

Botwell House Catholic Primary School

Inspection report

Unique Reference Number	102422
Local Authority	Hillingdon
Inspection number	335901
Inspection dates	22–23 June 2010
Reporting inspector	David Wynford Jones

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	678
Appropriate authority	The governing body
Chair	Mrs S Kehoe
Headteacher	Mr J P Reilly
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by four additional inspectors. Inspectors visited four class prayer services and 25 lessons, observing 24 teachers. They held meetings with governors, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school improvement plan. Inspectors analysed 210 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress in mathematics in Key Stage 1
- the use of assessment to challenge pupils and accelerate their learning
- the use of the outdoor area to support learning in the Reception classes
- the effectiveness of middle managers and governors in driving school improvement.

Information about the school

Botwell House Catholic School is considerably larger than the majority of primary schools. The percentage of pupils from a minority ethnic background is well above that found in most schools, as is the proportion of pupils who speak English as an additional language and are at an early stage. Many nationalities attend the school. The main ethnic groups are of Asian or Asian British and Black African heritage. The proportion of pupils identified as having special educational needs and/or disabilities and those who hold a statement is similar to that found in most schools. The majority of pupils with special educational needs have moderate learning or speech, language and communication difficulties. The proportion of pupils known to be eligible for free school meals is lower than the national average. The Early Years Foundation Stage consists of two part-time Nursery classes and three Reception classes.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils make good progress and achieve well. The majority of children enter the Nursery with skills and knowledge below those expected for their age. They make good progress in the Early Years Foundation Stage, and by the end of the Reception Year most reach, and some exceed, the expected levels. Pupils continue to make good progress as they move through the school. By the end of Year 6, their attainment in English, mathematics and science is above the national average. Their achievement is good.

Pupils succeed because the school is well led and managed and the quality of teaching is good. The headteacher and senior staff know the school well and provide clear direction for its development. There is a strong focus on promoting Christian values. All pupils are welcomed and included. For some pupils, particularly the most vulnerable and those who are at the early stages of learning English, the level of care is excellent. However, the school does not consistently provide the same degree of support and challenge for the more-able pupils.

Within the profile of good teaching, teaching in a small minority of lessons is satisfactory and outstanding in the occasional lesson. In all lessons, relationships between adults and pupils are good. Teachers make effective use of information and communication technology to support learning. Learning objectives are shared with the pupils so that they know what they are expected to learn by the end of the lesson. Adult helpers are deployed effectively to support pupils with special educational needs and those learning English as an additional language. This enables them to make progress similar to their peers. In the satisfactory lessons, teachers do not make precise use of assessment information to set work that challenges all pupils, especially those who are more able. In the Early Years Foundation Stage, the Reception classes do not work together sufficiently closely to maximise use of equipment and staffing when planning for and using the outdoor area.

The good curriculum underpins the pupils' personal development effectively. Pupils have an outstanding understanding of staying safe. Their spiritual, moral, social and cultural development is excellent. They get on well together and show considerable respect for each other's beliefs, values and customs. Their behaviour is exemplary.

The governing body is going through a period of transition. It has recently increased its size from 10 to 16. Several vacancies have yet to be filled. The Chair of the Governing Body has recently undertaken this role and is providing positive leadership. Appropriate action is being taken to ensure governors receive up-to-date training and are fully aware of their roles and responsibilities. The school improvement plan and subject leaders'

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plans clearly identify the actions needed to bring further improvements. However, the criteria by which the impact of these actions can be measured are not precise and are not linked closely enough to pupils' progress, attainment or the school's targets. Subject leaders are enthusiastic and keen to ensure the school moves forward. Some have yet to fully develop their skills in gathering, analysing and using assessment data.

Nevertheless, the determination of the core leadership team, the realistic self-evaluation of the school's strengths and areas for development, an action plan which clearly sets out the next steps for the school's development and the progress made since the last inspection all indicate that the school's capacity for further improvement is good.

What does the school need to do to improve further?

- Improve the consistency and quality of teaching so that all lessons are taught well by:
 - building on the good and outstanding practice within the school
 - making more effective use of assessment information to set work and challenge all groups of pupils, particularly the more able.
- Maximise the use of the outdoor area for promoting children's learning across the early learning goals by:
 - developing a closer working relationships between the Reception classes.
- Ensure middle leaders and governors make a greater contribution to whole- school improvement by:
 - refining the school improvement plan and subject action plans to include precise measures by which the outcomes are evaluated
 - improving their skills in gathering, using and analysing assessment data.

Outcomes for individuals and groups of pupils**2**

Pupils are very polite and enjoy school. Their exemplary behaviour contributes significantly to their learning. Despite the excitement of an England football match and a 'mufti' day to raise funds for a London children's hospital on the day of the inspection, their behaviour did not slip. Pupils are developing an excellent understanding of other faiths, customs and values. They reflect on everyday issues and seriously consider those who are less fortunate than themselves. Pupils contribute to the school community well. They interact sensibly with each other and are keen to take responsibility. They want to help each other and are proud of their school. They are keen to become members of the school council and to act as playground and sports leaders. However, their role in the local community is less well developed. The vast majority are keen to adopt a healthy lifestyle and are aware of the importance of a healthy diet and regular exercise. Pupils have an outstanding understanding of staying safe. Pupils in Year 2 were very aware of home safety. One pupil said: 'You have to always switch off before you take the plug out and be careful not to touch boiling water.'

Throughout the school, pupils develop their speaking and listening skills well. They

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appreciate the opportunities to discuss matters with a 'talk partner' and share their ideas. This is contributing much to their social development. Pupils are aware of their literacy and numeracy targets and make reference to them when working. In writing, pupils' use of vocabulary is good. They spell common words correctly and use basic punctuation with increasing accuracy. Their work is generally neatly presented. Pupils' investigation skills in mathematics and science are developing well. They are becoming more confident because they are given more opportunities to undertake practical activities and to record the outcomes. In Key Stage 1, current attainment in mathematics is above the expected levels. This is because the school has concentrated on ensuring pupils understand mathematical vocabulary and has provided them with more opportunities to investigate number.

Pupils with special educational needs and/or disabilities make good progress, as do pupils learning English as an additional language. There is no major difference in the performance between the minority ethnic groups. Pupils' attendance is improving and is now similar to the national average. However, there are a few who do not attend as well as they should. This is despite the extensive efforts of the school and the robust procedures that are in place. Pupils' above-average attainment, their excellent social skills and the good transfer arrangements give them a good basis for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	2
Taking into account: Pupils' attendance ¹	3

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

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The extent of pupils' spiritual, moral, social and cultural development	1
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How effective is the provision?

Support for the most vulnerable pupils is effective. Pupils are confident that any concerns will be listened to and acted on. Good links and partnerships with outside agencies and the strong links with parents and carers contribute much to ensuring pupils make good progress. Systems to ensure the safety and well-being of the pupils are firmly embedded in school routines.

In the large majority of lessons, the pace of learning is brisk. Lessons are interactive and teachers use questioning strategies well to support learning. Lesson content is presented in a way that captures the interests of the pupils. However, at times, teachers' planning does not take sufficient account of the needs of the more-able pupils. There are examples of good and informative marking, particularly in the English books, but marking in other subjects is not as informative. Consequently, some pupils do not know how to improve their work so that they reach their targets. While many pupils evaluate their own and their peers' work, there are some inconsistencies in this practice between classes.

Pupils enjoy a broad curriculum and appreciate the theme weeks and activity days. They say it brings 'a lot of fun' to their learning. There is a clear focus on promoting links between subjects and in consolidating and extending pupils' skills in writing, mathematics and their use of information and communication technology (ICT). In a Year 6 English lesson, pupils interrogated text to form an overview of a character and used the text well to substantiate their thoughts. The story-line was then used in the mathematics lesson to plot coordinates on a map. This was followed up effectively in the ICT suite when pupils used a computer program to reinforce their understanding of coordinates. Good quality displays emphasise the importance placed on celebrating pupils' work and reflect the richness of the curriculum. The standard of art work throughout the school is high.

Effective use is made of day visits and of visitors to the school to promote learning. However, pupils do not have the opportunity to take part in extended educational visits. Pupils are keen to take part in a good range of extra-curricular activities which contribute significantly to their personal development.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The core leadership team works together effectively. There is a shared vision for the school's development which is based on secure self-evaluation. Good support is provided for staff new to the school which enables them to settle quickly and contribute to its development. Good systems are in place for monitoring the quality of teaching and learning by the senior leaders. However, there are limited opportunities for middle managers to observe and contribute to improving the consistency of teaching.

Nevertheless, middle managers and subject leaders are developing their roles well. They work effectively in teams to scrutinise teachers' planning and pupils' work.

Staff and governors promote equality of opportunity effectively. They ensure there is no discrimination and that all are included. Careful monitoring of pupils' performance by senior staff ensures that slight variations in performance are addressed and measures are put into place to close the gap. The school's contribution to promoting community cohesion is good. Pupils are well prepared for living in today's pluralistic society. The governors, senior leaders and staff know the school community well. There are good links with the church and with the local residents. Links with other schools in the United Kingdom, in France and New Zealand are in the process of being established. Governors ensure that the school's safeguarding and child protection procedures fully meet the latest requirements. Plans are in place for some governors to update their training on safeguarding and safer recruitment.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

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

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Children settle quickly into the Nursery and make good progress. Routines are well established. As a result, the children quickly grow in confidence and enjoy learning in a safe environment. They follow instructions, develop their social skills and behave well. They increasingly become independent as they choose different activities and develop good relationships with their peers and the adults. They are confident and many were keen to talk to and share their work with inspectors. The children's good progress continues in the Reception classes. Overall, there is a good balance between adult-led and child-initiated activities. However, some of the more able children are not consistently challenged. In the occasional lesson, adults do not always provide the children with sufficient opportunities to find things out for themselves.

Classrooms are organised and children's work is celebrated and displayed effectively. Planning ensures that all areas of learning are covered. There is a strong focus on promoting the children's skills in communication, language and literacy, and problem solving, reasoning and number. However, the Reception class teachers do not work together sufficiently closely to make the best use of equipment and available staff to support learning outside the classroom. There is limited evidence of the area being used to develop the children's skills in communication, language and literacy, problem solving, reasoning and number, and their knowledge and understanding of the world. Good use is made of the outdoor area by the Nursery.

The Early Years Foundation Stage coordinator is recently appointed and has not yet had time to implement further changes such as analysing the information about children's attainment. Nevertheless, the thorough systems in place previously along with the good outcomes and provision for the children mean that the overall effectiveness of this stage is good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of the responses from parents and carers were entirely supportive of the school's work. Their positive views are confirmed by the inspection evidence. A particularly high percentage of parents and carers stated that they were happy with their child's experiences at school, and that their children feel safe and enjoy school. A few parents and carers felt that the school did not provide sufficient information on their child's progress and the school did not take sufficient account of their views. Inspectors found that the school works well with parents and carers and is keen to involve them

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further in their child's education. Suggestions from parents and carers are taken seriously.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Botwell House Catholic Primary 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 210 completed questionnaires by the end of the on-site inspection. In total, there are 678 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	134	64	73	35	1	0	1	0
The school keeps my child safe	139	66	66	31	1	0	0	0
The school informs me about my child's progress	109	52	90	43	9	4	1	0
My child is making enough progress at this school	102	49	98	47	5	2	1	0
The teaching is good at this school	123	59	83	40	1	0	1	0
The school helps me to support my child's learning	106	50	94	45	5	2	1	0
The school helps my child to have a healthy lifestyle	101	48	103	49	4	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)	85	40	114	54	2	1	0	0
The school meets my child's particular needs	79	38	120	57	4	2	1	0
The school deals effectively with unacceptable behaviour	94	45	107	51	4	2	1	0
The school takes account of my suggestions and concerns	69	33	118	56	9	4	2	1
The school is led and managed effectively	112	53	91	43	1	0	2	1
Overall, I am happy with my child's experience at this school	135	64	74	35	0	0	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



24 June 2010

Dear Pupils

Inspection of Botwell House Catholic Primary School, Hayes, UB3 2AB

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. You showed us that you are keen to take responsibility. Your behaviour is exemplary. You show respect for adults and each other as you move safely around the school and in the playground. Even with all the excitement of the England football match and your 'mufti' day to raise funds for a London hospital, this did not stop you from behaving really well. Your understanding of staying safe is excellent. You could tell us all about different things that you have to look out for in everyday life. We were pleased to find that you wanted to eat well and keep fit. Your knowledge of healthy living is good. It was really nice to see that you all get on so well together and respect each other's background, values, customs and beliefs. Your spiritual, moral, social and cultural development is excellent. Well done!

Your school provides you with a good education. You make good progress as you move through the school. Your attainment by the end of Year 6 is above the national average. Inspectors believe it could be higher. To help you reach higher standards, we have asked that:

- the Reception classes work more closely together to make better use of the outdoor area
- your teachers use their assessments of your work to always set work that challenges you, especially those of you who are more able
- subject leaders and □ governors make better use of the assessment information and that their action plans have clear targets by which they can measure the success of the actions.

Please remember, to make your school better you must also play your part by always trying your best. Good luck for the future and remember to keep working hard.

Yours sincerely

David Wynford-Jones

Lead inspector

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