although assessment is not used consistently to plan and modify provision. Attainment and progress have improved in Years 1 and 2 since the last inspection and good teaching accounts for this. Attainment by the end of Year 6 is broadly average in English and mathematics but below average in science. Data reveals that last year's Year 6 made inadequate progress in mathematics and science. Positive action is being taken to improve provision and to raise pupils' achievement in mathematics. Pupils' progress in mathematics is now satisfactory. However, weaknesses in provision are hampering progress in science. Although there are some signs of better progress, pupils' attainment remains below average because not enough time is devoted to the subject. The sequence in which science units are taught does not aid learning as effectively as it might and topics are not always tackled in sufficient depth or provide pupils' with the opportunity to plan their own investigations..

Teachers establish good relationships with their pupils and manage them well. Lessons have a clear purpose and pupils are keenly interested. In some lessons, assessment information is not used well enough to plan teaching and to match tasks to pupils' abilities and needs. In particular, tasks are not always challenging enough to extend the more able. The pace of learning slows when lesson introductions are too long.

The headteacher with her staff has successfully created a positive and welcoming atmosphere. Parents and carers are pleased with the care and education provided for their children. Self-evaluation is satisfactory and there are suitable plans to improve assessment, teaching and progress in English and mathematics. Senior staff are focused on improving teaching and there are plans to share good practice. The need to improve pupils' performance in science has been identified but this has not received sufficient emphasis in terms of planning, action and monitoring. The school has a satisfactory capacity to improve further.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Improve teaching from satisfactory to good so that pupils make consistently good progress in all classes by:
 - using assessment information more consistently to plan teaching and match tasks to pupils' abilities and needs
 - providing challenging extension work for the more able
 - ensuring learning and lessons proceed at a good pace
 - sharing the good teaching practice more widely across the school.
- Accelerate pupils' progress and improve their attainment in science in Years 3 to 6 by:
 - devising a clear plan of action to improve the quality of the science curriculum and how it is taught
 - monitoring the effectiveness of the actions to improve the curriculum and quality of teaching and their impact on improving pupils' progress and attainment
- Improve provision and children's progress in the Early Years Foundation Stage by:
 - using assessment more effectively to modify teaching and the activities provided.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory and pupils generally enjoy what they do. Assessments and the lessons seen indicate that attainment by the end of Year 2 is above average in reading and writing. Since the last inspection, attainment in reading has improved from below average to above average. Attainment in mathematics has improved from below average to average. Well-focused teaching has led to these improvements.

National test results in Year 6 in 2009 were average in English and below average in mathematics and science. Standards in Year 6 are not as high as the above average levels reported at the last inspection because of inconsistencies in the teaching. Staffing changes and recruitment difficulties mean that teaching is good in some year groups and only satisfactory in others.

Pupils have good opportunities to discuss their work in pairs and in groups. In a good Year 6 English lesson, pupils wrote well balanced accounts, presenting arguments for and against tourists visiting places of outstanding beauty. Their writing was inspired by an interesting film extract and skilful direction and questioning by the teacher.

Positive steps are being taken to raise pupils' achievement in mathematics. In Year 6 pupils are making good progress, for example, in rounding decimals to the nearest whole number or to one or two places as required. They can apply this learning to other situations such as solving money problems. Assessments and pupils' work show that attainment in mathematics is average. In science in Years 3 to 6, the opportunities for

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

pupils to plan and design their own investigations and decide how to present their findings are limited.

Pupils with special educational needs and/or disabilities receive sound support from teaching assistants and make satisfactory gains in their learning. Pupils with English as an additional language make satisfactory progress. Both boys and girls are making satisfactory progress and differences in their attainment are not significantly different from the national picture.

Pupils are developing well spiritually, morally, socially and culturally. They feel safe, well cared for and know how to protect themselves from dangers. Pupils are adequately prepared for their economic well-being; their personal and social skills are well developed as shown by the way they work competently in pairs or groups and they make satisfactory progress in applying literacy and numeracy skills. Attendance levels are broadly average.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teachers create a positive classroom atmosphere and have established high-quality

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

relationships with their pupils. They effectively share the purpose of the lessons so pupils know what they are expected to learn. Pupils have positive attitudes to learning and respond well to their teachers' clear instructions and explanations. Questioning is used well to check pupils' understanding. In the main, teaching assistants are used well to support learning, particularly for those pupils with special educational needs. Teachers use assistants less effectively when there are overly long introductions to lessons. In a number of lessons, teachers spent too long consolidating learning rather than taking advantage of pupils' enthusiasm to move on with the main task where skills could be applied.

The curriculum promotes satisfactory academic progress for pupils and makes a good contribution to their personal outcomes. Clear attention is given to English and mathematics, but the planning of science units is less secure. Pupils do not have enough opportunities to acquire new knowledge and develop scientific skills. Their science experience is patchy and units such as electricity and forces are not covered in sufficient depth. Links between subjects, which add relevance and meaning to learning, are developing. The curriculum is enriched by a wide range of clubs, visits and visitors. These are much enjoyed by the pupils and appreciated by parents. Good quality care, support and guidance are at the heart of the school's ethos and contribute well to pupils' personal development. Parents remarked, 'Staff are always approachable,' and, 'My child feels safe and in good care.' Support for the very few pupils with challenging behaviour is effective. Good support is given to pupils and their families where they have social difficulties. The before- and after-school club runs smoothly and is well organised.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher, with her staff, has created a positive school ethos and has built good partnerships with parents. The leadership team is at a developmental stage with a new acting deputy and recently appointed leaders of English and mathematics. These three senior leaders have settled into their roles well and lead by example in the classroom.

School improvement planning identifies a number of important priorities such as improving teaching and extending the more able. There are also clear plans to improve provision in English and mathematics. However, there is a lack of a sharply focused action plan to show how the underachievement in science will be tackled. Advisory support and staff training for science have been arranged.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Governors are supportive and have a clear understanding of the school's strengths but are not sufficiently informed about those aspects where the school is performing less well. Statutory requirements are met and there are satisfactory procedures to protect and safeguard pupils. Equality is promoted well and discrimination is tackled effectively. Community cohesion is promoted well. The school has good knowledge and understanding of the community it serves and uses this well to positive advantage. Pupils show a good understanding of their own and other faiths. Pupils' involvement in overseas charities promotes cultural development and global cohesion well.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The Early Years Foundation Stage is satisfactorily led and managed. The school has developed good partnerships with its parents and children settle quickly. Adults establish very good relationships with the children. As a result, children feel secure, safe and grow in confidence. They thoroughly enjoy their learning and relate well to their peers. They make good progress in their personal and social development. The teacher and teaching assistant work well in partnership. Children make satisfactory progress in most areas of learning. The acting deputy headteacher and staff are working on improving the balance of adult-directed learning and allowing children to explore and work independently. There are appropriate systems to assess and record children's attainment. However, this information is not always used fully to modify the planning of teaching and learning activities.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Around a quarter of parents and carers responded to the questionnaire. The vast majority of parents and carers who returned them are happy with their child's experience at the school. They are particularly pleased with safety in school and the sense of enjoyment. The inspection team agrees with the parents' positive views. A very small minority of parents who responded to the questionnaire do not believe that their children are making enough progress. Inspectors found that pupils' progress is satisfactory overall but uneven because of inconsistencies in teaching and that pupils in Years 1 and 2 make good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Guardian Angels Roman Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 32 | 59 | 18 | 33 | 3 | 6 | 0 | 0 |
| The school keeps my child safe | 33 | 61 | 21 | 39 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 26 | 48 | 24 | 44 | 3 | 6 | 1 | 2 |
| My child is making enough progress at this school | 21 | 39 | 24 | 44 | 8 | 15 | 0 | 0 |
| The teaching is good at this school | 23 | 43 | 28 | 52 | 2 | 4 | 0 | 0 |
| The school helps me to support my child's learning | 24 | 44 | 29 | 54 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 20 | 37 | 30 | 56 | 1 | 2 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 20 | 37 | 22 | 41 | 5 | 9 | 0 | 0 |
| The school meets my child's particular needs | 18 | 33 | 29 | 54 | 3 | 6 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 19 | 35 | 23 | 43 | 2 | 4 | 1 | 2 |
| The school takes account of my suggestions and concerns | 19 | 35 | 29 | 54 | 3 | 6 | 0 | 0 |
| The school is led and managed effectively | 28 | 52 | 24 | 44 | 1 | 2 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 26 | 48 | 24 | 44 | 2 | 4 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2010

Dear Pupils

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

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a satisfactory school. It has some good features.

These are the school's main strengths.

- You really enjoy school.
- The school is a welcoming and pleasant place to learn in.
- Pupils in Years 1 and 2 are making good progress.
- You get on very well with each other and behave well.
- You have a good understanding of how to keep healthy and fit.
- You feel safe at school because the teachers and other adults take good care of you and provide good support and guidance.
- You make good contributions to the school and to the wider community.

We have asked the headteacher and teachers to do a few things to make the school even better.

- Some of you could make more progress in lessons by:
 - being given harder work, especially those of you who find learning easy being moved on to the main learning tasks more quickly
- Pupils in Years 3 to 6 could make more progress in science by:
 - having more time for science activities and investigations
 - senior staff checking how well you are doing in science.
- Children in Reception could be given a wider range of activities that meet their interests and needs.

You can help by continuing to work hard. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.