

Inspection of St Eugene de Mazenod Roman Catholic Primary School

Mazenod Avenue, London NW6 4LS

Inspection dates: 17 and 18 October 2023

| Overall effectiveness | Outstanding |
|------------------------------|--------------------|
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Early years provision | Outstanding |
| Previous inspection grade | Outstanding |

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2010.

What is it like to attend this school?

Pupils thoroughly enjoy attending this school. Leaders are determined that pupils become 'the best they can be'. Pupils, including those with special educational needs and/or disabilities (SEND), respond very positively to the high expectations of their learning and behaviour. Consequently, they work hard and achieve exceptionally well across the curriculum.

Leaders fully promote reading. Pupils love books and they enjoy talking about the way reading helps them to create pictures and ideas in their minds. Pupils also enjoy learning the wide range of subjects they study. For example, they get to know and understand a range of different artists through their work in art and design.

The school provides extensive opportunities to promote pupils' character development. Pupils take on additional responsibilities, such as becoming a prayer leader. They are taught to challenge stereotypes and celebrate differences, for example pupils regularly hear from a range of visitors from different religious backgrounds.

Staff and pupils have very positive relationships. Pupils trust staff to help them if they have any worries and, therefore, they feel safe. Staff have consistently high expectations of pupils' behaviour. As a result, pupils' behaviour is excellent, both in and out of lessons.

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

The school's ambition for pupils is evident in the depth and breadth of the curriculum. The curriculum is sequenced, so that pupils' knowledge builds securely and successfully. In the early years, children confidently learn number bonds to 10, so that they can complete harder sums in Year 1 and beyond. Teachers' very clear examples help pupils to complete learning successfully. Across the curriculum, teachers routinely check pupils' knowledge. They act quickly to address any gaps in knowledge and correct any misunderstandings. Pupils produce high-quality work across all subjects.

The school's work to identify and support pupils with SEND is excellent. Leaders check that actions designed to help pupils are being delivered consistently and effectively. They ensure that staff have the knowledge and skills required to meet the needs of pupils with SEND. As a result, staff expertly support pupils with SEND, enabling them to access the curriculum and achieve strong outcomes.

The school prioritises reading. Children in Reception start learning phonics straight away. Leaders ensure that staff receive training and ongoing support to help improve pupils' reading. Pupils speak enthusiastically about the books that they have enjoyed. Expert staff quickly identify those pupils who find reading more difficult. They provide excellent support, so that these pupils catch up quickly. Pupils build up a strong understanding of vocabulary. This is achieved because staff explicitly teach

carefully chosen words in different contexts. The school's sharp focus on vocabulary helps pupils to successfully access the whole curriculum.

Staff teach, model and praise the behaviour they expect from pupils. For example, pupils learn about body language and how to show others that they are attentively listening. Pupils treat each other and staff with kindness and respect. Lessons are free from any low-level disruption. Pupils also know the school's values and can talk about what they and their friends have done to demonstrate them. Pupils show high levels of determination and resilience. Their attendance is high. Leaders manage attendance well and act quickly on any identified concerns.

The school's work to promote pupils' personal development is exceptional. Pupils are taught extensively about how to manage risks, including when online. For example, pupils in Years 5 and 6 are given different scenarios to think about, involving topics such as knife crime. Pupils have regular opportunities to debate and consider topical issues using the knowledge that they have been taught. Pupils actively support the well-being of other pupils, for example, at sports day.

Leaders and governors have very high ambition and have ensured that there is high-quality in all aspects of the school's work. Teachers feel very well supported by leaders, citing that leaders are considerate and help ensure that workload is manageable. The training and support that leaders provide to staff is a clear strength of the school. The partnership with other local schools helps to strengthen the range and quality of staff training.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at

any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 100047 |
| Local authority | Camden |
| Inspection number | 10267901 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 195 |
| Appropriate authority | The governing body |
| Chair of governing body | Angela Docherty |
| Headteacher | Moya Richardson (executive headteacher) Rebecca Smith (head of school) |
| Website | www.steugene.camden.sch.uk |
| Dates of previous inspection | 7 and 8 December 2010, under section 5 of the Education Act 2005 |

Information about this school

- St Eugene de Mazenod is a Roman Catholic school in the Archdiocese of Westminster.
- The school's most recent section 48 inspection took place in May 2016.
- The school uses the term 'head of school' rather than headteacher. The head of school is supported by an executive headteacher.
- The school does not use any alternative providers.
- The school works in partnership with seven local primary schools. The partnership is led by two executive headteachers.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school, executive headteacher and special educational needs coordinator. The lead inspector met a representative of the local authority and with members of the governing body, including the chair.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspector considered the responses to Ofsted Parent View as well as the response to the online surveys for staff and pupils.

Inspection team

Barney Geen, lead inspector

Ofsted Inspector

Joel Sager

Ofsted Inspector

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