

# St Peter and St Paul's Catholic Primary School

Gordon Road, Ilford, IG1 1SA

**Inspection dates** 9–10 October 2012

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

## Summary of key findings for parents and pupils

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

- Teaching is too variable in quality across the school in English and mathematics. As a result, pupils do not do as well as they should in these subjects.
- Teachers do not use information well enough to plan activities that are matched to pupils' starting points.
- Opportunities are missed to involve pupils in thinking about how they can improve their own work.
- Marking does not identify clearly enough what pupils need to do to improve their work, and is not linked to their targets and next steps in learning.
- Pupils have too few opportunities to write at length and develop and use more difficult vocabulary in different subjects.
- Leaders and governors have not implemented rigorous monitoring systems to improve the quality of teaching and ensure that all groups of pupils make good progress, including pupils who speak English as an additional language.
- The school improvement plan is not focused well enough to enable leaders to check easily any improvements that are made.
- Parents and carers are not kept up to date with their children's progress regularly enough.

### The school has the following strengths

- Pupils get on well together and enjoy coming to school.
- Leaders, managers and teachers are enthusiastic and keen to develop their skills, and as a result, teaching is improving.
- Pupils are safe, and their behaviour in lessons and around the school is generally good.
- Staff check regularly and accurately how well pupils are progressing in English and mathematics.
- The governing body is well-structured and is supportive of the school's work.

## Information about this inspection

- Inspectors observed teaching in all classes, visiting 17 part-lessons and observing all teachers.
- Discussions were held with pupils, the headteacher and other leaders and managers, a representative of the governing body, and of the local authority and the diocesan board.
- The team looked at a range of documents, including the school's development plan, minutes of governing body meetings, safeguarding arrangements and work in pupils' books.
- Parents and carers were asked for their views at the beginning and end of the school day and the views of 29 parents and carers who contributed to the Parent View survey were analysed.

## Inspection team

Jennifer Barker, Lead inspector

Additional Inspector

Sheila Nolan

Additional Inspector

Jameel Hassan

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The school has been led by an interim headteacher since September 2012.
- There are more pupils from minority ethnic backgrounds than in most schools of this size. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils supported at school action is below the national average but the proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils eligible for pupil premium funding is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Raise the quality of teaching, particularly in English and mathematics, so that all lessons are consistently good or better by ensuring that teachers:
  - use resources that enthuse pupils
  - plan lessons that suit pupils' abilities and individual needs
  - check learning regularly during lessons
  - improve the way they mark work by informing pupils more effectively of what they need to do to improve and to reach their targets
  - have a sharper focus on the quality of pupils' learning, and are clear about how they can improve their teaching.
- Improve pupils' writing by:
  - ensuring pupils apply their knowledge of letter sounds in words to improve their spelling.
  - planning more opportunities for extending their writing skills across the curriculum.
- Develop the skills of leaders and managers, including governors, by:
  - ensuring parents and carers receive regular and accurate information on their children's progress
  - ensuring resources meet the needs of pupils who speak English as an additional language
  - providing middle leaders with further training to become more effective
  - ensuring that governors have an accurate understanding of the school's strengths and areas for development and that the quality of teaching and performance management is systematic and regularly reviewed.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children enter the school in the Early Years Foundation Stage with skills and experiences that are broadly typical for their age. They make better progress in their social and physical skills than in other areas, but enter Key Stage 1 with broadly average skills in language and numeracy.
- Pupils' progress is too variable across the school and is not good enough. However, the most recent Year 6 leavers attained the expected levels in English and mathematics, indicating that the previous decline in standards in mathematics has been halted.
- Pupils make better progress in reading than in writing. This leads to an enjoyment of reading, as seen when pupils sit and read books at the end of the school day. Many pupils also belong to the local library and talk confidently about the range of books they enjoy.
- The teaching of phonics (the linking of sounds and letters) is not taught systematically. As a result, the links between sounds and letters and reading and writing activities, especially to improve spelling, particularly with younger pupils, are not clear.
- Pupils do not have enough opportunities to write at length in subjects other than English.
- Achievement in writing and mathematics is variable across the school. Teachers do not use information about pupils' progress well enough to raise expectations. As a result, they do not plan a range of activities that challenge the most able or are broken down for those who find it harder to learn.
- A range of interventions for literacy and mathematics is having a positive impact on pupils' progress, including pupils with special educational needs. Better development of mathematics,, such multiplication tables is also having an impact but there are too few opportunities for pupils to use them for solving problems.
- The learning and progress of disabled pupils and those with special educational needs are in line with those found nationally. These pupils are generally supported well through additional programmes outside the classroom and support in lessons. As a result, they make the progress expected of them and sometimes better progress. In lessons, however, tasks are not always planned carefully to ensure they link to their targets and next steps.
- The most-able pupils do not get work that is hard enough for them and as a result, they do not make the progress of which they are capable.

### The quality of teaching

### requires improvement

- There is not enough good teaching, particularly in mathematics, and teaching is not consistent in quality across the school. Too often, teachers plan the same tasks for all pupils and do not take sufficient account of pupils' starting points. As a result, progress is not good enough.
- Teachers' expectations are insufficiently high. Too much variation exists in the quality of pupils' writing, with a lack of opportunities for pupils to extend their writing skills in different subjects.
- Assessment and marking are inconsistent across the school. Comments in books are not always linked to their targets so that pupils are clear about what they should do next to improve their work.
- In lessons, teachers use questioning well and there are opportunities for pupils to discuss ideas and share these with others. However, teachers miss opportunities to assess work during lessons, to share and check examples with pupils and adapt activities to help them make faster progress.
- A range of resources and activities promote children's learning across all areas of development in the Nursery and Reception. However, there are too few opportunities for children to develop their language skills through adult-led activities and their writing through role play. As a result, children do not extend their literacy skills through more practical

experiences.

- Teachers deploy additional staff well in lessons when pupils are working in groups. Sometimes, pupils have checklists for instance for linking letters and sounds, which help them to develop independence. However, tasks are not always matched to pupils' abilities and some resources are not used effectively to break learning down into small steps.
- Many teachers plan learning which builds on pupils' cultural understanding. An instance of this involved a story about daily life in Africa, where the text was used as a stimulus for further reading and writing activities, such as postcards. However, such an approach is not undertaken systematically across the school.
- Homework tasks are linked to work across the curriculum but parents and carers are not always clear about how this takes pupils' learning forward because the purpose of the work is not clear enough. Pupils enjoy the topic approach to learning at home, but the work is not always effective in building on that done in lessons.

### **The behaviour and safety of pupils** are good

- This is a welcoming school where harmonious relationships flourish across a range of cultures. As a result, pupils behave well in lessons and they are courteous and polite as they move around the school. Parents and carers agree their children are safe and that behaviour is good.
- Pupils enjoy coming to the school and feel safe. This is reflected in their good attendance, which is above average. There are few incidents of bullying and pupils are confident that the school deals with any issues well. They understand the different types of bullying, including racism, and that name-calling is wrong. They are aware of cyber-bullying and who to go to if there is a problem.
- The youngest children are developing good social skills and attitudes. They get on well together and enjoy the range of physical and creative activities provided for them.
- The pupil council, which is central to pupils' involvement in the life of the school, is at an early stage of development. There are missed opportunities for the greater involvement of pupils in changes around the school. For instance, pupils expressed concern that minor disagreements at lunchtimes were not always sorted out fairly by staff. The school is already addressing this issue and consequently involving pupils in the process.

### **The leadership and management** requires improvement

- Leaders and managers are showing the capacity to improve. Pupils' progress is tracked satisfactorily and underachievement in key areas has been identified. This is an improvement since the last inspection, but the information is not yet used effectively to inform planning in lessons and across the curriculum. Staff are positive about all aspects of the senior leadership team.
- A focus on mathematics, using pupil premium funding, is improving teaching in the upper part of the school, and has raised achievement in Years 5 and 6. This term, senior leaders have also identified key aspects of literacy that require improvement. A focus on training to develop pupils' speaking and listening skills as a basis for writing is already having an impact on their progress in lessons.
- The systematic tracking of pupils' progress is not used to inform parents and carers regularly and in detail how well their children are doing. Some parents and carers have concerns that they do not know how homework is linked to the curriculum and how it is helping their children to make progress.
- A programme for parents and carers to help them support their children at home with their reading and phonics is proving successful with the youngest pupils. The school has evaluated this programme and as a result, there are plans to extend it across the curriculum and higher up the school.

- Local authority support is helping the school to address aspects of underachievement and as a result there is a better focus on key areas for development. Such support is contributing to the rise in achievement in mathematics.
  - While middle leaders are enthusiastic, they are not yet involved in the systematic and rigorous checking of the quality of teaching and its links with pupils' progress. As a result, underachievement is not picked up quickly enough.
  - Some priorities in the school's development plan are already resulting in training in key areas of relative weakness, such as using speaking and listening as a basis for writing. However, overall planning lacks systematic and regular review. Processes of monitoring and evaluation are not clearly identified or linked to milestones and the roles of leaders and managers, including governors. As a result, targets set for teachers through performance management do not link to improvements in teaching and its impact on the progress pupils make.
  - **The governance of the school:**
    - requires improvement as the governing body has not taken prompt enough action to address dips in the school's performance, although governors visit the school regularly
    - does not challenge the school effectively, through looking at regular progress checks and the use of pupil premium funding, and linking governors' visits to improvements in teaching and learning and the strategic plan
    - ensures that safeguarding arrangements meet statutory requirements and follow safe recruitment procedures.
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## 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

<b>Unique reference number</b>	102848
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	402901

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Gerald Murphy
<b>Headteacher</b>	Gloria Nubi
<b>Date of previous school inspection</b>	11 March 2008
<b>Telephone number</b>	020 8478 1267
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