



Julian M Sorsby
East Anglia Education
3C Rowan Way
Witham
Essex, CM82LJ

Linda O'Callaghan
Headteacher
St Mary's Catholic Infant and Junior Schools
Bedford Park
Croydon, CR0 2AQ

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Dear Linda

Thank you for inviting East Anglia Education to carry out a review exercise at your school. Before presenting our findings I would like to express our thanks for the welcome we received, the hospitality you extended and for the positive and constructive manner in which all at your school participated in the exercise.

This report summarises our findings and judgement.

We evaluate the Infant School to be **Yellow A** and the Junior School to be **GREEN B**. This means that within the limitations of a one-day visit to two schools, the remit of the review process, the evidence we've seen today and the vagaries of the inspection process we would anticipate the infant school being outstanding and the junior school being good if inspected by Ofsted. ('A' indicates a strong, secure judgement while 'B' would indicate a weak judgment with some risk of downgrading to the next lower grade).

We were particularly impressed by the following strengths of the school:

Infant

Pupils behave exceptionally well throughout the day in lessons.

Pupils' personal development is outstanding, they have an excellent understanding of eSafety and bullying, and they feel exceptionally safe and well supported.

Pupils are capable independent learners from a very young age and despite their low standards and often limited knowledge of English when they join the school they have good age appropriate insight into their own learning. Pupils enjoy the broad range of activities, indoors and out.

The ethos of the school is outstanding – there is a relaxed well-placed confidence and children feel trusted, loved and cared for.

The learning environment, the broad range of accessible resources and the very well developed

outdoor classrooms support progress very well, in both EYFS and KS1.
Teaching, learning and assessment are outstanding. The schools' rotation system of teaching each day is innovative, motivational and supportive. It is serving the children very well, providing them with a broad and balanced curriculum, many changes of activity throughout the day, opportunities to be independent learners and work targeted very accurately to their individual needs. All this is coupled with a minimum of whole class teaching enabling maximisation of the time pupils learn and practice their skills through well planned practical activities.
Provision and outcomes are outstanding in EYFS and throughout KS1.
Relationships between staff and pupils are outstanding.
Excellent use is made of highly skilled Teaching Assistants.
Outcomes for pupils with special educational needs and disadvantaged pupils are outstanding because of highly skilled input. SEN support is seamless and very well managed by the SENCO.
Intervention strategies are provided in a timely fashion for those falling behind, often by the highly skilled TAs.
Good opportunities are created for parents to learn about and hence to support their children's work.
From their low standards on entry, often a feature of their lack of spoken English, children make outstanding progress. The majority of pupils are working slightly above National Average standards.
Provision for the spiritual, moral, social and cultural development of pupils is outstanding as is their living by British and Gospel values. Pupils play a meaningful role in the community and choose significant charities to receive their support.
Leadership and management shares a vision of high expectations for all pupils and of staff. Innovative ideas enrich children's experiences and enable them to achieve very well.
According to a recent local authority review, safeguarding is effective.
Areas for development:
It is suggested that the following areas require further attention:
To find innovative ways to develop the coordination of foundation subjects across the members of the MAT and hence across the key stages.
To strengthen leadership and management ties across the MAT to enable new and exciting curricular opportunities for children in all foundation and core curriculum subjects.

We were particularly impressed by the following strengths of the school:
Junior
Pupils behave exceptionally well throughout the day in lessons and throughout the school and its grounds.
Pupils' personal development is good, they have a good understanding of eSafety and bullying, and they feel very safe and well supported.
Pupils value their school greatly for both the academic and personal / emotional support they receive.
The ethos of the school is outstanding – there is a relaxed well-placed confidence and children feel



trusted, loved and cared for.
The learning environment including resources and displays support progress well.
Teaching, learning and assessment are good. Work is well matched to the needs of pupils.
Relationships between staff and pupils are very positive and do much to enhance learning.
Excellent use is made of highly skilled Teaching Assistants.
Outcomes for pupils with special educational needs and disadvantaged pupils are good. A nurture room caters for the needs of vulnerable children; there is excellent tracking of vulnerable pupils and interventions when they fall behind.
Standards and progress are now good having improved very significantly over the past three years. Children now join and leave Juniors with standards that are slightly above national averages.
Provision for the spiritual, moral, social and cultural development of pupils is good as is their living by British and Gospel values.
The head of school supported by the Executive Headteacher and the Junior School Team has worked well to achieve significant improvement in the school since its last inspection. The school is now well placed to aim to be outstanding.
Areas for development: It is suggested that the following areas require further attention:
Ensure all teaching is consistently good or better.
To find innovative ways to develop the coordination of foundation subjects across the members of the MAT and hence across the key stages.
To strengthen leadership and management ties across the MAT to enable new and exciting curricular opportunities for children in all foundation and core curriculum subjects.

We trust our report is supportive and look forward to our next visit in the Autumn.

Yours sincerely

Julian Sorsby