

St Edmund Campion Catholic Primary School

Inspection report

Unique Reference Number	110030
Local Authority	Windsor and Maidenhead
Inspection number	337423
Inspection dates	23–24 September 2009
Reporting inspector	John Eadie

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	363
Appropriate authority	The governing body
Chair	Mrs Anne Marie Impey
Headteacher	Mrs Patricia Opalko
Date of previous school inspection	2 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 24 lessons and held meetings with senior managers, a governor, staff and groups of pupils. They observed the school's work and looked at the school development plan, policies, including those relating to safeguarding and equal opportunities, and questionnaires completed by parents, pupils and staff.

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

- the levels of challenge provided for more able pupils
- the performance of boys in Years 1 and 2 compared to that of girls
- whether the recent decline in standards in the national assessments in Year 2 has been reversed
- whether pupils' progress in Years 3 to 6 is accelerating.

Information about the school

St Edmund Campion is a larger than average primary school, which draws its pupils from Catholic families from a fairly wide area as well as accepting pupils from a range of other denominations and religions from the immediate locality. A very large majority of pupils are White British, the remainder representing a range of other heritages. Almost all pupils speak English as their home language. The school runs a morning club and actively supports a local after-school care facility. It opened an Early Years Foundation Stage unit for three- to five-year-olds in January 2009.

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?

1

The school's capacity for sustained improvement

1

Main findings

St Edmund Campion is an outstanding school and has many strengths. The standards pupils reach by the time they leave have been consistently significantly above average for several years. Although still significantly above average in 2008, there was a slight decline. This has been reversed and provisional overall standards for 2009 show a return to the high levels of previous years. The decline in the last couple of years at the end of Year 2 has also been halted and there has been a considerable improvement in the results at this age. The school has taken very effective action to raise the performance of boys in Year 2 and in the assessments in 2009 they equalled the performance of girls. A key strength of the school is the outstanding pastoral care. This is exemplified in the way that all adults work together extremely well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer. External agencies are used very effectively to support this work when necessary. The result of this caring ethos is that pupils are developing into considerate and thoughtful young people, who have a mature sense of their place in society. This is aided by an innovative and extremely rich curriculum where, for instance, pupils are given a deep insight into sustainability issues. A particular strength of the curriculum is the range of expertise that the school brings in from secondary schools and other sources, the local authority music service for instance, and these add considerably to pupils' learning and progress.

Lessons are typified by enthusiasm, enjoyment, engagement and exemplary behaviour and pupils are very well motivated. For example, when one class was sent outside to rehearse play scenes in groups, many groups started their rehearsals promptly before adult intervention. Teachers provide a wide range of tasks to suit the range of abilities in their classes and these usually include some very challenging work for the more able. In their questionnaires, a small but significant minority of pupils stated that they do not know how well they are doing. Although teachers' marking is generally focused on giving pupils pointers for improvement, this is not consistent and pupils are not always made aware of the success of their learning or how they can improve their work.

The secret of the school's success is the drive and ambition of the headteacher, which is shared by all staff and governors. There is a corporate desire to provide the best for all pupils. Parents and staff noted this in their questionnaires, saying such things as, 'The headteacher is inspirational for both pupils and staff and there is an extremely strong sense of teamwork among all staff.' Senior leaders and governors have a very clear picture of the school's strengths and weaknesses and take prompt action to address the latter. The school has maintained high standards over some years and has improved the grade for pupils' achievement from good at the last inspection to outstanding now. All

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this indicates that the school has an excellent capacity to continue on its upward path.

What does the school need to do to improve further?

- Involve pupils more fully in the process of evaluating the success of their learning by:
- ensuring that they know what skills and knowledge they have gained
- setting them clear next steps in learning
- enabling them to monitor their progress in relation to these next steps
- involving parents in this process.

Outcomes for individuals and groups of pupils**1**

Pupils' progress is accelerating throughout the school and data show that many pupils made extraordinarily good progress last year. Enthusiastic learning is the order of the day. For instance, pupils in a Years 3 and 4 mathematics lesson were keenly engaged in completing their starter activity, which was writing number pairs that added to 100 on their whiteboards. Similarly, a good resource 'a live animal' was used extremely well to motivate pupils in a Year 1 science lesson to name body parts and these were learnt well. The use of partners was observed being used well in a Year 5 literacy lesson, where this discussion reinforced pupils' learning effectively.

The school has instigated new systems to improve the progress of pupils with special educational needs and/or disabilities and these are having a very positive impact. Some pupils are making exceptional progress relative to their abilities. The systems are not yet fully embedded but have made a good start.

Pupils' personal development is a strength of the school. They are given many excellent opportunities to reflect and consider how best they might contribute to the school and society. Many take initiatives in fund-raising or helping the school run smoothly and happily. The school plans a number of activities and invites visitors to raise pupils' awareness of cultural diversity. This is successful and pupils show very good knowledge and understanding of a wide range of heritages and religions.

Pupils say that they feel very safe in school and recorded instances of incidents are few and minor. Although pupils have very good knowledge of how to lead a healthy lifestyle and take plenty of exercise, they do not always carry this knowledge through to their dietary choices.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Almost all lessons observed had a number of strong features. Relationships are outstanding and there is an atmosphere of keenness as pupils clearly want to do well for their teachers. Pupils enjoy a wide range of activities in lessons, for instance drama plays a key role in many lessons. Pupils' enjoyment is also enhanced by the extremely broad and rich curriculum. Key skills of literacy and numeracy are taught through a range of subjects. Pupils learn three languages and have a variety of performance opportunities, visits, visitors and residential trips. The school has taken full advantage of a number of schemes to enable pupils to learn a range of musical instruments not normally found in primary schools.

The school has set up very thorough systems to check on pupils' progress and these are used very well to ensure that none is in danger of falling behind. They are also used well to identify strengths and areas for development in curriculum provision. However, they have not yet been sufficiently refined to enable teachers to consistently set next steps for each pupil's learning.

Parents very much appreciate the caring ethos of the school, saying such things as 'The school goes above and beyond the call of duty to support pupils and parents' and 'Everyone helps and supports each other.' Pupils feel that there is always someone to turn to if they have a problem and all staff do their utmost to ensure that each pupil's individual needs are met.

These are the grades for the quality of provision

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	
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The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

There is a strong shared sense of responsibility and commitment amongst all staff, which emanates from extremely effective leadership by the headteacher and her senior management team. Monitoring and development of teaching and learning are thorough and continual improvement is clear. The governing body shares in all aspects of leadership and management and provides very good support. Governors have a very good knowledge of the school's strengths and weaknesses but are not yet fully involved in shaping the direction of the school.

The school has made a good start at promoting community cohesion. Visitors make a strong contribution to raising pupils' awareness of other cultures, although the school has not yet fully evaluated the effectiveness of its actions. The cultures of the small number of pupils from other heritages are celebrated and the school is an extremely racially harmonious place. This demonstrates the commitment of the school to equal opportunities for all.

At the time of the inspection, safeguarding procedures were extremely thorough. These are updated and staff are trained regularly. Risk assessments and health and safety procedures are in very good order, with expertise on the governing body very effectively supporting this.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1

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	
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The newly opened Early Years Foundation Stage unit has made a good start in promoting the development of these young children. They are already making good progress due to the range of opportunities provided for them and the strong teamwork of all adults. For instance, much of the children's work is planned to be carried out in small groups and adults were observed developing children's language and thinking effectively through skilled questioning. The purpose-built accommodation is bright and welcoming and children settle quickly. At this early stage in the term, they are confident and articulate and very happy to explain to adults what they are doing. Their personal development is a particular strength and they are developing very good attitudes. They cooperate happily in activities and share equipment well.

The setting is managed well and the leader has established good systems of assessment which enable all adults to contribute to guiding children to their next steps of learning. The setting has not been open long enough for the leader to have established systems of monitoring and evaluation involving parents as well as all staff. Similarly, detailed analysis of strengths and scope for development within the areas of learning have not yet been carried out.

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	2

Views of parents and carers

In the high return of questionnaires from parents and carers, they were overwhelmingly positive about the provision the school makes for their children. All who responded to the questionnaire were happy with their child's experience. Although a few were concerned that unacceptable behaviour is not always dealt with effectively, pupils spoken to by inspectors were very confident that staff deal well with any issues of this sort.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Edmund Campion 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 187 completed questionnaires by the end of the on-site inspection. In total, there are 363 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	147	79	40	21	0	0	0	0
The school keeps my child safe	150	20	37	20	0	0	0	0
The school informs me about my child's progress	110	59	74	40	2	1	0	0
My child is making enough progress at this school	106	57	75	40	4	2	0	0
The teaching is good at this school	140	75	46	25	0	0	0	0
The school helps me to support my child's learning	120	64	60	32	2	1	0	0
The school helps my child to have a healthy lifestyle	126	68	61	33	0	0	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)	111	60	61	33	3	2	0	0
The school meets my child's particular needs	123	66	58	31	2	1	0	0
The school deals effectively with unacceptable behaviour	96	51	77	41	7	4	1	1
The school takes account of my suggestions and concerns	103	56	76	41	2	1	0	0
The school is led and managed effectively	146	78	41	22	0	0	0	0
Overall, I am happy with my child's experience at this school	148	79	39	21	0	0	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.



25 September 2009

Dear Pupils

Inspection of St Edmund Campion Catholic Primary School, Maidenhead, SL6 4PX

Thank you so much for the warmth of your welcome when we visited your school recently. We really enjoyed meeting you and talking to so many of you. We were really impressed with how polite and well behaved you are and how much you told us you enjoy school. We are not surprised as your headteacher and teachers have worked very hard to make sure that you do really well and that you have lots of opportunities to try different things. We have judged that yours is an outstanding school.

All adults take extremely good care of you and you told us that you feel very safe in school. You are making good progress and reach high standards by the time you leave. In particular, we were very impressed with how you are developing into responsible and mature young people. You have so many exciting things to learn and several of these prepare you really well for your future. For instance, we thought that the work you do on sustainability is excellent. We thought that the range of opportunities that you have is excellent. We could not recall such a wide variety of musical instruments for you to learn in any school we have seen!

The reason for the success of your school is the enthusiasm and hard work of your headteacher and all the staff. They have made sure that everything is constantly checked to make sure that you are having the best opportunities you can.

There is just one thing that we have suggested that could be improved. A number of you, on your questionnaires, told us that you do not really know how well you are doing. We agree and think that your teachers could do more to tell you what you have already learnt and what you need to learn next. We also think that this would help you to be able to check how well you are doing and share this with your parents.

With best wishes and I know you will continue to work hard and help your headteacher and teachers make your school even better.

Yours faithfully

John D Eadie

Lead Inspector

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