

Peter Hills with St Mary's and St Paul's CofE Primary School

Inspection report

Unique Reference Number	100837
Local Authority	Southwark
Inspection number	354903
Inspection dates	9–10 June 2011
Reporting inspector	Sarah McDermott

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Charlette Farrelly
Headteacher	Louise Vernon (Acting)
Date of previous school inspection	11 March 2008
School address	2 Beatson Walk London SE16 5ED
Telephone number	020 7237 2654
Fax number	020 7231 5600
Email address	headteacher@peterhills.southwark.sch.uk

Age group	3–11
Inspection dates	9–10 June 2011
Inspection number	354903

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The team observed 13 lessons taught by 8 teachers. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 84 parents and carers.

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

- The extent to which different groups, such as girls and higher attaining pupils, progress as well as others.
- The extent to which teaching and curriculum organisation helps pupils to achieve well enough in mathematics and writing.
- Attendance levels.
- The effectiveness of leaders and managers in tracking the progress of different groups of pupils and successfully addressing any underachievement.
- The extent to which the school has been successful in promoting community cohesion.

Information about the school

Peter Hills with St Mary's and St Paul's Church of England Primary is smaller than average in size. The proportion of pupils known to be eligible for free school meals is above average. Almost half of pupils are from minority ethnic groups, predominantly Black or Black British, and an average proportion of pupils do not speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is above average. Their needs mostly relate to speech, language and communication difficulties.

The Early Years Foundation Stage comprises one full-time Nursery class and one Reception class. Among other awards, the school has the Healthy Schools award and the Activemark. The school manages its own breakfast club and after-school club. The deputy headteacher has been acting as headteacher since July 2010.

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

Peter Hills with St Mary's and St Peter's is a satisfactory school that links well with the local community and its attached parishes. Children get off to a flying start in the Early Years Foundation Stage because staff instil a love of learning through a stimulating range of activities. Pupils say they enjoy coming to school, especially to meet their friends and take part in the exciting clubs and trips. One parent commented, 'Parents are well informed, my children are happy and there is lots happening for kids at school.' Most pupils arrive at school on time, but some are late to lessons and miss the first five minutes of learning. The school has worked methodically to improve attendance to national levels, but there is still work to be done in establishing good attendance habits for a few pupils. Most pupils behave well in lessons, but some pupils can be over boisterous in the playground. If pupils are worried, they know who to turn to for support. Pupils have a good awareness of how to live healthy lives, reinforced by sensible eating and plenty of exercise, recognised in national awards. They are community spirited, willingly helping around the school or taking on the role of councillors with pride. The annual community week takes pupils out into the neighbourhood to help out with local projects and build up their civic awareness.

In the main school pupils make satisfactory progress and leave Year 6 with average attainment in English and mathematics. Consequently, their achievement is satisfactory. In some classes pupils achieve well, but progress is uneven in other classes because the quality of teaching is not consistently good. The good practice of a few teachers in using information from previous lessons to make sure the next day's activities match pupils' precise learning needs is not followed by all teachers. Consequently, in some classes the more-able pupils follow the same tasks as other pupils and often are not challenged to make the most of their abilities. Pupils work well in pairs and groups to bounce ideas off each other. However, teachers are not all developing pupils' learning skills further by giving them the chance to mark their own work or evaluate that of their classmates. Pupils appreciate their learning targets and most know what they need to do to achieve more. Nevertheless, pupils' learning does not progress as fast as it could because they are not consistently set new targets as soon as they have successfully met earlier ones.

The acting headteacher is growing in confidence in her role. She communicates well with parents and carers, successfully encouraging them to become involved in their children's learning and the life of the school. In return, parents and carers appreciate all the school does for their children. The senior leadership team and governing body have an accurate view of the school's performance, rightly putting the establishment of a stable leadership team as a top priority. They are working well with the local authority and diocese to ensure a consistent focus on the well-being and achievement of all learners. Senior leaders regularly observe lessons and are clear what elements of teaching need to be improved, but the impact of professional development and internal support is not yet

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

resulting in a speedy enough improvement in the quality of teaching. The acting headteacher and her senior team have a clear action plan for further improvement and have held the school steady through a time of flux, demonstrating satisfactory capacity for sustained improvement.

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?

- Ensure the quality of teaching and learning is consistently good by:
 - using information on pupils' progress in each lesson to plan suitably challenging activities in the next lesson, particularly for the more able
 - involving pupils more effectively in assessing their own work and that of other pupils
 - setting new targets as soon as pupils have met previous ones so pupils are fully aware of what they need to do to improve, particularly in mathematics and writing.
- Improve attendance levels to 95% by the end of the academic year 2011/12 and work with parents, carers and pupils to ensure pupils are punctual to school in the morning.
- Develop senior leaders' use of information from observing lessons to introduce more effective support and professional development to improve the quality of teaching and raise attainment and achievement.

Outcomes for individuals and groups of pupils

3

Pupils, whatever their ethnic background or gender, make satisfactory progress in English and mathematics from the beginning of Year 1. In 2010 pupils attained average levels in English and mathematics at the end of Year 6. The school's own well-established data show that pupils are making similarly satisfactory progress in 2011, although attainment in mathematics and writing is not as strong as in reading. A significant number of pupils make good progress in reading because they read regularly both at home and in school. Fewer pupils than nationally reach the higher Level 3 at Key Stage 1 or Level 5 at Key Stage 2 in English or mathematics, as a result of the inconsistent challenge of the more-able pupils. Pupils with special educational needs and/or disabilities, in particular pupils with speech, language and communication difficulties and pupils who speak English as an additional language, make satisfactory progress, aided by conscientious teaching assistants in class and focused individual help out of class.

In lessons, pupils get down to learning promptly. Most pupils are attentive and listen sensibly, but when the pace of teaching slows and too long is spent on instructions, pupils tend to daydream. When given the opportunity to tackle tasks independently or in pairs, the majority of pupils respond well and put in good effort. For example, in a good Year 6 English lesson, pupils relished the chance to adapt their writing for a Year 2 audience, thinking creatively and sparking ideas off their partners. However, pupils are not all making the most of constructive comments added by teachers when marking work and invariably do not follow up the extra little tasks set to improve their learning. Pupils are

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

learning how to appraise their own progress and assess the quality of their classmates' performance, but are aware they could further develop their learning and evaluation skills. Behaviour in lessons is never less than satisfactory and helps to support learning.

The spiritual, moral, social and cultural development of pupils is good. Pupils recognise the importance of being active community members. Their cultural development is a particular strength. They are very interested in visitors and greet them politely and take a lively part in local events, such as working with a local blacksmith to design a bridge decoration for local woodlands. Pupils from different ethnic and cultural backgrounds get on well together and they are gradually growing in knowledge of faiths beyond Christianity. They are mature and sensible when reflecting on global issues, such as famine and geological disasters. Pupils make the most of the fresh air when out at play and enjoy team games. Pupils are confident to go to adults with worries, knowing that they will resolve issues. Pupils' average attendance levels, combined with their satisfactory skills in numeracy and in literacy, and a sensible regard for healthy living, mean they are adequately prepared for secondary 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	3
The extent to which pupils adopt healthy lifestyles	2
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 contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

A few lessons are good, but there are not enough good lessons to judge that teaching is any more than satisfactory because most pupils currently make satisfactory progress. Teachers have good relationships with pupils and their parents and carers; ensuring

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

learning is well supported from home. One parent commented, 'I think the teachers are all very nice and when I have any concerns they are always willing to help.' Teachers boost confidence well through the liberal use of praise. Often they introduce interesting strategies to reinforce learning, such as in a Year 2 English lesson when pupils were encouraged to use body language to explain the connectives 'because', 'so' and 'after'. However, teachers do not all make the best use of daily information gleaned on pupils' performance and tend to stick to the planned work for the week even if some pupils have progressed more quickly than anticipated. Consequently, the more-able pupils are not constantly stretched in their learning. Teaching assistants are deployed effectively, especially when given a specific focus on particular pupils. For example, in Year 6, the teaching assistant worked successfully with a group of boys to enliven their writing. Pupils appreciate their personal target booklets, but teachers do not always ensure that they renew targets quickly enough to secure speedier progression in pupils' learning.

Teachers are increasingly threading writing and mathematics throughout the curriculum, aware that these subjects need further reinforcement. Each topic culminates in a visit that brings excitement and realism to learning. In particular, music lessons are enhanced by outside performances. Year 6 pupils recounted with animation their violin concert at the Royal Festival Hall and the Year 5 musicians exclaimed, 'We can't wait to go to the Wigmore Hall!' A good range of after-school activities attract a high take-up and support healthy living well. Senior leaders are now assessing how independence and creativity can be introduced into day-to-day lessons to ensure more-able pupils reach the highest levels of which they are capable. The school keeps pupils safe and sound while in its care, endorsed by the almost unanimous agreement of parents and carers. Care, guidance and support are satisfactory rather than good because a third of pupils questioned are overly concerned about safety. In response, staff are improving the pupils' self-confidence through personal, social and health education lessons. Pupils whose circumstances make them potentially vulnerable are well looked after because the school has good links with outside agencies. The breakfast- and after-school clubs provide good places for children to socialise catch up on homework and have a wholesome snack. The clubs reflect the school's effective extended care of its families.

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
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The acting headteacher and her senior team have an accurate overview of the school's strengths and weaknesses. They have drafted a perceptive school development plan, incorporating their ambition to move the school from satisfactory to good. Well-established partnerships both with the local authority and with the diocesan board of

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

education ensure the maintenance of satisfactory learning and progress. Senior leaders have a good grasp of assessment data so they are able to move quickly to redeploy teachers or arrange special support for pupils in danger of falling behind. They regularly monitor the quality of teaching and learning and know what needs improving. However, the resulting staff training and individual support do not yet have the fully desired effect of improved outcomes because senior leaders have not ensured teachers consistently follow up good practice. Monitoring and support are beginning to be more rigorous. The governing body, recently restructured to move the school forward, retains strong bonds with the three attached parishes to support pupils' spiritual and moral development. Governors often visit the school and are beginning to ask more challenging questions about the school's performance.

Staff keep parents and carers well informed both on their children's academic progress and on school events, reminding them that regular attendance and good punctuality are vital elements for their children's improved learning. The school meets all safeguarding requirements, including training in child protection procedures and regular checking of the school site and off-site visits to address potential risks. The school is a strong cohesive community because relationships are good and pupils from different cultures and ethnic backgrounds get on well together. Senior staff are successfully cultivating links in other parts of the United Kingdom and abroad to widen pupils' understanding of areas beyond the Rotherhithe peninsular. The promotion of equal opportunities is satisfactory and results in all pupils making equally satisfactory progress in their learning. The school is attentive in making sure no pupil is discriminated against or misses out on any activity or outing in which they want to participate.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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

Early Years Foundation Stage

Children arrive at the beginning of Nursery with skills generally below those expected for their age. They make good progress and leave at the end of Reception with the expected skills for five year olds. Children are cheery, well behaved and quick to lend a hand. Several worked well together to lift the lid onto the sand pit at the end of the day. Children enjoy their time in the Early Years Foundation Stage because the staff are all very welcoming and organise an interesting array of learning activities. Boys and girls delighted in donning 'sola topi' hats and using binoculars in the jungle corner to find different animals. Children have plenty of chance to paint pictures and create models, although they are not always given enough free rein to put their own individuality into the designs. The Nursery children make the most of a spacious and interesting outdoor area, where their physical skills and knowledge and understanding of the world develop well. Reception children do not have the same easy access to the outdoor area, but senior staff are planning ways to address this.

All staff contribute effectively to the collection of learning information, so they can identify which children might need special attention to help them progress faster. The Early Years Foundation Stage leader is an experienced practitioner and leads a very able team. She has analysed data carefully to identify that children are not making as strong progress in calculation as in other areas of learning and is now incorporating number work into more activities. Parents and carers are very happy with the way their children are looked after. They particularly appreciate the weekly open afternoon when they can come to spend some time with their children and find out what they are learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The level of response to the questionnaire was above average for a school of its kind. All parents and carers who responded are happy with the way the school looks after and educates their children. They unanimously appreciate the information from school on their children's progress and feel the school is very good at taking on board their concerns. The inspection team judges links with parents and carers to be good. Although a small but significant number of parents and carers feel that behaviour is not managed properly, inspectors judge behaviour management to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Peter Hills with St Mary's and St Paul's Church of England 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	58	33	39	1	1	0	0
The school keeps my child safe	52	62	31	37	1	1	0	0
My school informs me about my child's progress	48	57	35	42	0	0	0	0
My child is making enough progress at this school	46	55	38	45	0	0	0	0
The teaching is good at this school	46	55	38	45	0	0	0	0
The school helps me to support my child's learning	42	50	38	45	3	4	0	0
The school helps my child to have a healthy lifestyle	36	43	44	52	1	1	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)	28	33	44	52	3	4	2	2
The school meets my child's particular needs	42	50	38	45	3	4	0	0
The school deals effectively with unacceptable behaviour	32	38	39	46	9	11	0	0
The school takes account of my suggestions and concerns	29	35	48	57	0	0	0	0
The school is led and managed effectively	38	45	43	51	1	1	0	0
Overall, I am happy with my child's experience at this school	40	48	40	48	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 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.



13 June 2011

Dear Pupils

Inspection of Peter Hills with St Mary's and St Paul's Church of England Primary School, Rotherhithe SE16 5ED

Thank you very much for welcoming us to your school. Peter Hills with St Mary's and St Paul's Church of England Primary is a satisfactory school. You make satisfactory progress in writing and mathematics, but better progress in reading. Teaching is satisfactory because teachers explain clearly what you should learn and let you know if you have done well. You have interesting trips and clubs arranged for you. Miss Vernon and her team of senior teachers lead the school satisfactorily and they know what needs improving.

You behave well in lessons, but a few of you can be boisterous at playtimes. You know how to look after each other and are learning to keep yourselves safe. We particularly like the way you help out in the local Rotherhithe area in Community Week and enjoy participating in musical and church events. We are impressed with how you keep yourselves healthy by eating the tasty lunches, enjoying sport and walking to school.

To make your education better, we have asked your school to do the following:

- Check that teachers give you activities that stretch your abilities, allow you more opportunities to mark your own work and move you on to new targets once the previous ones have been met
- Encourage you to arrive at school on time and only have days off school if absolutely necessary
- Make sure teachers make the most of extra training and support so the quality of teaching is consistently good.

We certainly enjoyed our visit to your school. We know that your teachers and their assistants make your school a special place for you. You can help by attending school regularly and always arriving on time.

Yours sincerely

Sarah McDermott

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.