

St Bede's Catholic Primary School

Canon Avenue, Chadwell Heath, Romford, Essex, RM6 5RR

Inspection dates 5–6 February 2015

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

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher is an inspirational leader. He has built a very strong team and together they have raised achievement and improved teaching further.
- Pupils make outstanding progress from their different starting points and leave school with standards that are well above average in reading, writing and mathematics.
- Large proportions of pupils reach higher levels of attainment because they are well challenged in Years 1 to 6.
- Disabled pupils and those with special educational needs make outstanding progress because the school identifies and meets their needs extremely well.
- A key feature of the school's outstanding teaching in Years 1 to 6 is the high expectations that all staff have of pupils. This inspires them to do their very best.
- Teachers are passionate about their subjects and this engages pupils extremely well in learning.
- Behaviour is outstanding both in class and around the school. Pupils have exceptional attitudes to learning.
- Pupils remark how safe they feel in school, a view wholeheartedly supported by parents and carers. Pupils help one another to stay safe.
- Excellent training helps teaching staff to keep on top of their game. They are very open to new ideas and share best practice with one another.
- The governors are very knowledgeable about the school and challenge leaders to make it even better.
- Children achieve well in the early years. While good, the quality of provision outside is not as strong as inside. Occasionally the most able children are not challenged enough.

Information about this inspection

- The inspectors observed learning in 28 lessons or parts of lessons, including 13 jointly with the headteacher or two of the assistant headteachers. Inspectors also attended two assemblies.
- Members of the inspection team heard pupils read and, with senior leaders, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports and safeguarding records. They considered evidence of the school's partnership work and the information provided for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff. Inspectors talked to the Chair of the Governing Body, the vice-chair and three other governors, and to a representative from the local authority.
- The inspectors took account of the 69 responses to the online questionnaire, Parent View, and of the letter they received. They also spoke informally to parents and carers in the playground..
- The inspectors considered the 40 responses to the staff questionnaire.

Inspection team

| | |
|---------------------------|----------------------|
| Nick Butt, Lead inspector | Additional Inspector |
| Kewal Goel | Additional Inspector |
| Alison Talbot | Additional Inspector |

Full report

Information about this school

- The school is larger than the average-sized primary school. There are two classes in each year group.
- Early years provision is part time in the Nursery and full time in the Reception classes.
- Two in every three pupils are from a range of minority ethnic backgrounds. One in four pupils speaks English as an additional language.
- Fewer than one in 10 pupils are supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or in the care of the local authority). This is below average.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher and deputy headteacher joined the school in September 2012.

What does the school need to do to improve further?

- Make the early years provision outstanding by:
 - strengthening the opportunities for learning outdoors so that they match those available indoors
 - ensuring the most able children are sufficiently challenged.

Inspection judgements

The leadership and management are outstanding

- The inspirational headteacher has a powerful vision for each individual to excel. He has built an extremely strong leadership team over the past two years. This team also includes a highly effective business manager. Together they have successfully created a culture of high expectations, firmly rooted in Catholic values, where teaching is outstanding and behaviour impeccable.
- Highly effective leadership of teaching has ensured that no teaching is less than good and much teaching is outstanding. 'Mentoring Mondays' give teachers the opportunity to share best practice and learn from one another's strengths.
- An innovative and comprehensive approach to managing teachers' performance means that all teachers have a complete understanding of how well they are doing at any given time. Teachers must meet demanding targets related to whole-school priorities and pupils' progress.
- Pupils supported by pupil premium funding make outstanding progress because the additional funding is spent extremely effectively to meet their precise needs. A system of one-to-one support and tuition groups benefits them immensely.
- The school is fully inclusive and ensures that all pupils, whatever their backgrounds or circumstances, have every opportunity to succeed. As a result, the school promotes equality of opportunity extremely well and does not tolerate any discrimination at all.
- Subject and other leaders, including those with responsibility for disabled pupils and those with special educational needs, have an excellent understanding of their areas. The leadership of numeracy, literacy and special educational needs is exemplary. Through thorough checks, leaders build up a precise picture of what is working well and what still needs to be done. They report in great detail and with great insight on the state of play in their areas.
- The rich and varied range of subjects reflects the needs and interests of pupils well. It is enriched through many clubs, visits and visitors. Pupils have ample opportunities to apply their skills and knowledge across different subjects. For example, Year 4 pupils researched the contribution of African soldiers fighting for Britain in the First World War. They wrote compelling accounts of their experiences.
- The school promotes pupils' spiritual, moral, social and cultural understanding extremely well. Pupils celebrate their many cultures and the 38 different languages they speak between them. They are tolerant towards those different from themselves and have a strong sense of right and wrong, and fair play. They reach out from their own deeply held faith to others and extol British values. In these ways pupils are well prepared for life in modern Britain.
- The school fosters excellent relations with parents and carers. It gives them plenty of information about how to support their children's education at home. Parents and carers expressed their great support for the school's work, both online through Parent View and to inspectors in the playground. They said, 'It is better than ever.'
- The school's arrangements for safeguarding pupils meet statutory requirements and are highly effective. All required checks are made on staff and they are given the training they need to keep pupils safe. Records are meticulously kept in a secure place.
- The primary physical education and sport premium is spent effectively on coaching and additional clubs. This has led to greater participation in sport by pupils and has increased their enthusiasm for exercise. This has in turn improved their health and well-being, as shown by their improved attendance at school.
- The support from the local authority has been good. In particular, advisers have helped to improve aspects of early years provision and literacy.
- **The governance of the school:**
 - Governance is very effective. Governors are knowledgeable about the school and supportive of its staff. They bring a wide range of experience and expertise to bear. This means they are in a strong position to find out how well the school is doing for themselves. They have an excellent understanding of the school's data and how pupils are doing compared with other pupils nationally. They also know about the quality of teaching, how good teaching is rewarded and what the school would do to tackle any underperformance. Through the management of teachers' performance, governors ensure that demanding targets are met, and that pay is linked to success in raising pupils' achievement. They ask searching questions of school staff and ensure the school provides value for money, for example in checking how effectively the additional government funding for pupil premium and primary sport is being spent.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils' hunger for learning is immense. They relish learning new information and developing new skills. Their attitudes to learning are exceptional. Pupils are very keen to participate fully in all lessons. They say, 'We're pushed to our limit in terms of our learning.'
- Older pupils take pride in being prefects and set an excellent example to their schoolmates. Pupils are always polite and friendly and have impeccable manners. They know the school's behaviour code inside out and say incidents of misbehaviour are very rare.
- Pupils raise money for charities chosen by themselves throughout the year. They seek to help those less fortunate than themselves, both in their local community and further afield.
- The school council takes responsibility for ordering, stocking and staffing the school's stationery shop. This gives them experience of running their own enterprise.
- Some pupils come long distances to school. Attendance is above average and pupils are punctual to school. This reflects their great enjoyment of school.

Safety

- The school's work to keep pupils safe and secure is outstanding. Parents and carers, pupils and staff are unreservedly positive about safety.
- Pupils know about different forms of bullying such as cyber bullying and prejudice-based bullying. They are clear that bullying is almost non-existent in the school. They are very confident that staff will sort out any worries they may have straight away.
- The prefects outside ensure that the younger children play safely and look after them on their way to and from the dining hall.
- Pupils are very alert to e-safety. They know not to give out their personal details over the internet. Pupils are aware of 'stranger danger' and through a 'junior citizenship' scheme understand how to cope with everyday emergencies such as fire and flood.
- Pupils are involved in considering the risks they may face and how to minimise them when they plan their residential visits. Pupils look out for one another and draw the school's attention to any issues to do with the grounds or building.

The quality of teaching is outstanding

- Teaching is outstanding because teaching staff have extremely high expectations of all pupils. They enable pupils to reflect upon their learning and play an active role in reaching demanding targets for improvement. Meticulous planning ensures that work is set at the right level of challenge for pupils in Years 1 to 6.
- Teachers adapt learning to suit pupils' needs and create a climate where pupils are not afraid to make mistakes or take risks. Because teachers are passionate about their subjects, pupils become extremely well engaged and enjoy learning. For example, Year 4 pupils decided for themselves what data to insert onto a Venn diagram and generated their own questions with flair.
- Pupils are encouraged to think deeply as a result of probing questioning. They have to justify their ideas. They make very good use of learning prompts on their tables and the classroom walls to help them with their work.
- The impact of teaching on learning and achievement in literacy is outstanding because teachers show pupils what excellent writing looks like and make clear what they expect from them. Displays celebrate the week's best writing for each year group so that pupils can see what is possible and aim high.
- Reading is taught extremely well. Children learn phonics systematically from an early age and rapidly become confident readers. Older children develop a range of sophisticated reading skills. They talk with enthusiasm about the books they enjoy.
- A focus on the teaching of mental arithmetic helps pupils to apply their skills across a range of operations and make links between areas of mathematics. They know their times tables very well. They make excellent use of online resources to hone their mathematical skills.
- Learning support assistants make a valuable contribution to pupils' outstanding progress. They are extremely well trained and used highly effectively to support individuals and groups of pupils.

- Marking is very thorough and gives pupils clear and frequent advice about how to improve their work. Pupils invariably act upon the guidance given so that they learn from their mistakes.

The achievement of pupils

is outstanding

- By the time pupils leave Year 6, standards are well above average in reading, writing and mathematics. This represents outstanding progress from their different starting points. Large proportions of pupils reach the higher levels of attainment, including those from minority ethnic groups. In 2014, over a fifth of Year 6 pupils reached the highest Level 6 in mathematics. This means that they are extremely well prepared for the next stage in their education.
- Children join the Nursery with skills at below the levels typical for their age, especially in language and communication. They make good progress in the early years because staff know the children very well and plan activities that meet their needs.
- In Year 2 in 2013–2014, more pupils had joined the school speaking very little English or with additional needs than was usual. They reached average standards in 2014, which for them, represented rapid progress from their starting points.
- The attainment of pupils currently in Year 2 is above what is expected for their age. The school's information about pupils' progress suggests they are on course to exceed average standards by the end of the year. Books confirm the rapid progress that pupils in Years 1 to 6 have made over time. This is backed up by the school's own performance information.
- The school's high aspirations for all its pupils mean that disadvantaged pupils are ambitious to succeed and achieve extremely well. All the Year 6 pupils made at least the expected two National Curriculum levels of progress in reading, writing and mathematics in 2014. The small number of disadvantaged pupils did better than other pupils nationally by three terms in mathematics, one-and-a-half terms in reading and two-and-a-half terms in writing. This is because the school gives these pupils all the support they need to excel. The same pupils did better than others in the school by more than half a term in reading and mathematics and performed equally well in writing.
- Disabled pupils and those with special educational needs make outstanding progress because teaching staff know the pupils extremely well. They identify what is required early and fully involve parents and carers as partners in their children's education.
- The achievements of the most able pupils in Years 1 to 6 are outstanding because they are given extremely challenging work to do and every opportunity to fulfil their potential. This is why they all reach the higher levels of attainment by the end of Year 6. In early years, while these children make good progress, on occasions they are not given work to do that really pushes their learning on.
- Pupils who speak English as an additional language make outstanding progress because teaching staff are very adept at adjusting learning to suit their needs. For example, they provide pictures and labels to help pupils access new vocabulary.
- Pupils read widely, benefiting from the school's large investment in new books. They also have access to online resources at school and at home which promote their reading skills very well. They use their phonic skills (linking letters and sounds) extensively when reading. An above average proportion of pupils reached the expected standard in the Year 1 phonics check.
- Pupils have frequent opportunities to write at length across different subjects and are taught the skills they need to produce writing of high quality. They are inspired by the headteacher's unique gift for storytelling.
- Pupils are confident mathematicians because they are expected to explain clearly how they have solved problems and the methods they have used. They are able to apply their skills to a wide range of everyday situations, such as buying stock for the school stationery shop.

The early years provision

is good

- Children achieve well in the early years. Classrooms are vibrant, welcoming places. Children settle quickly and are happy. They are confident to chat about what they are learning. They are well prepared for moving to Year 1.
- Leaders have identified that the outdoor areas are not yet as stimulating places to learn as those indoors. Plans are well underway to bring them up to the same standard so that children can explore all the areas

of learning outside as well as in their classrooms.

- Good teaching ensures that children acquire grounding in basic literacy and numeracy skills quickly. There is a variety of interesting activities that help them to practise their skills effectively. For example, in the role-play Chinese restaurant, children were taking orders, reading menus and using chopsticks to pick up noodles.
- At times, the most able children are not fully stretched and this prevents their progress from being outstanding. They are not given sufficiently demanding work to do.
- Children feel safe and their behaviour is outstanding. They cooperate extremely well with one another.
- The early years is led and managed well and as a result staff work well together as a team. They keep careful records of children's achievements. They have established very close links with parents and carers.

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

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| Unique reference number | 102845 |
| Local authority | Redbridge |
| Inspection number | 453269 |

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

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| 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 | 473 |
| Appropriate authority | The governing body |
| Chair | Emmanuel Anatsui |
| Headteacher | Gary Nott |
| Date of previous school inspection | 4 February 2008 |
| Telephone number | 020 8590 1376 |
| Fax number | 020 8597 7440 |
| Email address | admin.stbedes@redbridge.gov.uk |

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