

St Chad's Catholic Primary School

Alverston Gardens, South Norwood, London, SE25 6LR

Inspection dates 8–9 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well because teaching is good and sometimes outstanding.
- Pupils make good progress in reading, writing and mathematics. Pupils' attainment at the end of Year 6 has been much higher than the national average and rising for the past three years.
- The most-able pupils make good progress and achieve well. In 2013, the proportion of pupils attaining the highest levels was well above the national average in reading, writing and mathematics by the end of Year 6.
- Pupils eligible for support from additional government funding make good progress and achieve well.
- School leaders, including governors, have secured substantial improvements in pupils' achievement over the past three years.
- Leaders' use of information about pupils' progress has improved. As a result, they have an accurate view of pupils' achievement in different years and classes.
- Governors are well informed and provide effective levels of challenge for school leaders.
- Pupils enjoy school, behave well and feel very safe.

It is not yet an outstanding school because:

- In the past, pupils have made slightly slower progress in a small number of classes in Key Stage 1. This has caused fluctuations in pupils' attainment at the end of Year 2 over the past three years.
- There is not enough outstanding teaching to secure pupils' outstanding achievement.
- Occasionally, teachers' expectations of pupils are not high enough.
- Information about pupils' progress is not used rigorously enough by all teachers to ensure that the work set for groups of pupils is at the right level of difficulty.
- The quality of the school's communication with parents and carers is not good enough.

Information about this inspection

- Inspectors observed 21 lessons or part-lessons, including four observations carried out jointly with the headteacher.
- Discussions were held with the headteacher, senior leaders, teachers, members of staff, parents and carers, pupils and a representative of the local authority. Meetings were also held with the Chair of the Governing Body and an additional governor.
- Inspectors took account of 39 responses to the online questionnaire, Parent View. Inspectors also took account of the 26 staff questionnaire responses.
- Inspectors observed the school's work and analysed a range of documents and policies including the school improvement plan, information about pupils' progress, attendance records and safeguarding policies and procedures.
- Inspectors looked at a sample of pupils' work provided by the school, as well as their work in lessons. Inspectors also listened to pupils read.

Inspection team

Julie Sackett, Lead inspector	Additional Inspector
Peter Wibroe	Additional Inspector
Keith Fox	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium is above average. (Pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals and looked after children).
- The proportion of pupils from minority ethnic groups and the proportion who speak English as an additional language are above average.
- The proportion of disabled pupils who have special educational needs supported through school action is above average.
- The proportion of pupils supported through school action plus, including those pupils with a statement of special educational needs, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to raise achievement to the highest levels by making sure that:
 - teachers' expectations of pupils' work and behaviour are consistently high
 - teachers use information about groups of pupils' progress to plan work at the right level of difficulty for them.
- Strengthen communication with parents and carers so that they are well informed about the school's work in supporting pupils' behaviour and achievement.

Inspection judgements

The achievement of pupils

is good

- Children join the school in Nursery and Reception with skills and understanding at lower than expected levels for their age, particularly in language, communication and social skills. Good quality teaching means that they make good progress during the Early Years Foundation Stage. As a result, most children are well prepared for Year 1.
- Pupils make good progress in reading, writing and mathematics as they move up through the school. In 2013, pupils' attainment in reading, writing and mathematics was substantially higher than the national average at the end of Key Stage 2.
- The most-able pupils make good progress. In 2013, the proportion of pupils attaining the highest levels was above average in reading and substantially higher than the national average in writing and mathematics. This was due to a number of successful initiatives, including extra literacy and mathematics lessons for this group of pupils.
- In 2013, there was a dip in pupils' attainment at the end of Key Stage 1. This was due to an element of weaker teaching combined with a high proportion of pupils with additional needs in the year group. The quality of teaching has improved in this key stage because teachers have received well-targeted training. The work in pupils' books shows that pupils' progress has increased. Pupils are now making securely good progress in all four classes in Key Stage 1 and are on track to achieve higher levels of attainment at the end of Year 2 in 2014.
- Disabled pupils and those with special educational needs make good progress. Extra help provided for these pupils is planned carefully and well focused.
- Pupils from minority ethnic groups and pupils who speak English as an additional language make good progress and achieve well. Their needs are quickly assessed when they join the school so that no time is lost in their learning. Their progress speeds up as they move through the year groups and their language skills improve.
- The teaching of phonics (the link between letters and the sounds they make) is regular and effective. Pupils who read to inspectors said that they enjoy reading; they were able to successfully use their phonics skills to help them to read unknown words. In 2013, the results of the Year 1 phonics check were above the national average.
- Senior leaders are committed to securing equal opportunities for all pupils. They are successful in ensuring that pupils eligible for additional government funding achieve well. These pupils make at least as much progress as their classmates and sometimes more. As a result, there are no gaps between their performance and that of the other pupils at the school. In 2013, eligible pupils attained as well as their classmates in reading, writing and mathematics. .
- The rates of pupils' progress vary slightly across classes. In a few classes, for example, expectations of pupils' behaviour and of their work are not always high enough. As a result, the pace of learning drags and some pupils lose concentration.

The quality of teaching

is good

- Teaching of reading, writing and mathematics is consistently good and some is outstanding. Effective support and training have improved the quality of teaching at Key Stage 1. As a result, pupils' progress has accelerated and is more even across the school.
- In the Early Years Foundation Stage, clear expectations and routines ensure that children are settled and secure. Children enjoy a wide range of stimulating activities and are busily and happily engaged in learning. A focus on the development of social, language and speaking skills is effective. For example, during the inspection one boy was praised for carefully helping another child to put her apron on for an art activity. As a result, he was very pleased with himself and was motivated to go on to help her find a paintbrush too!
- Teaching for pupils who speak English as an additional language is knowledgeable and confident. Individual support ensures that the work set for these pupils builds well on their levels

of fluency.

- The quality of teachers' marking has been a focus for school development in the past year. As a result, there is a consistent approach in all years and marking is effective. Pupils from Year 1 upwards are given time to read and respond to the comments and suggestions teachers make when they mark their work. As a result, they know how well they are learning, what they need to do next to improve their work and are developing greater confidence.
- Additional sessions run before and during the school day help pupils to practise their literacy and mathematics skills and improve their understanding. Extra sessions for the most-able pupils provide them with interesting and challenging tasks which extend their learning well.
- Pupils' ability to perform mathematics calculations in their heads has improved because these skills are taught consistently well across the school. There is not yet enough outstanding teaching to raise pupils' achievement to the highest levels. Teachers are not always using assessment information sharply enough to plan pupils' work, including for the most-able. This means that the work set for pupils is not always at the right level of difficulty and sometimes it is too easy. Where this is the case, pupils' progress is slightly slower.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. The school's values and inclusive ethos generate a secure framework for pupils' behaviour. Adults provide positive role models for pupils and relationships are good.
- Pupils' behaviour is managed consistently well in lessons and around the school. Pupils behave well moving between lessons, in the playground and in the dining hall. They are very polite and welcome visitors warmly and enthusiastically. One pupil said, 'We are not perfect but we're happy to be at school.'
- Pupils are clear about the school's rules and about adults' expectations. They enjoy receiving praise and rewards for behaving well, such as merits and certificates, and want to do well. Pupils told inspectors that they are kind to each other and that nobody is left out of their games during playtimes.
- A few pupils with significant additional needs take longer to develop the personal and learning behaviour they need to achieve well. They receive good quality care and support and are well included. Their progress accelerates as they move up through the school and their social skills improve. Their classmates told inspectors that their learning is not disrupted by these pupils' behaviour because adults respond promptly.
- The large majority of parents and carers who responded to the online survey feel pupils behave well. However, a small minority of parents and carers are not so convinced. Inspectors looked carefully at pupils' behaviour and at school records about its quality over time, as well as talking with pupils. Evidence shows that pupils behave well. Incidents of poor behaviour are dealt with promptly and are followed up appropriately.
- The school's work to keep pupils safe and secure is good. A wide range of events contributes well to pupils' understanding of how they can help to keep themselves safe, such as sessions about internet safety or how to use public transport safely. Attendance matches the national average.
- Pupils told inspectors that they feel very safe in school. They know where to go if they need help and feel confident that adults will sort out any concerns. Most parents and carers who responded to Parent View feel that pupils are safe in school.
- Pupils know about different types of bullying and why bullying is harmful. They told inspectors that it happens occasionally but that teachers successfully deal with any issues. School records support this view and indicate that the school monitors pupils' behaviour carefully.
- A minority of parents and carers who completed Parent View were unhappy with the way the school responds to their concerns. Inspectors found that leaders take suitable steps to inform and involve them. However, senior leaders rightly recognise that the quality of communication with parents and carers is not good enough.

- Behaviour is not outstanding because sometimes pupils lose concentration and a few find it difficult to behave appropriately at all times.

The leadership and management are good

- The school is effectively led and managed and the leadership of teaching is strong. Together, the headteacher, governors and senior leaders have secured improvements in pupils' achievement at the end of Key Stage 2 over the past three years and addressed the recent dip in standards at Key Stage 1.
- Senior leaders have made rapid improvements in the use of information about pupils' progress to support achievement. As a result, leaders have a clear view of how well pupils are doing in each year and class. However, teachers are not using this information fully when they plan work so it is sometimes too easy or too difficult for their pupils.
- Leaders regularly check the quality of teaching and identify where improvement is needed. Leaders provide effective training and support to enhance teaching, including the sharing of subject expertise within the school.
- The role played by subject leaders has been strengthened and they now contribute effectively to school development. They have a confident and accurate view of pupils' achievement in the subject they oversee because they monitor and evaluate teaching, look at pupils' work and analyse information about pupils' progress. They provide valuable support for teachers, including teaching alongside them and helping them to plan lessons.
- The local authority has provided helpful support for school leaders to ensure that the school continues to develop. For example, a representative has monitored the quality of teaching with leaders and the school has participated in a local authority project to support the achievement of the most-able pupils.
- Primary school sports funding has been used well. A specialist sports coach from the local premier football club is now employed to teach throughout the school day, to arrange before- and after-school activities and to deliver training for teachers. The impact is already evident in pupils' increased enjoyment of sport and in high levels of engagement and fitness.
- Lessons cover a wide range of interesting subjects and topics and successfully help pupils to develop understanding and respect for people of different religions and backgrounds. Many activities, including visits and visitors, are used effectively to interest and inspire pupils.
- **The governance of the school:**
 - Governors know how additional funds are spent, including pupil premium and primary sports funding. They receive regular reports about how successful these funds are at improving pupils' achievement. Local authority training has improved governors' understanding of how well pupils achieve in relation to other schools nationally. Governors have a good first-hand knowledge of the school's work because they visit and evaluate the school's work regularly. Governors know about the quality of teaching because they are well informed by the headteacher, deputy headteacher and assistant headteacher. They know how salary progression is being used to reward and support teachers' practice and use the information about the quality of teaching to validate their decisions well. Safeguarding arrangements are robust and meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101802
Local authority	Croydon
Inspection number	439492

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	452
Appropriate authority	The governing body
Chair	Bridget Foley
Headteacher	Cathy Ruiz
Date of previous school inspection	24–25 June 2009
Telephone number	020 8771 3470
Fax number	020 8771 9528
Email address	office@stchadsprimaryschool.com

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