

# Inspection of St William of York Catholic Primary School

Brockley Park, Forest Hill, St. William of York School, London SE23 1PS

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Inspection dates: 5 and 6 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are very happy and kept safe at this school. They care about one another and treat each other with the utmost kindness and respect. Right from the start of the early years, they learn to take turns and listen carefully to their classmates. The playground is a friendly and fun place for pupils to play, with older pupils supporting younger ones to enjoy their breaktimes.

By the end of Year 6, pupils are well prepared for the next stage in their education. This is because leaders have high expectations and ensure that pupils learn well in all subjects. Pupils find their learning enjoyable and stimulating. They work hard and achieve well across the curriculum. Children in the early years get off to particularly strong start to school.

Pupils are taught to respect each other's differences. They learn to take responsibility for their own behaviour and behave exceptionally well. Adults deal with any concerns, including bullying or disagreements, quickly and effectively. Pupils said that they trust adults to keep them safe.

Parents and carers are exceedingly positive about the role that the school plays in supporting their children and the local community. They appreciate the hard work of leaders and staff in creating a 'safe, nurturing environment for children'.

## **What does the school do well and what does it need to do better?**

Leaders aim for excellence, and this can be seen in many aspects of school life, particularly in the way pupils' personal development and behaviour are supported. Leaders have also created a broad and balanced curriculum. They make sure that pupils learn well across the range of subjects and produce work to a high standard.

The most important knowledge that pupils need to know has been identified in all subjects, including in the early years. Teachers know what concepts to teach and focus on in each year group. They give clear explanations and connect new subject content to what pupils have already been taught. Alongside this, they make sure that pupils understand and use specific words that are important to learning in a subject. For example, pupils accurately use terms such as 'friction' and 'water resistance' to talk about their prior learning in science. In history, pupils confidently described their historical knowledge using words such as 'neolithic' and 'artefact'.

In Years 1 to 6, very occasionally, teachers' understanding of how new subject content links together with previous and future learning is less secure. This means that, at times, teaching does not support pupils' progression as well as it could. Leaders have spotted this and acted effectively. They are already finetuning their curriculum thinking based on their rigorous oversight of the quality of education. They are also training staff further on how to plan and deliver logically ordered chunks of learning.

The teaching of phonics is well organised and well delivered. High-quality training is provided for staff, including for those who are new to the school. Pupils read books that are at the right level for their place in the phonics programme. They use the knowledge they learn in phonics lessons to read unfamiliar words accurately. Those at risk of falling behind receive extra support from skilled staff.

In the early years, children learn to love stories and reading from an early age. They quickly become fascinated with books and with language. For example, younger pupils talked enthusiastically about the 'big bad wolf' and other characters in stories they had enjoyed. Older pupils continue to enjoy reading, tackling books of increasing difficulty with confidence.

Pupils consistently show excellent attitudes to learning. They try extremely hard and enjoy making their work even better. In the early years, children settle quickly, and readily help each other. Across the school, pupils are supported to develop positive character traits, such as resilience and determination. They care about the school's goal of everyone striving to be 'ACE'. This means they are recognised for positive 'attitudes', great 'commitment' and brilliant 'effort'.

Pupils learn to respect difference, including different cultures and different types of family. They are also proud to have a meaningful voice in decision-making in school life. For example, a suggestion from the school council led to the introduction of the 'reading shed' in the playground.

Pupils with special educational needs and/or disabilities (SEND) receive highly effective support. Their needs are precisely identified. Teachers are very clear about how to help them learn the same curriculum as other pupils.

Staff share leaders' commitment to doing the best for families and pupils. They said that leaders really care about well-being and making sure that workload is manageable.

Governors are diligent and understand the school's priorities. Together with leaders, they make sure the school offers pupils exceptional levels of pastoral care. Leaders also make sure that trips, enrichment activities and clubs are available to all. This reflects their commitment to developing pupils' wider interests as well as their academic learning. For example, Year 6 pupils spoke in detail about their visit to the war graves in Belgium and how this connected to their learning in history.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are well trained. They know how to spot concerns, including those related to child-on-child abuse. They act quickly on any concerns that do arise, and they work effectively with different agencies to keep pupils safe. Leaders know

which families may need extra help, and they work closely with these families to provide support.

Leaders and staff also teach pupils about how to stay safe. For example, pupils learn about the risks of drugs, alcohol and tobacco. They also learn about how to stay safe online, such as by not sharing passwords with people they do not know.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few aspects of the curriculum, the order in which pupils need to learn and go over essential knowledge has not been fully thought through. While leaders are already addressing this, the changes they have made are not fully embedded. Over time, this means pupils' understanding is not being deepened as successfully as leaders intend. Leaders should continue their work to make sure that all aspects of the curriculum enable pupils to work, step by step, towards the ambitious curriculum end points.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100737
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10240874
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Laurence Barber and Sabrina Fernandez (co-chairs)
<b>Headteacher</b>	Sharon Lynch
<b>Website</b>	<a href="http://www.swoy.lewisham.sch.uk">www.swoy.lewisham.sch.uk</a>
<b>Date of previous inspection</b>	6 February 2019, under section 8 of the Education Act 2005

## Information about this school

- St William of York is smaller than the average-sized primary school.
- The school is a Catholic voluntary-aided school. The most recent section 48 inspection was in March 2019.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation.
- Inspectors carried out deep dives in early reading, mathematics, history and science. For each deep dive, inspectors discussed the curriculum with leaders,

visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work. The lead inspector also listened to some pupils read.

- Inspectors also considered other subjects as well as the curriculum for personal, social, health and economic education.
- Inspectors observed behaviour in lessons and at breaktime, and talked to pupils about behaviour at the school.
- The lead inspector met with members of the governing body and a representative from the local authority.
- To inspect safeguarding, inspectors held meetings with senior leaders and members of the governing body. Inspectors spoke to staff and pupils to gain their views. Inspectors looked at a range of records relating to safeguarding, including the single central record.
- Inspectors met with teachers who are new to the teaching profession and other staff to find out their views about the school, including how leaders support them to manage their workload.
- Inspectors gathered pupils' views through meetings, both during visits to lessons and at other times of the day.
- Inspectors considered responses to Ofsted Parent View, Ofsted's survey for parents, including written comments. An inspector spoke to some parents informally at the start of the school day.

### **Inspection team**

Andrew Rigby, lead inspector	Ofsted Inspector
Sarah Lack	Ofsted Inspector

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