

St Peter and St Paul Catholic Primary School

Inspection report

Unique Reference Number	101655
Local Authority	Bromley
Inspection number	376610
Inspection dates	2–3 November 2011
Reporting inspector	Jackie Krafft HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Philip Dowling
Headteacher	Joanna Seymour
Date of previous school inspection	30 March 2009
School address	St Paul's Wood Hill St Paul's Cray Orpington BR5 2SR
Telephone number	01689 828208
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Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 14 lessons and saw eight teachers. Inspectors spoke with parents and carers, and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, looked at pupils' books, the school's data on pupils' attainment and progress, the school's improvement plan, examples of the school's monitoring, the governing body minutes and a range of policies. The team analysed questionnaire responses from 118 pupils, 46 parents and carers, and 14 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether expectations of more-able pupils are high enough and they are being consistently provided with appropriate levels of challenge to raise their attainment and ensure that they make good progress.
- How effectively provision in English is meeting the needs of all pupils, particularly girls.
- The rigour of monitoring, evaluation and planning for improvement at all levels of leadership.
- Whether leaders demonstrate the capacity for sustained improvement in provision and outcomes for all pupils.

Information about the school

St Peter and St Paul is slightly smaller than the average-sized primary school. The majority of pupils are from White British backgrounds. Over a third of pupils are from a range of ethnic groups, the largest being of Black African heritage. The number of pupils who speak English as an additional language is below the national average but increasing. Few are at the early stages of learning English. A similar proportion of pupils as found nationally are known to be eligible for free school meals. The proportion of pupils identified with special educational needs and/or disabilities is slightly above the national average. Their needs are varied with the most prevalent identified as having specific learning difficulties. Provision for the Early Years Foundation Stage is made in one Reception class. A new headteacher took up post in January 2011.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

St Peter and St Paul Catholic Primary School provides its pupils with a satisfactory education. It is improving following a period of decline since the previous inspection when standards fell and a large deficit budget was accrued. Leaders have an accurate understanding of what the school does well and what needs to be improved. Comprehensive plans for improvement are raising expectations and accelerating the progress that pupils make. The new headteacher provides the governing body with detailed information about the school's performance, and the governing body is increasingly challenging leaders and holding them to account by asking pertinent questions about improvement. They have worked together and taken advantage of external support to reverse the decline and significantly reduce the deficit. Standards are rising and pupils are now making better progress, including girls who were previously underachieving in English. As a result, pupils' achievement, including those with special educational needs and/or disabilities, is satisfactory and they are attaining the levels expected for their age. This demonstrates that the school has satisfactory capacity to improve further.

The school is a cohesive community, underpinned by its faith ethos. Pupils' spiritual, moral, social and cultural understanding is good. Pupils are respectful of diverse beliefs and cultures, demonstrate consideration of the needs of others, are responsive to adults and behave well. There have been no exclusions. Pupils willingly take on responsibilities and contribute to a wide range of initiatives and music events in school and the local community. The school is an attractive, safe learning environment where pupils, including those who are most vulnerable, are cared for and supported well. They attend regularly, work well together and most say that they enjoy school. Almost all parents and carers who responded to the questionnaire are happy with their child's experience at school, although a few would like more account to be taken of their views.

Teaching and learning have been a focus for improvement. Although there are examples of good practice where expectations are high, work is matched well to pupils' different abilities and teachers maintain a good pace to move learning on quickly, this is not consistent across all classes. As a consequence, teaching and learning overall are satisfactory. In some lessons, pupils are given mundane tasks which do not challenge them to apply their learning, solve problems and develop their ideas. There is a lack of challenge, particularly for more-able pupils, which limits their learning. The school has developed a marking policy which helps to identify next steps that pupils should take to improve but this is not consistently implemented

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by all staff.

The quality of teaching and learning is monitored systematically, including by subject leaders, who have been empowered to fulfil their role in driving improvement more effectively since the previous inspection. Training and support have been provided which has contributed to the improvements that have been made. Some staff who have recently undertaken new leadership roles have not yet fully developed their skills and knowledge, for example in the Early Years Foundation Stage. Staff are held to account through regular meetings with the headteacher to review the progress that pupils are making. Performance targets are linked to pupils' outcomes. However, some underperformance is not addressed swiftly enough to secure good teaching and learning and strengthen all levels of leadership more rapidly. This has been partly influenced by the budget deficit.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching more rapidly so that all pupils achieve well as they move through the school by:
 - ensuring every teacher has high expectations of pupils, especially the more able, and uses assessment information to move their learning on quickly
 - providing pupils with challenging activities in lessons that are well matched to their different abilities
 - giving pupils frequent opportunities to extend their learning by using their knowledge and skills to explain or develop ideas and solve problems
 - consistently applying the school's marking policy so that all pupils know how to improve.

- Strengthen leadership at all levels to accelerate the pace of improvement by:
 - ensuring that any underperformance is addressed swiftly and all staff are held to account robustly for the impact of their work
 - supporting and training staff in new roles, such as leading the Early Years Foundation Stage, to develop their knowledge and skills so that they are well equipped to improve provision and outcomes for pupils
 - keeping a sharp focus on improving teaching and learning while continuing to reduce the deficit budget.

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Outcomes for individuals and groups of pupils

3

From the lessons observed, work seen in books and the school’s own tracking records, pupils generally make satisfactory progress from their varied, but broadly as expected, starting points. They are engaged in their learning, are keen to participate in lessons and so develop the skills and knowledge that prepares them adequately for the next stage of their education. The progress and achievement of all groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, is satisfactory. However, few pupils exceed the levels expected in mathematics and English. This is because they are not consistently able to develop and apply their learning in these subjects, to make more rapid progress. Most pupils who responded to the questionnaire and spoke with inspectors said that they enjoy school, feel safe and learn a lot. They are confident to talk with adults if they have any concerns, although a small minority would like their concerns dealt with more promptly sometimes. They work productively in lessons, collaborate with each other well and have positive relationships with their teachers and assistants.

Pupils are welcoming, show good consideration for each other and respect different points of view and cultural differences. For example, they showed a keen interest in the celebration of Eid and value the links with a Lebanese school. They are sensitive to the needs of pupils with a physical disability, which they respond to well, unprompted by adults. They have an appropriate understanding of the benefits of healthy food and lifestyles, such as the importance of physical activity. They make a good contribution to the school and wider community. Making decisions about the new school uniform, acting as eco warriors and participating in elections for house captains fosters their pride in the school.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is not consistently challenging pupils to make faster progress in their learning, particularly those who are more able. Varied activities are planned for different groups but these are not always demanding enough of pupils, who recognise this and say 'they can be too easy'. This is because the use of assessment information is varied. What pupils already know is not consistently built on and used to move them on to their next learning steps quickly. Opportunities for them to develop their ideas and solve problems are not embedded. Where it is most effective, teachers carefully monitor the learning taking place in lessons by asking probing questions, encouraging pupils to explain and share their ideas, and giving them opportunities to demonstrate their learning.

The curriculum meets pupils' needs appropriately. Changes introduced such as the introduction of cursive script, new mathematics resources and an increase in enrichment activities, including visiting authors and theatre groups, are having an impact on improving pupils' writing and calculation skills. It is also contributing to pupil's enjoyment and positive attitudes to learning. Some meaningful links between subjects, although not embedded, are being made which are giving opportunities for pupils to put their skills into practice; for example, by writing diary entries and biographies in history and conclusions in science. Music is used well in other subjects to involve and interest pupils. They particularly enjoyed using percussion instruments and other objects to perform poetry. Opportunities for pupils to develop their enterprise skills and enhance their future economic well-being are limited.

The school provides a caring environment, attending to the physical, emotional and spiritual needs of pupils well. Good additional support and guidance, including from other agencies and specialists, is provided for pupils who are most vulnerable and those with learning and physical needs. This successfully helps them to overcome any barriers and participate successfully in the life of the school. Master classes in mathematics, with resource packs to take home, have been well received by parents and carers who attended and helped them to support their child's learning at home.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3

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The effectiveness of care, guidance and support

2

How effective are leadership and management?

The headteacher has raised expectations of staff and the governing body to secure improvements in the achievement of pupils. Leaders are not complacent and recognise that more needs to be done to secure consistently good provision which challenges pupils to achieve well. Appropriate monitoring systems ensure that good practice in the school is recognised. It is used appropriately to support others to improve their practice, alongside training and development opportunities. Partnerships with other schools are making an appropriate contribution to developing the skills of subject leaders and their understanding of what best practice looks like. They have dedicated time to fulfil their roles and are supported by the headteacher to make improvements. The governing body has undertaken a review of its effectiveness to strengthen its ability to drive improvement further through challenge and support which is having an impact.

Leaders promote equality of opportunity and tackle discrimination satisfactorily. The progress of different groups is tracked and analysed regularly so that underperformance can be identified and actions taken. There has been success in improving the progress that girls make in English. However, leaders recognise that more needs to be done to challenge all pupils to achieve well, particularly the more able. The school understands the varied needs of its pupils and promotes community cohesion satisfactorily through relevant local and international links. However, the systematic planning and evaluation of this aspect of its work is not established.

Appropriate checks, policies and procedures are in place to ensure the safety and welfare of pupils. Staff are trained appropriately to safeguard pupils and understand the procedures to be followed if they have any concerns.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Reception class make satisfactory progress in their learning and development so most reach the goals expected for their age by the time they join Year 1. They play together safely, are aware of the needs of each other, confidently make choices and participate willingly in a range of activities covering all the areas of learning, both inside and outside the classroom. They particularly enjoy practical activities such as creating their own role-play area. They sustain concentration appropriately when working on tasks, independently and when directed by an adult. Some are less confident about applying their learning, for example, in having a go at using their phonic knowledge of the sounds that letters make to write unfamiliar words. Adults have an appropriate understanding of children’s learning and welfare needs which are met adequately. Regular observations and assessments support the planning of a balanced range of learning experiences. However, timely adult intervention in activities chosen by children is not systematic so slows the pace of learning. Leadership of the Early Years Foundation Stage is new and not fully developed. Improvements have been made to the learning environment for children. However, classroom routines and the use of detailed assessments are not embedded sufficiently to promote good rather than satisfactory learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Although the proportion of parents and carers who returned the questionnaire was small, the large majority were positive about their child’s experience of school. Almost all agreed that their children are kept safe and enjoy school. A few parents and carers felt that the school did not prepare their child well for the future. The inspectors and school agree that pupils could be doing better in their learning. Inspectors have asked the school to improve teaching so that pupils make faster progress and achieve well. Parents and carers were least positive in suggesting that the school does not take sufficient account of their suggestions and concerns. Inspectors identified that, although there are some opportunities, for example,

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through questionnaires and in making decisions about the school uniform, more could be done. The school's leaders are aware of this, too. They have already increased the number of educational visits in response to some parental suggestions. They are considering how to develop this further.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter and St Paul Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	68	13	32	0	0	0	0
The school keeps my child safe	22	54	18	44	1	2	0	0
The school informs me about my child’s progress	16	39	24	59	1	2	0	0
My child is making enough progress at this school	13	32	25	61	3	7	0	0
The teaching is good at this school	16	39	23	56	0	0	0	0
The school helps me to support my child’s learning	14	34	23	56	4	10	0	0
The school helps my child to have a healthy lifestyle	19	46	19	46	3	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	32	20	49	5	12	0	0
The school meets my child’s particular needs	14	34	24	59	1	2	0	0
The school deals effectively with unacceptable behaviour	13	32	22	54	3	7	1	2
The school takes account of my suggestions and concerns	14	34	16	39	5	12	2	5
The school is led and managed effectively	19	46	18	44	2	5	0	0
Overall, I am happy with my child’s experience at this school	23	56	16	39	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 November 2011

Dear Pupils

Inspection of St Peter and St Paul Catholic Primary School, Orpington BR5 2SR

Thank you for making us feel so welcome when we visited your school recently. We especially enjoyed talking with you, looking at your work and seeing you in lessons.

Your school is a welcoming and attractive place to learn. You and your parents and carers told us that you enjoy school and feel safe. You attend school regularly which is good to know. Your teachers and other adults care for you very well and have made the school a safe place to be. You generally behave well, are polite and considerate towards each other. We were particularly impressed with how considerate you were towards your friends who need extra help or support at times. It was good to see you playing well together and having fun on the playground at lunchtime. We enjoyed seeing you making music to help you perform a poem. You, and the adults helping you, were having a lot of fun doing it too. We could also see how keen you were to learn about the festival of Eid.

Your school is providing you with a satisfactory education. There are lots of things that it does well and some things that could be even better. To help improve your school even more, we have asked the staff to make more of your lessons as good as the best ones we saw. You are sometimes given work that you can do quite easily so we have asked that your lessons make you think a little harder. That will help you to make even more progress in your learning. We want the school's leaders to make these improvements quickly so that you can all benefit as soon as possible.

Thank you again for such a warm welcome, and we hope you all carry on enjoying being at school and working hard in lessons.

Yours sincerely

Jackie Krafft
Her Majesty's Inspector

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