

# St Aloysius Catholic Junior School

Aldenham Street, London, NW1 1PS

**Inspection dates** 10–11 January 2013

<b>Overall effectiveness</b>	Previous inspection:	<b>Good</b>	<b>2</b>
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher is the driving force behind the school's continuing improvement. He has a strong team of teachers and other staff behind him who have ensured that standards in English and mathematics are above average.
- The governing body holds the school to account for its performance and its management of the finances.
- Pupils' attitudes to learning are consistently good in lessons and play a significant part in pupils' good achievement. Pupils' behaviour around school is good.
- Standards are very high in writing and stronger parental involvement in reading is leading to increasingly high standards in reading, and in English overall.
- Pupils' progress in mathematics is improving more rapidly as a result of strengthened teaching which has arisen from high quality training.
- All teaching is good. Pupils are clear about what they are expected to learn and work is set at the right level to meet their needs.
- Marking is of a consistently high quality and is a significant factor in the recent rise in pupils' mathematical achievement and their continued strong progress in English.
- The way subjects are taught is exciting and well planned and meets the needs of all pupils very well.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough.
- Teachers do not always set harder work for pupils in mathematics as soon as they are ready.
- Not all pupils are sufficiently confident with basic numeracy skills, such as times-tables.
- Although gaps in standards in mathematics are narrowing between different groups of pupils, staff expectations of what they can do are not always high enough.

## Information about this inspection

- Inspectors observed 14 lessons, four of which were joint observations carried out with the headteacher and the deputy headteacher. Inspectors also carried out a series of short visits to other lessons across the school, observed an assembly and listened to children read.
- Meetings were held with staff, pupils, members of the governing body, including the Chair, and a representative from the local authority. Inspectors took account of the 12 responses to the online Parent View questionnaire as well as the views of any parents they met.
- Inspectors scrutinised a range of documentation, including nationally published data and the school’s own data, the school’s self-evaluation, improvement plans, safeguarding policies and records and documents relating to performance management.

## Inspection team

Lesley Leak, Lead inspector

Additional inspector

Colin Lower

Additional inspector

## Full report

### Information about this school

- This is an average-sized junior school.
- The proportion of pupils known to be eligible for additional funding through the pupil premium is much higher than in most schools.
- Many pupils attending this school are from ethnic minority groups and speak English as an additional language, with around 10% who are at an early stage of learning English.
- The proportions of disabled pupils and those who have special educational needs supported through school action, and those supported at school action plus, or who have a statement of special educational needs, are high compared to national averages.
- The school meets the current government's floor standards, which set the minimum expectations for attainment and progress.
- The school does not make use of alternative provision.

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

- Secure more outstanding teaching by:
  - making sure that teachers and other adults adapt learning activities throughout the lesson so that pupils are given more demanding work as soon as they are ready.
- Bring mathematics up to the high standards already achieved in English by:
  - consolidating basic numeracy skills as early as possible.

## Inspection judgements

### The achievement of pupils is good

- Pupils' attainment on entry to the school is average in English and below average in mathematics. Almost all pupils are doing well in English and are consistently achieving standards which are above average, especially in writing. Pupils' progress in reading is starting to catch up with that in writing, as a result of strengthened systems that help parents to support their children's reading at home.
- The school's data show that pupils are now making good progress in mathematics. This improving picture directly reflects the better quality of teaching of mathematics, resulting from well-directed training for all staff. The new emphasis on involving parents in supporting their children's basic numeracy skills at home is also effective in moving pupils on in mathematics.
- There is an improving picture of progress for disabled pupils and those who have special educational needs in mathematics. This is because the school has identified these pupils' needs more accurately and has provided additional support that is at the right level for them.
- Pupils known to be eligible for the pupil premium are making as much progress as other groups in mathematics and continue to make particularly good progress in English. This is because funding has been properly spent on meeting the needs of identified pupils through additional one-to-one 'in-class' support and other small group activities arranged in English and mathematics.
- Average points score data show that pupils eligible for free school meals are closing the gap rapidly with the others and doing better than such pupils nationally.
- Alongside those who speak English as an additional language, pupils from minority ethnic groups do well in English and are performing better in mathematics as a result of good additional support from the school. The gaps in achievement of pupils from minority ethnic groups are narrowing as a result of the school's determined efforts to ensure that all pupils have the same chances to succeed.

### The quality of teaching is good

- All teaching throughout the school is good, with some examples of outstanding practice, especially in English. The school has worked successfully to improve the quality of teaching.
- The teaching of mathematics is good and improving as a result of well-focused training to develop teachers' subject knowledge and ability to make mathematics practical and investigative.
- Teachers and other adults make sure that pupils are clear about what they are expected to learn. In an outstanding English lesson Year 6 pupils expertly assessed their own and each other's work against the aims of the lesson and, as a result, accurately judged for themselves how well they had progressed.
- In the best lessons teachers listen to and skilfully question pupils to check how well they are doing. Other adults provide well-judged support for pupils who are less confident to bring them up to the level of the others.
- Teachers use assessment information to help them to prepare activities which match the abilities of pupils in their class, and they are skilled at setting work at the right level for each of their pupils, particularly in English, where all pupils are regularly given harder work at the earliest opportunity. Work set in mathematics is suitable for everyone's needs but teachers do not always move pupils on to harder work just as soon as they are ready.
- Adults who support pupils in need of additional help, including those who are identified as having special educational needs, make a strong contribution to rising standards in mathematics and English because they are briefed well on how to get the best out of pupils in their charge.

- Pupils benefit from a range of subjects that are taught well. They read widely and enjoy talking about books they have read. In a series of music lessons, pupils of all ages enjoyed learning to play phrases of melody on keyboards and xylophones, which subsequently culminated in a range of whole-class performances.
- Marking is of a high quality and pupils are provided with individual guidance on how to improve their work on a regular basis. Pupils take their teachers' comments seriously and relish opportunities to correct their mistakes. They attempt further challenges and consolidate what they have learned. This highly effective approach to marking enables them to make good progress.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour in lessons and around the school is a strong feature. Pupils say they are happy and feel safe at school. They act responsibly in the play areas, where they are well supervised.
- Pupils' attitudes to learning are consistently good in most lessons and play a significant part in pupils' good achievement. They are keen to be involved in their own learning by answering questions and sharing their knowledge and understanding with others.
- Staff manage pupils' behaviour well and use a common system which rewards pupils who try hard to produce their best efforts and addresses the occasional 'off-task' behaviours shown by a few.
- Pupils have good social skills. Most are confident speakers when conversing with adults and other pupils. They get on well together and work constructively in groups. Pupils are respectful of each other and this contributes to their good learning.
- Pupils feel safe in the school. They take responsibility for their own and others' safety. They know right from wrong and often correct each other. They are fully aware of all forms of bullying, including e-bullying.
- Weekly assemblies are used effectively by the school to encourage and reinforce good behaviour through prayers, music and spiritual reflection. This contributes to pupils' spiritual and moral development.
- Pupils enjoy school and, as a result, their attendance is now average and improving.

### **The leadership and management** are good

- The headteacher is ambitious for the school. He knows what he wants to achieve and he has developed a strong team of teachers and other staff behind him. He has introduced better ways of teaching and learning, which are working well to raise standards for all pupils.
- Middle leaders, such as those responsible for coordinating English and mathematics across the school, have been instrumental in supporting the headteacher with this work. They have shown teachers and other adults how to plan learning which meets all of the pupils' needs.
- Teaching is consistently good, as a direct consequence of well-developed training programmes which have brought about improvements in classroom practice. The monitoring of the quality of teaching is sharply focused and highlights how teachers can improve. This has directly contributed to the rise in educational standards in mathematics with many pupils throughout the school now making better than average progress.
- Systems for managing the performance of staff are rigorous and appropriately tied into the monitoring of teaching quality and pupil progress. However, expectations of what some pupils can achieve are not always high enough.
- The school has a strong policy for developing literacy and this is demonstrated in the good progress which almost all pupils make in English. Pupils' writing is exceptionally strong and reading is rapidly improving as a result of fostering good relations with parents in supporting

their children's reading at home.

- The way subjects and topics are taught is exciting and well planned and meets the needs and interests of all pupils very well. This actively contributes to pupils' spiritual, moral, social and cultural awareness. Pupils relish chances to take part in a wide range of clubs and outside school visits such as trips to the Globe Theatre and The Royal Opera House. Music is especially promoted, with every child being given the opportunity to learn an instrument. There is a strong emphasis on spirituality, which is evident in all aspects of school life, and pupils are encouraged to learn about a wide range of faiths as well as their own.
- Safeguarding meets current statutory requirements. The school makes sure that discrimination is not tolerated in any form.
- The local authority has not felt it necessary to provide this good school with additional help and guidance since its last inspection. Rather, it is the school which seeks any professional support or training it requires from the local authority.

■ **The governance of the school:**

The governing body receives regular comprehensive evaluations of the school's performance and knows how the school's performance data compare with achievement nationally. Members of the governing body undertake relevant training so as to keep the school continuously under review. Governors know what the school is doing well and where it could do better because they are fully involved in checking the school's effectiveness. Governors keep a close eye on how well the additional pupil premium funding is being used and know where it is making a difference. Members of the governing body are attached to each year group to monitor pupil progress. They pay close attention to the school's evaluation of teaching and staff performance and hold the school to account for any underperformance. The governing body has developed strong links with parents to find out their views about the school and fulfils all of its statutory duties, including those relating to safeguarding. The governing body holds the school to account for managing its finances so that the budget is balanced and pay is closely aligned to teachers' performance.

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## 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

<b>Unique reference number</b>	100037
<b>Local authority</b>	Camden
<b>Inspection number</b>	402818

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Margaret Moran
<b>Headteacher</b>	Mr J. O'Shea
<b>Date of previous school inspection</b>	9–10 June 2008
<b>Telephone number</b>	020 7387 9591
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