

Our Lady and St Philip Neri Roman Catholic Primary

208 Sydenham Road, London, SE26 5SE

Inspection dates 26–27 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils make progress that is too variable across the school. Although they reach above average standards by the end of Year 6, progress is not rapid enough at Key Stage 1, especially in writing.
- This is because a small number of pupils who are eligible for free school meals in Key Stage 1 are not making fast enough progress.
- Literacy and numeracy lessons are not always planned accurately enough to take into account the full range of pupils' abilities.
- Leaders, including governors, make checks on the quality of teaching, but although teaching is improving, it is still not consistently good, especially at Key Stage 1.
- Teachers do not assess pupils' progress frequently enough so pupils do not always know what they need to do to improve.
- There are not enough opportunities for pupils to develop their literacy and numeracy skills through other subjects.

The school has the following strengths

- The executive headteacher, in a very short time, has already made a notable contribution to improving the provision at the school. He has increased the capacity of key leaders to identify weaknesses, improve teaching and learning and tackle underachievement.
- Pupils' behaviour and attitudes are consistently good. Pupils show respect for each other and adults. This contributes to a positive and cooperative learning environment.
- There are excellent opportunities for all pupils to develop their musical skills through singing and playing a musical instrument, both within and outside lessons.

Information about this inspection

- Inspectors observed 30 lessons of which 10 were jointly observed with the head of school and the executive headteacher.
- Inspectors looked at a range of evidence including the school's improvement plan, data for tracking for pupils' progress, risk assessments, school policies on safeguarding, special educational needs and behaviour, minutes of governing body meetings, school displays and the resources used in the Early Years Foundation Stage.
- Inspectors scrutinised a number of pupils' books both in and outside lessons.
- Meetings were held with two groups of pupils, the head of school, the executive headteacher, subject leaders and the Chair and Vice-Chair of the Governing Body. Inspectors also talked to a representative of the local authority.
- Six pupils from Year 2 and Year 6 read to inspectors.
- Inspectors took into account of the 27 responses to the parents' on-line questionnaire, Parent View, and six staff questionnaires.

Inspection team

Jameel Hassan, Lead inspector

Additional Inspector

Liz Kissane

Additional Inspector

Shelley Davies

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- It has 12 classes from Nursery to Year 6, three of which are mixed-age classes.
- The school is now part of a soft federation with the Good Shepherd Roman Catholic Primary School. The executive headteacher, who was appointed in November 2012, is based at the partner school but spends much of his time at Our Lady. The former acting head of Our Lady became substantive head of school in November 2012. There is a separate governing body for each school.
- The number of pupils from different ethnic communities is well above the national average, with the largest group being White British and then those pupils from any other Black backgrounds. An average proportion of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action, school action plus and with a statement of special educational needs is average.
- The proportion of pupils who are eligible for pupil premium is below average. Pupil premium is additional funding for pupils known to be eligible for free school meals, those looked after by the local authority and for the children of families serving in the armed forces. There are currently no looked after children or children of service families on roll.
- The school meets the government's current floor standards, which set the minimum expectations for pupil's attainment and progress.
- The school is on two sites. The junior school is based on the Sydenham Road site where the new head of school is based. The Early Years Foundation Stage and Key Stage 1 are based on Mayow Road, the Lewisham site.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - making sure adults take every opportunity to talk to children and take part in their learning in Nursery and Reception
 - ensuring teachers' marking is more frequent and clearly shows pupils what they need to do to improve
 - ensuring teachers make pupils' targets explicit during lessons
 - making sure teachers have high expectations for all pupils, particularly in writing
 - providing more opportunities for pupils to develop their literacy and numeracy skills in different subjects.
- Raise pupils' achievement by:
 - accelerating pupils' progress in Key Stage 1, especially in writing and particularly for those who are eligible for free school meals
 - ensuring that planning takes into account the full range of pupils' abilities so the pupils make more consistent progress across all years in reading, writing and mathematics.

Inspection judgements

The achievement of pupils

requires improvement

- Rates of progress vary from year to year. Pupils do not make consistent progress in all phases of learning because teaching is not sufficiently well planned to meet different pupils' learning needs.
- Children enter the Nursery with skills below those expected for their age, but they leave Reception with broadly average skills and so make good progress. Progress is less consistent at Key Stage 1 and pupils reach broadly average standards by Year 2.
- Key Stage 1 pupils who are eligible for free schools meals are not achieving as well as their national counterparts and reach standards that are lower than their peers in school in reading, writing and mathematics. This is being addressed by school leaders and achievement in Years 1 and 2 is improving, although writing skills are still not developed well enough. By the time they leave Year 6, pupils eligible for free school meals reach similar levels of attainment to other pupils in the school in both English and mathematics, as measured by their average point scores in national tests.
- Pupils read widely and often throughout the school. Pupils read for pleasure or to extract information in a range of subjects such as history, religious education and science. The school encourages pupils to read at home as well as providing specific lessons to guide pupils in their reading. More able pupils and those who need additional support use their knowledge of sounds and letters well when reading independently.
- Through Key Stage 2, pupils' progress accelerates in reading, writing and mathematics, resulting in pupils leaving in Year 6 with well above average standards for the last three years. This is a result of good teaching, particularly in Years 5 and 6, where pupils know their targets and what to do to achieve them.
- Disabled pupils and those who have special education needs make similarly inconsistent progress to other pupils as they move through the school. By the time they reach Year 6 they do as well or better than their counterparts nationally in both English and mathematics, showing they make good progress overall.
- The attainment of pupils from different ethnic backgrounds, including those from Black backgrounds, is above average in English and broadly in line for mathematics by the end of Key Stage 2. They are making good progress in English and expected progress in mathematics. Pupils with English as an additional language make good progress and leave in Year 6 with standards above national expectations.
- School leaders know about the weaknesses in pupils' achievement for different years and groups. As a result, they have begun small group work to help those falling behind, supported by well-trained teaching assistants, although it is too early to evaluate the full impact of these actions.

The quality of teaching

requires improvement

- Teaching is not consistently good enough to ensure rapid progress in each year group in reading, writing and mathematics. Teaching in some years is notably stronger than in others.
- Although children leave the Early Years Foundation Stage with standards that are average, there are occasionally missed opportunities to accelerate learning. When children are engaged in self-chosen activities, for example, adults do not always develop their thinking and language skills carefully enough through conversation and questioning.
- Teaching is less effective and does not lead to good progress when pupils are confused about what they are learning. Adults do not always explain clearly what pupils need to do. They are not always reminded of their personal learning targets.
- In some writing lessons, especially in Year 1, tasks set lacked clarity and teachers did not present the information in a way that built securely on pupils' previous learning or which allowed

the pupils to work by themselves. Opportunities were missed where pupils could work together to help assess each other's work.

- The marking of pupils' work has improved. It is more regular and the school's marking policy is adhered to by most teachers. Learning targets are present in pupils' book across the school, but in some classes they are not up to date and so pupils are unsure what they have already achieved and what they need to do to improve.
- Where good teaching was seen, activities and tasks closely matched pupils' needs. This was particularly seen in Years 2, 5 and 6. In one outstanding literacy lesson in Year 6, pupils were completely engaged in their learning. Effective teaching methods were used, such as role play, to ensure pupils remained actively involved throughout the lesson and understood the development of a story. Pupils were able to extend their thinking skills through the teacher's use of challenging questioning and high expectations, and pupils used a rich vocabulary in response. At the end of the lesson, the teacher clearly linked what they had learnt to their personal learning targets.
- Teaching engenders warm relationships between staff and pupils. Pupils are treated with respect and consideration. Teaching assistants are deployed well to support disabled pupils and those with special educational needs. They give extra support to individuals or small groups, some of whom make good progress.

The behaviour and safety of pupils are good

- Behaviour throughout the school is good. Even when lessons are not very interesting and do not meet pupils' needs, there are few disruptions. Pupils have positive attitudes towards learning and are eager to learn. They work well with each other in groups and paired work, which contributes to their moral, social and cultural development.
- Assemblies are reflective and pupils have a strong sense of belonging and take part in charitable activities which help the local community, such as a local fun run to raise money for those less fortunate than themselves.
- Adults provide positive role models showing good manners, being polite and thoughtful, and pupils respond likewise. Inside and outside of lessons pupils are caring towards each other. At lunchtimes they share the outdoor equipment with each other so they all have an opportunity to play games.
- Parents are very satisfied that their children are safe at school and pupils feel safe. Pupils learn about different types of safety including road and internet safety. Year 6 has a good opportunity to learn about additional ways of keeping safe through a local initiative called Junior Citizenship, where the pupils learn about electrical and railway safety.
- Pupils are aware of different types of bullying and are adamant that it does not take place at the school. They believe that the staff are so caring that they would tackle any discrimination effectively, and it would not be tolerated.
- Punctuality to lessons is good. Attendance is above average and there have been no exclusions for some time.

The leadership and management are good

- Leadership and management have improved since the school federated with another local primary school and following the appointment of a new head of school. With the support of the local authority and diocese, an experienced executive headteacher has also joined the school and the two leaders have increased the school's capacity to accelerate progress across all years. Within a very short time the new executive headteacher has enhanced the provision for Reception and now children have far more opportunities for outdoor learning.
- School leaders have an accurate view of the school's strengths and weaknesses. They have introduced robust and regular checks on the quality of teaching and have taken prompt action to

address identified weaknesses. As a result, teaching is improving.

- Better systems for performance management are holding teachers to account for the pupils' rates of progress. The executive headteacher is seeking all means to ensure pupils have equality of opportunity.
- The work of leaders with particular responsibilities is now being checked effectively and support is being provided to help them develop their role. The special educational needs coordinator has instigated some interventions to improve the progress of some pupils who are falling behind, although it is too soon to be clear about their full impact.
- The curriculum is broad and balanced. It is enriched with good opportunities for pupils to extend their learning experiences, for example through lunchtime and after-school clubs which include musical, sporting and technological opportunities and trips to places such as the Isle of Wight and a Tudor manor house. Teachers use these outings to provide more opportunities for writing when they return. However, there are still not enough carefully planned opportunities to develop pupils' literacy and numeracy skills through a range of different subjects.
- There are very good opportunities for pupils to learn music across the school. The school is enriched with high calibre singing in assemblies, with pupils performing their musical instruments including brass and different types of drums. An outstanding lesson was seen where pupils were practising for the school orchestra. Pupils demonstrate their musical strengths in the local community, and school productions allow parents to attend school and watch their children perform.
- Parents are kept informed of activities at school via a regular newsletter and the school's comprehensive website. Parents can join the parent association to extend their opportunities to be involved with the school.
- The local authority has supported the rapid development of the governing body.
- **The governance of the school:**
 - The governing body has appointed new members, including a Chair, which has increased its ability to provide a clear direction for leaders. They are aware of how well groups of pupils achieve compared with other schools and have an improving understanding of progress data and the quality of teaching. They have undergone training. Good systems hold the school to account and challenge it to improve and address its weaknesses. Governors check what goes on in classrooms. The governing body has overseen the allocation of pupil premium funding. Senior leaders provide detailed information of its impact. The gap between these pupils' performance and their peers is closing rapidly. The governing body ensures that the school fulfils its statutory responsibilities and safeguarding procedures meet requirements. The recent implementation of performance management for all staff is rigorous and governors are aware of the need to align all staff salaries with how well all pupils achieve.

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

Unique reference number	100732
Local authority	Lewisham
Inspection number	400425

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	346
Appropriate authority	The governing body
Chair	Sarah Nolan
Executive Headteacher	Paul Moriarty
Date of previous school inspection	26–27 April 2010
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