

St William of York Catholic Primary School

Brockley Park, London, SE23 1PS

Inspection dates

4–5 December 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher of this happy, lively and caring school has the full support of pupils, parents, staff and governors. They share her commitment to pupils reaching their full potential in all aspects of school life.
- Standards are high typically. Although they dipped slightly in 2013, they quickly improved in 2014 in Key Stage 1 and remained high in writing in Key Stage 2. Reading and mathematics are now strongly improving.
- Pupils make consistently good progress in reading and writing. Rates of progress in mathematics are improving quickly.
- School leaders and governors have responded quickly to the changing needs of groups of pupils, particularly disadvantaged pupils. This has led to improvements in the quality of teaching, which is good.
- Teachers plan activities thoughtfully and this leads to pupils' eagerness to ask and answer questions in lessons.
- The school's values of love and friendship are seen in pupils' outstanding behaviour.
- Many pupils are delighted to take on key responsibilities, often helping others. They fulfil these with enthusiasm. This shows the success of school leaders in promoting the highest levels of personal development.
- The early years provision is good. It provides an environment rich in pictures, numbers and language. Children get off to a strong start in Nursery and make good progress in Reception.
- From Nursery to Year 6, children's understanding of how to keep themselves and others safe is outstanding. They learn about fire and road safety through role play and clearly understand the need to stay safe on the internet.
- School leaders and governors have developed an exceptionally strong relationship with parents, as partners in the education of their children.

It is not yet an outstanding school because

- Pupils' progress in mathematics is not as consistently strong as it is in reading and writing throughout Key Stage 2.
- A small minority of children leave Reception not fully equipped to begin more structured work in Key Stage 1.

Information about this inspection

- Inspectors observed 19 lessons, eight of which were jointly observed with the headteacher or the deputy headteacher. In addition, the inspection team looked at pupils' work in their books and listened to younger pupils reading.
- There were meetings with groups of pupils, senior leaders, members of the governing body and a representative of the local authority.
- Inspectors took account of the 92 responses to the online questionnaire Parent View and considered the 24 responses to a staff questionnaire. Inspectors also considered responses by parents and pupils to recent questionnaires from the school.
- The inspection team examined: the school's own information on pupils' recent and current progress; the school's evaluation of how well it is doing and its records of the monitoring of the quality of teaching; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Richard Boswell, Lead inspector	Additional Inspector
David Wolfson	Additional Inspector
Nicholas Hunt	Additional Inspector

Full report

Information about this school

- St William of York Catholic Primary School is a little larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is above the national average and the proportion who speak English as an additional language is average.
- The percentage of disadvantaged pupils who are supported through the pupil premium (which provides additional funding for pupils in local authority care and those known to be eligible for free school meals) is a little below the national average. This group is strongly represented among older pupils and represents very few pupils in younger years.
- The proportion of disabled pupils and those who have special educational needs is average. This represents around one tenth of pupils of whom the majority are in Key Stage 2.
- The school runs a 'Morning Challenge' for all pupils and parents each morning and a range of after-school clubs.
- The early years provision is part time (morning or afternoon) for Nursery-age children and there is one full-time Reception class.
- In recent years a number of pupils have joined the school part-way through their education.
- Since the previous inspection, the headteacher, as a Local Leader of Education, has provided support to local primary schools in Lewisham, Croydon and Bromley.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Refine teaching and further improve progress in mathematics in Key Stage 2 by ensuring that, when pupils have grasped a concept, teachers offer more challenging problems in order to extend their learning.
- Ensure that all children in the early years provision are well prepared for the structured learning in Year 1.

Inspection judgements

The leadership and management are outstanding

- The headteacher is held in high regard by pupils, parents, staff, governors, the local authority and the wider community. This is because she is responsible for sustaining the good outcomes that have characterised much of the six-year period since the previous inspection. She has done this by bringing together a strong team of staff, supported by shrewd and committed governors. They all share a vision of pupils striving not only towards academic excellence but also the highest levels of spiritual, moral, social and cultural development.
- The headteacher has not only maintained her own high expectations but has developed strong leadership at all levels, including among subject leaders and senior leaders, and in the early years provision. Her strong leadership of teaching ensured a swift recovery from the minor dip in achievement in 2013. She did this by ensuring that teachers refined their skills and further developed their subject knowledge.
- School leaders and governors have an accurate and realistic view of the school's strengths and weaknesses, particularly in pupils' achievement and in the quality of teaching. They have sustained high expectations for all pupils, including for the most and least able.
- Leaders look beyond the school to use the best practice and the latest research to develop teachers' classroom skills. This has already begun to have an impact and is particularly evident in the improved progress of disadvantaged pupils currently in the school. Leaders accurately diagnose where further improvements can be made.
- The school offers its staff excellent levels of professional development. Close monitoring and support sustain good-quality teaching. They help staff, including those new to teaching, to adapt to new challenges.
- Pupils experience an education that provides depth in the development of basic skills and breadth through stimulating topic work. The staff are developing their own systems to assess pupils' learning that best suit the pupils and parents of this school.
- Religious education provides not only a focus on the Catholic faith but introduces pupils to the diversity of world faiths and cultures. Pupils investigate the reasons behind prejudice and discrimination leading to annual participation in the borough's Holocaust Memorial Day Commemoration. Through debates, educational visits and visiting speakers, the school prepares pupils very well for life in modern Britain.
- Pupils' good skills in literacy are improved and sustained by bringing imaginative theatre projects into the school that have a direct impact on pupils' writing. Additional government funding is very well used to ensure that these projects clearly benefit disadvantaged pupils in the school. In this way and throughout school life, leaders show their commitment to equality of opportunity and tackling discrimination.
- The school's shared values lead to outstanding behaviour and positive relationships in the classroom and beyond. They also support the exceptional commitment to pupils being safe and knowing how to stay safe. Safeguarding arrangements meet all statutory requirements and are followed meticulously.
- The headteacher has built highly productive partnerships with other schools locally and within the diocese. In the last two years, the headteacher requested and received additional support from the local authority, which has a very accurate picture of the school's circumstances and performance. This support has helped school leaders to identify weaknesses and to tackle them successfully.
- As a Local Leader of Education, the headteacher has supported the leadership of a local primary school. However, the headteacher is clear that, 'Our most important partnership is with the parents of our pupils.' This exceptionally strong relationship with parents is best seen in the remarkable success of the 'Morning Challenge', in which the large majority of parents regularly spend time each morning working with their children on lively literacy and numeracy tasks.
- The school's commitment to the physical health of its pupils is seen in the high quality of physical education and the engagement in competitive sports within the school and in local tournaments. The school's fitness programme for all pupils was recently featured on national television. These activities are supported by the additional government funding for sports and are closely monitored to ensure that all pupils, and particularly disadvantaged pupils, benefit from them.
- **The governance of the school:**
 - Governance is outstanding because of exceptional levels of expertise and experience combined with full commitment to the happiness and success of all pupils. Since 2013, closer checking of the school's records and information about pupils' progress ensures that senior leaders are fully accountable. However, it is the support, trust and cooperation between governors and school leaders that make for such successful management of the school. Governors understand the strengths and weaknesses in achievement from performance information and the quality of teaching. They are working hard to bring

these once again to an outstanding level. They recognised the fall in certain areas of pupils' achievement in 2013 and have not been afraid to tackle it and to be clear about the link between good teaching and progression in pay.

- Governors engage particularly well with parents and the wider community and have a high profile in the school. They are diligent in carrying out their statutory duties, particularly with regard to safeguarding. They ensure that the school promotes tolerance and respect for all faiths and cultures. Prudent management of the school's finances means that the school can support its pupils in many additional activities. Governors are very clear about how the primary school sports funding and the additional funding for disadvantaged pupils are spent. They ensure that the impact of any actions is measured and checked.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are immensely proud of their school and are delighted to share it with visitors. Their excellent behaviour around the school is also seen in activities in the wider community, in which they are very well regarded. This high level of social and moral awareness springs from pupils' heartfelt understanding of the school's spiritual values of love, friendship, respect and forgiveness.
- School leaders and staff have created a highly positive environment. Pupils' confidence and personal development are continually reinforced by praise and the celebration of their achievements in displays and assemblies. This leads to pupils having highly positive attitudes to their learning in lessons.
- Pupils are keen to take on important roles within the school, for which they must take part in training. For example, they act as 'peer mediators', able to negotiate and calm a heated discussion in the playground. In Year 6 they act as 'buddies', who look out for a newcomer to the early years and take their hand on a whole-school visit to a museum or a performance. In this way, pupils learn about bullying and how to treat it, but those who spoke to inspectors say they very rarely come across it at school.
- Pupils' knowledge of life in modern Britain is expanded by frequent visits to different places of worship, for example, and by discussions arising from articles in the children's newspaper, 'First News'. Recently the school carried out its own referendum on Scottish independence, teaching the pupils about the democratic process.
- The school's outstanding work with parents and the pupils' enjoyment of their time in school lead to very good attendance that is above the national average for all groups of pupils. There are very few persistent absences and no pupils have had to be excluded from school, either temporarily or permanently, since the previous inspection.

Safety

- The school's work to keep pupils safe and secure is outstanding. All aspects of the safeguarding of children are carefully followed by staff and governors, all of whom have up-to-date training.
- Pupils have an understanding of safety in their school that gives them the knowledge and the skills to stay safe both in school and beyond. This was seen in their careful attention to health and safety in the baking of cakes in the Reception class and older pupils' own risk assessments for educational visits.
- Pupils' compassion and good sense mean that they show great understanding of the few pupils who have behavioural difficulties. These pupils are given excellent support and case studies and school records show that they frequently make good progress in spite of their difficulties. Most pupils know about language that discriminates against others. The school's logs and pupils' and parents' comments confirm that any unkind or inappropriate language has no place in this school.
- All ages of pupils show a very strong awareness of highly practical aspects of road and fire safety, as well as keeping safe on the internet.

The quality of teaching

is good

- Teachers have strong subject knowledge and high expectations. They work closely with experienced and skilful support staff to ensure that all pupils, including the most able, make at least good and sometimes outstanding progress. Teachers carefully plan work that interests pupils. This is reflected in the pupils' enthusiasm to answer questions and in the thoughtful questions they ask.
- The teaching of writing is a particular strength, using, for example, the experiences from a visiting theatre

company to produce lively and imaginative responses. Pupils learn to write with confidence in a wide variety of forms, such as autobiography, newspaper reports, detective fiction and poetry.

- Teachers encourage a love of reading from early years onwards. They share their favourite books with pupils and make good use of the library and online resources. Support staff, parents, volunteers and older pupils all take time to read to pupils and to hear them reading. There is particularly effective one-to-one support, when it is required, for disabled pupils and those who have special educational needs.
- Teachers use information about how well pupils have learnt a topic or a skill to plan future work at the right level for them. They take every opportunity to ensure that there are no barriers to learning, particularly for disadvantaged pupils. However, teachers do not always plan enough opportunities in mathematics for pupils to deepen and broaden their learning. Pupils' books show that they sometimes continue to repeat exercises in calculation when they have clearly grasped a concept or a method.
- Frequent and accurate marking is of a good quality overall and is used effectively. Pupils take time to respond to comments and to make corrections before moving on to their next steps. Teachers regularly assess pupils' progress and provide helpful feedback to both pupils and parents.
- Parents are overwhelmingly enthusiastic about how well teachers know their children, the care they take of them and their ability to help them make good progress. Teachers ensure that all pupils, including those at an early stage of learning English, are achieving well.

The achievement of pupils **is good**

- Pupils enter the school with skills and understanding typical for their age. Since the previous inspection, they have typically left with standards in reading, writing and mathematics that have been above the national average. This has consistently been the case in writing. Although standards in other subjects were at the national average in 2013, they returned to above the national average at Key Stage 1 in 2014 and have been rapidly improving at Key Stage 2.
- Pupils' progress in writing is consistently above the national average as a result of school leaders introducing exciting projects that involve the whole school. There is a strong emphasis on good handwriting and on pupils joining their writing, which they begin to do from an early age. Recent results in Year 6 tests have emphasised the need for improvement in pupils' spelling. The school has put a strategy in place and brought in expert advice. There are already improvements in the spelling in pupils' books.
- Current pupils are making good progress in reading over time. Children make a good start to learning about letters and the sounds they make (phonics) when in Reception. An above-average proportion of Year 1 pupils reached the required standard in the annual phonics check in the last two years.
- While pupils' achievement in mathematics is good overall, rates of progress are slower in comparison to reading and writing. The school is developing its strategies to ensure that current pupils make better progress and progress in mathematics is accelerating strongly.
- Pupils currently in the school are making good progress as they reach the end of Key Stage 1 and throughout Key Stage 2 in reading and writing. Increasingly, this is also the case in mathematics. The slower progress of some pupils at the start of Key Stage 1 indicates that a few children in Reception are not always fully prepared for the transition to more structured learning.
- A high proportion of disadvantaged pupils in Year 6 have also been disabled pupils and those who have special educational needs. They have made good progress, many from lower-than-average starting points, in reading, writing and mathematics, although not reaching the same levels of attainment as other pupils. In 2013, disadvantaged pupils in Year 6 were around two terms behind other pupils in the school and other pupils nationally in reading and mathematics and around half a term behind in writing. In 2014, these gaps widened by around two and a half terms. However, this does not give an accurate picture of the achievement of disadvantaged pupils throughout the school. These pupils achieve well and the school very effectively meets their needs. For example in Key Stage 1, in 2014, the attainment of both disadvantaged pupils in the school and other pupils was close to or above other pupils nationally in reading, writing and mathematics.
- Most able pupils achieve well. However, while always at least in line with national averages, the proportions reaching the higher levels at the end of Key Stages 1 and 2 are higher in reading and writing than in mathematics. This is because they have been suitably challenged in developing their literacy skills but this has not always been the case in numeracy.
- The large proportion of pupils who are from minority ethnic backgrounds achieve as well as or better than other pupils. The much smaller number of pupils who are at an early stage in learning English are given particularly good support and catch up quickly, as do pupils who join the school part-way through their education.

The early years provision**is good**

- Highly effective leadership means that children thrive in this bright and busy setting. Their pictures, stories and sums are celebrated and children point with pride at imaginative displays of their work.
- Children start school with skills and understanding that are typical for their age, for example in language and number and in their physical and social development. All children, including disadvantaged children, disabled children and those who have special educational needs, rapidly learn to develop those skills in Nursery and go on to make good progress in Reception. For the last two years children's achievement at the end of the Reception year has been above the national average.
- Children's excellent behaviour is seen in their readiness to work together and their ability to concentrate, undistracted by others, for increasing lengths of time. Most children listen carefully to their teachers' instructions and each child regularly takes responsibility for small but important jobs in the classroom.
- The good quality of teaching in the early years leads to all children, including the most able, making good progress, particularly in their understanding of letters and the sounds they make (phonics). However, not all children are fully prepared for the transition to more structured learning in Key Stage 1, where the progress for a few initially slows.
- Children rapidly develop a sensible and increasingly independent approach to their own safety and the safety of others. This includes road, fire and internet safety and children delight, for example, in ensuring that they have the right safety helmet and high visibility jacket when taking part in a building role play.
- Children's physical and emotional health is developed through a range of activities, including regular Forest School sessions, in which they explore the outdoors through creative play and study of nature. Their spiritual, moral, social and cultural development is also well promoted with the enthusiastic cooperation of parents in the 'Morning Challenge', for example, and on educational visits that broaden the children's horizons.

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	100737
Local authority	Lewisham
Inspection number	444315

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	279
Appropriate authority	The governing body
Chair	Jonathan Douglas
Headteacher	Sharon Lynch
Date of previous school inspection	12 November 2008
Telephone number	020 8690 2842
Email address	info@swoy.lewisham.sch.uk

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