

This summary should be read alongside the inspection report, which is available from the school or on the Ofsted website. The published report is a summary of the inspection. However, during the inspection, the Lead Inspector meets with the HT, the Senior Leadership Team and Governors at key points and gives a full and detailed feedback at the end of Day Two. This feedback includes a great deal of evidence about what has been observed in classes, around the school and in the playground, as well as discussions with pupils, staff, parents and governors, and evidence from children's work as key evidence about learning over time.

The feedback is taken from notes from the Senior Leadership Team during the final feedback session, which included the Director of Education for Lewisham, a representative from the Diocese, and Governors. The Inspection Team had to evidence their judgements against the Ofsted Framework and Judgement Descriptors. This document aims to give a clearer view of the standards which are evident at St William of York Catholic Primary School, and perhaps captures the ethos and culture of our school with more detail.

The inspection team conducted a Deep Dive into Early Reading and Phonics, Maths, Science and History, as well as inspecting the curriculum as a whole.

They met with Subject Leaders, Early Career teachers, Support Staff and also the Admin team and Governors. They also met with groups of pupils of all ages, and spoke to pupils at length during lesson observations and whilst walking around the school.

Overall Effectiveness	Good
The Quality of Education	Good
Behaviour and Attitudes	Outstanding
Personal Development	Outstanding
Leadership and Management	Outstanding
Early Years Provision	Outstanding

The Quality of Education is GOOD

<u>Feedback after Inspection</u>	<u>Ofsted Framework and Judgement Descriptors</u>
<p><i>Evidence of real strengths in the curriculum offer. It is well planned and well taught.</i></p> <p><i>Next step: create more specific steps to support the sequencing of the curriculum.</i></p> <p><i>SEND pupils – there are clear systems in place to identify children quickly, who may need additional support. The positive relationship with parents enables the school to make referrals to outside agencies for assessments, put support in place and begin the process for EHCNA's, if appropriate. The school has a high number of children with EHCP's and identified SEN. However, this is not a barrier to the quality of education for all pupils. The school is skilled at adapting the curriculum, providing high quality support. There is evidence of a consistency of provision and support including the use of visual timetables, other support strategies and the use of Makaton. Teaching Assistants are well trained, particularly in Speech and Language support and intervention.</i></p> <p><i>The high standards in the teaching of reading, result in good outcomes for pupils. Additional support for those who need it, is positive and supportive. The careful choice of texts matches topics and supports learning across the curriculum. Children have access to high quality, age appropriate texts which demonstrate the school's commitment to equality and diversity. There is clear progression in reading provision and teaching from Nursery to Yr 6.</i></p> <p><i>The careful choice of texts matches topics and supports learning.</i></p>	<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p> <p>The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.</p> <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Pupils study the full curriculum; it is not narrowed: in primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6</p> <p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p> <p>The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.</p> <p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p> <p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p> <p>Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</p> <p>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>

<p><i>Handwriting is clearly taught well, with a consistently high standard in each year group, resulting in good presentation in KS2.</i></p> <p><i>There was evidence in last year's pupil books which showed good outcomes at the end of KS2.</i></p> <p><i>Pupil Premium funding is used to good effect and there was evidence of quality support and intervention to support disadvantaged pupils make faster progress in writing.</i></p> <p><i>Writing across the school shows that children are able to apply their phonics knowledge as they move up through the school.</i></p> <p><i>Subject Leaders are highly effective – they have identified the gaps in children's learning due to Covid and have created a catch up curriculum, to ensure that the pupils have not missed any areas of the curriculum over time. There was evidence of strong and skilled practice in adapting the curriculum to support progress and learning.</i></p> <p><i>The school offer for staff CPD is well planned and strong, ensuring that teachers and teaching assistants are well trained and develop their subject knowledge to teach well.</i></p>	<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Reading is prioritised to allow pupils to access the full curriculum offer.</p> <p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.</p> <p>The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> <p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p> <p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.</p> <p>Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.</p> <p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p> <p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>
<p align="center">Behaviour and Attitudes are OUTSTANDING</p>	
<p align="center"><u>Feedback after Inspection</u></p> <p><i>The school's approach to behaviour is positive and nurturing. Children are well behaved. The behaviour system is clear and well understood by all pupils and the approach actively contributes to the positive behaviour of all pupils.</i></p> <p><i>Children feel safe.</i></p>	<p align="center"><u>Ofsted Framework and Judgement Descriptors</u></p> <p>In order for the behaviour and attitudes judgement to be outstanding, the school must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria Outstanding (1)</p> <p>The school meets all the criteria for good in behaviour and attitudes securely and consistently.</p> <p>Behaviour and attitudes are exceptional.</p>

There is a respectful school culture, with older children nurturing and supporting the younger pupils. The Buddy system is well established and promotes development in character and provides positive role models for younger children.

All staff have a consistent approach, and the Restorative Justice approach and positive recognition is effective.

Children know that they can talk to adults if they have worries or concerns.

The Early Years provides specific opportunities for developing social skills and E Years staff are highly skilled in developing these skills as a foundation for developing relationships.

There are strong systems in place to ensure attendance is good and following up any absences is strengthened by positive relationships between parents and the school.

Safeguarding is effective and the school monitors any concerns, liaising with parents and outside agencies to provide timely and effective support.

The school provides a range of support for mental health and wellbeing, with workshops and advice from the MHST partnership.

In addition, the following apply:

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.

Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Good (2)

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.

Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion \(https://www.gov.uk/government/publications/school-exclusion\)](https://www.gov.uk/government/publications/school-exclusion)).

Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Personal Development is OUTSTANDING

Feedback after Inspection

The school's feedback system, where pupils make a self assessment at the end of the lesson is effective in supporting children to ask for help and support, learn from their mistakes and build character.

The ACE cards and Recognition Boards focus on developing specific behaviours and attitudes which contribute to pupils developing self discipline and self regulation and positive learning attitudes, Equalities is well supported by the PSHE and RSE curriculum, which is strong, well sequenced and links with the Catholic faith and ethos of the school. Governors demonstrate a commitment to Equalities, Diversity and Inclusion and the Equalities Objectives are robust.

The Smart School Council, although newly established, creates a genuine and meaningful dialogue with pupils and is valued by pupils.

Trips and visits are well planned and support the curriculum as well as the personal development of pupils. Girls have positive role models, feel safe and understand consent, which is clearly taught in the curriculum.

The school supports families well, particularly those new to the school and the UK.

There is evidence of the strength of the school's relationship with the wider community, and in particular the parish. This relationship is vital to the life, community and atmosphere of the school.

The curriculum teaches children about how to stay safe, use the internet safely and lead healthy lifestyles including learning about food and diet.

Ofsted Framework and Judgement Descriptors

In order for the personal development judgement to be outstanding, the school must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

The school meets all the criteria for good in personal development securely and consistently.

Personal development is exceptional.

In addition, the following apply:

The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.

The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Good (2)

The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.

The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and

<p><i>Secondary transition is well supported so that pupils are ready for the next stage of their learning.</i></p> <p><i>The pupils love the fact that they school is an academic experience.</i></p> <p><i>The school's commitment to Equality and Diversity is evident and this is evidenced in the curriculum and cultural life of the school. Governors show commitment to this in discussions in their meetings and having established an EDI Parents' Forum.</i></p>	<p>tolerance of those with different faiths and beliefs.</p> <p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p> <p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</p>
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Leadership and Management is OUTSTANDING

<u>Feedback after Inspection</u>	<u>Ofsted Framework and Judgement Descriptors</u>
<p><i>Safeguarding practice, policies and procedures are strong and there are robust systems for recording, tracking and monitoring any concerns.</i></p> <p><i>It is well taught within the curriculum, and pupils feel safe and know that they can speak to an adult to help them if needed.</i></p> <p><i>There is a strong focus on well being, and pupils, staff and parents are given help and advice. Parents' views are very positive – from those who spoke to the inspector in the playground and Parent View.</i></p> <p><i>Parent View had no negative comments – high proportion of positive comments and only 3 neutral comments.</i></p> <p><i>94% of parents would recommend the school to other parents, which is much higher than the national average.</i></p> <p><i>Staff feel well supported and although workload is demanding, the HT is supportive. CPD is consistent and staff benefited from the CPD offer during the pandemic.</i></p>	<p>In order for the leadership and management judgement to be outstanding, the school must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria Outstanding (1)</p> <p>The school meets all the criteria for good in leadership and management securely and consistently.</p> <p>Leadership and management are exceptional.</p> <p>In addition, the following apply:</p> <p>Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p> <p>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</p> <p>Staff consistently report high levels of support for well-being issues.</p> <p>Good (2)</p> <p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is</p>

<p><i>Early Career Teachers are well supported within the school.</i></p> <p><i>The curriculum is well linked and meets all the statutory requirements. Leaders make decisions about curriculum development based on research and a clear knowledge and understanding of what is best for their pupils.</i></p> <p><i>Pupil Premium funding is used to good effect and there is clear evidence of its impact in support and interventions seen in school.</i></p> <p><i>Social responsibility and community engagement is strong, with the added benefit of the Parish Crisis Fund and links with the Lewisham Foodbank to support families.</i></p> <p><i>Governors are effective, knowledgeable and supportive and bring a local perspective to the leadership of the school. They are dedicated to working with the leadership team and staff to improve the life chances of pupils.</i></p> <p><i>The local authority knows the school well, and have a positive view of the school and its leadership. The HT contributes to leadership beyond the school through involvement in the LA and support for other local schools.</i></p> <p><i>All members of the school community have strong, shared values, with clear Catholic ethos.</i></p>	<p>realised through strong, shared values, policies and practice.</p> <p>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.</p> <p>Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.</p> <p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.</p> <p>Engagement opportunities are focused and have purpose.</p> <p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</p> <p>Leaders protect staff from bullying and harassment.</p> <p>Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p> <p>Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</p> <p>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</p>
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Early Years Provision is OUSTANDING

<u>Feedback after Inspection</u>	<u>Ofsted Framework and Judgement Descriptors</u>
<p><i>The Early Years curriculum is well sequenced and there is strong and clear provision for the 7 areas of learning. The activities match the curriculum and there is a clear and agreed pedagogical approach which supports the pupils effectively. There is a clear progression from Nursery to Reception and the team work well together to ensure there is a thoughtful sequence to planning to ensure progression.</i></p> <p><i>Pupils in need of additional support are identified early, with close links between the SENCo and the EYrs team.</i></p> <p><i>There was evidence of high quality provision for indoor and outdoor learning.</i></p> <p><i>Active learning activities support children's personal and social development with turn-taking, winning and losing, supporting and congratulating each other, managing risk and self regulation.</i></p> <p><i>Pupils co-operate with each other, relate positively to adults and are also able to work independently.</i></p> <p><i>Skilled interactions and questioning from the adults support learning, understanding and the development of vocabulary.</i></p> <p><i>Relationships with parents are positive and the Early Years team are caring, and experienced.</i></p>	<p>In order for the early years provision of a school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.</p> <p>Outstanding (1)</p> <p>The school meets all the criteria for good in the effectiveness of early years securely and consistently.</p> <p>The quality of early years education provided is exceptional.</p> <p>In addition, the following apply:</p> <p>The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.</p> <p>The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.</p> <p>Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.</p> <p>Good (2)</p> <p>Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.</p> <p>The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.</p> <p>There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.</p> <p>The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.</p>

	<p>The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.</p> <p>Children benefit from meaningful learning across the curriculum.</p> <p>Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.</p> <p>Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.</p> <p>Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</p> <p>Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.</p> <p>Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.</p> <p>The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy. Leaders and staff are particularly attentive to the youngest children's needs.</p> <p>Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.</p> <p>Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home,</p>
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	<p>including details about the school's method of teaching reading and how to help their children learn to read.</p> <p>Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.</p> <p>Children are ready for the next stage of education, especially for Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.</p> <p>By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.</p> <p>Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.</p> <p>Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.</p> <p>Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.</p>
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