

Oratory Roman Catholic Primary School

Inspection report

Unique Reference Number	100491
Local Authority	Kensington and Chelsea
Inspection number	354518
Inspection dates	1–2 July 2010
Reporting inspector	JOHN HORWOOD

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	Father George Bowen
Headteacher	Peter Ward
Date of previous school inspection	15 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 18 lessons and all eight teachers were seen. Meetings were held with groups of pupils, staff and governors. They observed the school's work, and looked at documents including minutes of meetings, school policies, pupil progress records, the school improvement plan and examples of pupils' work. The responses to 174 parental questionnaires were analysed.

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

- the skills pupils acquire in information and communication technology (ICT)
- how well assessment systems are used by staff and leaders.

Information about the school

This average-sized primary school, which is in the trusteeship of the Fathers of the Oratory, occupies a building erected more than a century ago on an extremely cramped site within a residential area. It serves an ethnically diverse community with the largest group being White British. While many pupils have English as an additional language, only a few are at the early stages of speaking English. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils who have special educational needs and/or disabilities is much lower than usually found in schools. Among the awards obtained by the school are the Activemark and Healthy School status. The Early Years Foundation Stage provision is in one Reception class. The position of headteacher is currently shared by the previous full-time headteacher who now works four days a week and the current deputy headteacher who is acting headteacher on the fifth day.

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

Oratory Roman Catholic Primary School provides an outstanding education. From their initial above average levels of attainment in Reception pupils make outstanding progress to consistently reach exceptionally high levels of attainment in English, mathematics, science and ICT by the end of Year 6. Progress made by the different groups of pupils shows no significant variation. This includes those who have English as an additional language and those with special educational needs and/or disabilities. The few who are at the early stages of speaking English are supported exceptionally well by staff and their peers so that they can make similarly outstanding progress. Pupils greatly enjoy all the activities in the school and this contributes to their outstanding achievement. Pupils say they feel safe, that incidents of poor behaviour are very rare but immediately and effectively dealt with. Attendance has risen steadily over time because of action taken by the school and is currently above average. The outstanding achievement and the excellent range of personal skills of the pupils ensure that their preparation for secondary school is outstanding.

Teaching is consistently good and is mostly outstanding as a result of teachers' skills and subject knowledge. This is enhanced by their enthusiasm for teaching and desire to help pupils to learn. Work always matches the needs of all pupils because of consistently good use of assessment information, the use of target setting and very effective marking which tells pupils how to improve. One pupil commented that she had achieved so much because teachers tell them not only what they need to do to get to the next level, but also how to reach high levels in their learning. Teachers are supported well by teaching assistants and external specialists. The outstanding curriculum supports all aspects of the personal development of pupils well including their spiritual, social, moral and cultural understanding. The enrichment opportunities are very good including excellent provision for music and sport. Very good supervision of pupils is provided when they have to walk to, and play in, a nearby playing field because there is no suitable space on the school site. Most aspects of community cohesion are very strong, but governors are not all sufficiently involved in monitoring the impact of actions to promote its improvement. Although links with schools in different countries are developing, there are no significant partnerships with other schools around the United Kingdom where pupils are from different faiths and communities.

Leaders ensure that there is a strong focus on the support given to individual pupils. Their impact on embedding ambition and driving improvement, as well as their leadership and management of teaching and learning, is outstanding. Maintaining exceptionally high attainment is evident in the pupils' outcomes and also because the links between subjects have been so successfully promoted that the very high

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attainment is also seen in foundation subjects. The school has ensured outstanding partnerships with parents, carers and others to support the well-being of pupils. The promotion of equal opportunities is excellent and the school provides outstanding value for money. Progress on issues from the last inspection has been very good as shown by the consistently good, or outstanding, teaching and the effectiveness of the curriculum. The Early Years Foundation Stage effectiveness has also improved to be outstanding. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. Staff and governors work well as a team and all share the same vision of further improvement and the capacity for sustained improvement is outstanding.

What does the school need to do to improve further?

- Provide more opportunities for pupils to experience direct contact with those from other communities and faiths in the United Kingdom and ensure governors are involved in monitoring the impact of these links.

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

All pupils, including those from minority ethnic groups, make outstanding progress. Pupils say they enjoy their learning in all subjects and this helps them make so much progress. A typical lesson was a Year 5 mathematics lesson which developed skills in numeracy, ICT and geography through the topic of temperature variations across the world. Another lesson, as part of the international week, was a Year 6 literacy lesson about Chinese proverbs which followed a story-telling session by a visiting story teller. Pupils were totally motivated by the topic and they made excellent progress because the teacher had a strong sense of each pupil's ability and asked challenging questions. Pupils with special educational needs and/or disabilities make outstanding progress because of the high-quality support they receive.

All pupils are outstandingly well prepared for their future well-being because they acquire exceptional academic skills supported by extremely good personal skills and above average attendance with excellent punctuality. Behaviour is outstanding both in and out of lessons. This is particularly noticeable in the way pupils move along the narrow corridors and stairways within the building. Pupils eat healthily, drink plenty of water and enthusiastically participate in sport. This is recognised by the school achieving Healthy School status and being awarded the Activemark. Pupils make an excellent contribution to the school community, for example through the school council and by being prefects. They support the day-to-day running of the school by helping in the classroom and ensuring safe movement around the building. Older pupils are regularly involved in helping the younger ones with their learning. They are actively involved with the local community, with many links that are associated with the arts including music. Pupils actively support many national and international charities. The rich range of cultural diversity in the school helps pupils know about different faiths and cultures and there is racial harmony within the school.

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These are the grades for pupils' outcomes

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	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The provision for learning is outstanding. The curriculum is very broad and tailored to the needs of all pupils with appropriate work provided for all abilities including those with special educational needs and/or disabilities and those with specific gifts or talents. The basic curriculum is enhanced with focus weeks, including the one taking place during the inspection when all lessons focused on international aspects. There were many visitors, parents and carers involved in supporting the learning which was very well planned and coordinated. Pupils were very clear that, although the week was special, the quality of teaching and support was no different to a more typical week. Teachers use resources well to create a stimulating learning environment. Teachers and support staff work well together. The use of assessment information is a fundamental strength within the school and consistently ensures that all pupils are set appropriately challenging work. The support for pupils with special educational needs and/or disabilities and those at an early stage of learning English is excellent.

Very good procedures are in place to encourage high standards of behaviour and improved attendance. Transition arrangements with the secondary schools are excellent.

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 say they are given good information and feel confident about moving on. Systems to support the welfare of pupils are all in place with a secure approach to health and safety. This fully reflects the Christian ethos of the school which is apparent by the warm welcome given to visitors by the administration staff when they first arrive at the school. The school is committed to the concept of equal opportunities and demonstrates that it is an inclusive school by making every effort to avoid excluding pupils.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
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?

The headteachers are supported by staff at all levels in their vision to sustain outstanding opportunities for pupils. All levels of management are fully involved in monitoring pupil progress and identifying where additional support is needed. The effectiveness of the leadership and management of teaching and learning is outstanding and the consistency of teaching has improved rapidly since the last inspection. Resources in the school are very well managed and outstanding value for money is provided.

The school ensures that all pupils have equal access to opportunities around the school, such as joining clubs and taking part in sport, and that there is no discrimination. Within lessons the consistently outstanding use of assessment information means that the work always matches the needs of all pupils and all make outstanding progress.

Governors provide good support and challenge as well as ensuring that statutory requirements are met. Governors are active within the school and staff recognise the importance of the support they give. They understand what needs to be done in the school and have an effective partnership with the leadership team. Not all governors are sufficiently involved in monitoring the impact of actions being taken to promote community cohesion beyond the local community.

The effectiveness with which the school promotes community cohesion is good. Leaders know the community well and have a clear action plan. Very good relationships have been established with parents and carers as is evident from the high return of supportive questionnaires. Links with the local community are in place and the diverse community within the school is well used to extend effective links into the community through a range of visits and visitors. Some links are already established with schools outside the United Kingdom, but not with contrasting schools within the United Kingdom. Safeguarding procedures are all in place. The site security is ensured by

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means of controlled access to buildings and lunchtime play, which takes place off the school site, relies on well-established procedures and supervision by staff who are very diligent in their duties. Child protection procedures are excellent and these are supported through very effective partnerships with support agencies.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	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	2
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

Within this safe and caring environment children make outstanding progress. They enter the Reception class with skills and capabilities which are above those expected for their age. They make outstanding progress as a result of outstanding teaching and support in lessons. Children are happy and very well behaved. They have extremely good relationships with adults and with each other. They are really enthusiastic about learning as was seen in an Indian block-printing session. They have access to fruit and water which helps them develop healthy eating habits.

Adults are sensitive to children's needs and promote positive attitudes to learning. They use a range of teaching strategies and resources to provide learning experiences which engage and interest children. Children have limited access to an outdoor play area on the roof of the building which is well used to support their gross motor skills and promotes their physical health. The outstanding curriculum has play at its heart. Because of the restrictions in the building, the indoor learning is not directly linked to that taking place outdoors. However, the outstanding leadership ensures that the overall experience for children does not suffer because of this.

Induction procedures are in place, ensuring that children settle quickly into their life in

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school. Staff work very well with parents, carers and external agencies ensuring the appropriate support for children. School leaders give outstanding support to the Early Years Foundation Stage and there is an action plan for further improvements within the school improvement plan.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A very high proportion of parents and carers expressed their views and the vast majority are pleased with the school. The general feeling from written comments is summed up by one parent who wrote, 'The school not only has a wonderful approach to teaching, it is a happy nurturing place where all the children have immense affection for one another and their teachers.' There were many positive comments about the leadership of the school. A very few had individual concerns which were considered as part of the inspection process.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oratory 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 174 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	138	79	35	20	0	0	0	0
The school keeps my child safe	141	81	32	18	1	1	0	0
The school informs me about my child's progress	82	47	87	50	3	2	0	0
My child is making enough progress at this school	82	47	81	47	9	5	0	0
The teaching is good at this school	101	58	67	39	2	1	0	0
The school helps me to support my child's learning	97	56	68	39	5	3	1	1
The school helps my child to have a healthy lifestyle	122	70	48	28	3	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	49	66	38	4	2	0	0
The school meets my child's particular needs	83	48	80	46	6	3	1	1
The school deals effectively with unacceptable behaviour	112	64	55	32	5	3	1	1
The school takes account of my suggestions and concerns	92	53	70	40	6	3	0	0
The school is led and managed effectively	115	66	55	32	3	2	0	0
Overall, I am happy with my child's experience at this school	129	74	41	24	2	1	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

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.



5 July 2010

Dear Pupils

Inspection of Oratory Roman Catholic Primary School, London SW3 6QH

Thank you for welcoming us and helping us when we came to your school. It was good to talk with many of you in your classroom and around the school. Your school is giving you an outstanding education.

There are many things we admire about your school and these are a few of them.

- You are making outstanding progress in your work as a result of outstanding teaching.
- You attain exceptionally high standards in English, mathematics, science and ICT.
- You told us that you feel safe in school and that adults look after you and help you learn.
- You get on extremely well with your teachers and with each other.
- You have an excellent understanding of how to keep fit and healthy.
- School leaders work extremely well with other specialists to support your learning and care.
- You get on really well with pupils from different backgrounds.
- Children in the Reception class have an excellent start to their education and it was good to see the older pupils helping them in lessons.

There is only one thing we have asked the school to do to make it better. It is to:

- provide more opportunities for you to experience direct contact with pupils from other communities and faiths within the United Kingdom.

You can help by working hard and coming to school regularly.

Yours sincerely

John Horwood

Lead inspector

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