

Peter Hills with St Mary's and St Paul's Church of England Primary School

2 Beatson Walk, London, SE16 5ED

Inspection dates 21–22 May 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well in all key stages. They enter Nursery with skills below those expected for their age and by the end of Year 6 attain above-average standards in English and mathematics.
- Pupils are passionate about reading and do so widely and often.
- Teaching is consistently good and a small proportion is outstanding. This is as a result of well-planned activities which challenge pupils of all ability levels.
- Pupils are given very clear feedback and are helped by staff to understand how to take responsibility for developing their own learning. Time is given for one-to-one feedback reviews which pupils value in supporting their learning.
- Pupils feel safe and are able to explain how to stay safe in a variety of situations, including when using the internet.
- Behaviour is consistently good around the school and in lessons. Pupils show each other a high degree of mutual respect and as a result work and play well together.
- The headteacher and deputy headteacher have provided strong leadership since the previous inspection. The school is valued by parents, staff morale is high and pupils have pride in their school.
- Leaders, managers and governors have brought about improvements in achievement, teaching, behaviour and leadership and management since the previous inspection.

It is not yet an outstanding school because

- There is not enough excellent teaching to raise the quality to outstanding overall. As a result pupils have good but not outstanding achievement.
Teachers' questioning is skilful but it is not outstanding as it does not consistently deepen pupils' thinking through a development of reasoning or justification.
- Although writing is improving, standards are not as high as in reading, especially for pupils capable of Level 3 at Key Stage 1.

Information about this inspection

- The inspection team observed 18 lessons and part-lessons taught by eight members of staff. One observation was carried out jointly with the headteacher and another with the deputy headteacher.
- Meetings were held with staff, pupils, governors and a local authority representative. An additional meeting was held with a parent who requested the opportunity to meet with the inspection team.
- Inspectors examined the 17 responses to the online questionnaire (Parent View) and spoke to parents when they brought their children to school. Additionally, 18 responses to the staff questionnaire were also analysed.
- The inspection team scrutinised a range of documents, including internal information about pupils' progress, and records of behaviour and attendance. The school's development plan, the school's checks on how well it is doing, minutes of governing body meetings and information relating to the pupil premium.
- Inspectors conducted a scrutiny of pupils' work from across the school, including for the Early Years Foundation Stage.
- Observations of pupils' behaviour in and around school were conducted.
- The inspection team listened to pupils reading in classes and with a group of Year 2 pupils.

Inspection team

David Storrie, Lead inspector

Additional Inspector

Sabina Raychaudhuri

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. It is a one-form entry school with one class in each year ranging from Reception to Year 6.
- The school has full-time nursery places for 27 children.
- The proportion of pupils for whom the school receives additional government funding (the pupil premium) is above average. In this school, these are pupils who are known to be entitled to free school meals.
- A higher proportion of pupils than found nationally are from a range of minority ethnic groups. The remaining and largest group of pupils are from White British backgrounds.
- The proportion of pupils learning English as an additional language is above the national average.
- The proportion of pupils supported by school action is above the national average.
- The proportion of pupils at school action plus or with a statement of special educational needs is well above the national average.
- The school does not send any pupils to be educated off site in other institutions or alternative placements.
- There have been a number of changes to staffing since the previous inspection including the appointment of the current headteacher in May 2012.
- The school meets the government's current floor standards, which set the minimum requirements for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching further by increasing the proportion that is outstanding by:
 - systematically sharing the outstanding practice evident in the school
 - ensuring teachers expect pupils to justify their thinking fully, both orally and in writing.
- Raise standards in writing to match those in reading and mathematics, particularly for the proportion of pupils achieving Level 3 in Key Stage 1.

Inspection judgements

The achievement of pupils

is good

- Pupils start the Early Years Foundation Stage with skill levels that are well below those expected for their age. Pupils make good progress throughout the school so that by the time they leave Year 6 they are well prepared for the next stage of their education with levels of attainment that are generally above the national average.
- The 2012 phonics (letters and the sounds they make) screening check showed that only a minority of pupils had grasped the basic skills for reading. However, inspectors found that the school had used this information to take quick action and as a result these pupils had made rapid progress and now read fluently, using sounds to help them read unknown and 'nonsense' words.
- Pupils' passion for reading was observed during the inspection. They are keen to discuss books and share their thoughts and opinions with peers and staff. The school effectively promotes reading through lessons and the wider curriculum; as a result, all groups of pupils are making good progress in reading with some making excellent progress.
- Writing attainment is lower on entry to Year 1 than attainment in reading. Pupils make good progress in writing lessons and these skills are now beginning to be utilised in other subject areas. This has helped to ensure that the gap between writing and reading is narrowing. Meaningful links are made between mathematics and the wider curriculum; this has helped to ensure pupils are enthusiastic about learning and make good progress.
- Disabled pupils and those who have special educational needs make good progress due to consistent challenge and support being provided. Pupils are making as good progress as their peers in school.
- Pupil premium funding is well targeted to ensure that it supports pupils in attaining as well as they possibly can. The school has based its approach on research evidence to get best value for money. In the 2012 Key Stage 2 national assessments, there was a gap of one term in English between eligible pupils and their peers. All pupils were attaining equally well in mathematics. Internal information about current pupils' progress shows that these pupils now in the school are doing as well as their peers in the vast majority of classes. This was confirmed by lesson observations and scrutiny of pupils' work.
- Parents believe that their children are making good progress and that the school is striving to ensure their children achieve their full potential. One parent who met inspectors stated: 'They really do want my child to do the very best, they help me to understand how to help my child learn even more at home!' Inspectors agree that the school is committed to ensuring equality of opportunity for all pupils.
- Attainment at Key Stage 2 has steadily improved since the previous inspection although pupils' writing attainment is not yet as high as for reading or mathematics. Fewer pupils than nationally are attaining the higher Level 3 at Key Stage 1 despite good progress from the Early Years Foundation Stage.

The quality of teaching

is good

- Teachers have consistently high expectations that ensure pupils of all abilities and groups have appropriate challenge. Where teaching is outstanding this is due to an excellent use of questioning which deepens pupils' thinking and requires reasoning and justification. For example, in a Year 6 English lesson, pupils were questioned in a highly skilful manner which ensured they could develop empathy for evacuees in the Second World War, as shown by one pupil who said, 'They would never have smelt manure until they were evacuated to the country. I am from London just like them, but they didn't have a City Farm near them, they would never have seen a cow!' This is not yet evident often enough to secure consistent outstanding

teaching.

- Parents agree that their children are well taught and enjoy coming to school as a result. They believe that the school helps them to know how to support their children with learning and homework.
- There is a positive learning climate in the school with good relationships fostered between pupils and staff. Learning activities are interesting and capture pupils' interest. For example, pupils in Year 4 were observed using fractions to calculate the cost of ingredients in a recipe. This allowed them to practise calculation methods and deepen their understanding in a 'real-life' mathematical context.
- Since the previous inspection the marking of pupils' work has become high quality and provides clear advice to pupils, moving their learning forward. Pupils understand what and why they are learning. In English, pupils are particularly involved in assessing their own progress and in reviewing the targets. The school makes good use of one-to-one feedback, allowing teachers to give regular detailed feedback to pupils. Pupils say this helps them in their learning: 'It helps me know what to do next and I can talk to my teacher about the things I am finding tricky.'
- Disabled pupils and those with special educational needs are given extra help; teaching methods are well suited to the needs of these pupils and those who are known to be eligible for the pupil premium and so help them to learn quickly. Teaching assistants provide a good balance of support and challenge for the pupils they work with.
- Teachers now provide opportunities for pupils to develop their writing targets in other subjects. Mathematics is also being systematically planned in other subjects allowing pupils to develop their understanding in meaningful contexts. Pupils positively reported to inspectors that these developments were helping them improve their learning.
- Children in the Early Years Foundation Stage are encouraged to make their own choices from a range of indoor and outdoor activities but are also supported well in their learning by adults.
- Teaching contributes to pupils' spiritual, moral, social and cultural development through a range of planned activities. School assemblies, visits to the local community, involvement with local parish churches and school trips provide particular enrichment for pupils' learning.

The behaviour and safety of pupils are good

- Pupils, parents and staff are all positive about behaviour in school. They report that the school manages behaviour well, that instances of misbehaviour are rare and that these instances are dealt with quickly and effectively.
- School records show that bullying is rare and effectively managed. Pupils have a good understanding of different types of bullying, and can talk confidently about how to manage racism, harassment and cyber-bullying. This demonstrates the school's commitment to ensure that discrimination is not tolerated and that all pupils should have equal opportunities.
- Attendance and punctuality have been given a high priority by the school's leaders and governors. There is strong partnership work in place to ensure that pupils are in school and as a result behaviour has improved significantly since the previous inspection. The school's records show attendance continues to rise and is now average.
- The school has a calm, caring and inclusive ethos which ensures that there is a harmonious learning environment. Pupils' attitudes to learning are positive and they are keen to learn.
- Behaviour around the school is good and in places it is impeccable, for example in assembly. Pupils respect one another, work and play well together and are very polite to adults.
- The school has well-established procedures in place to monitor the behaviour of individuals and groups. Behaviour of individual pupils has improved over time and as a result behaviour as a whole has improved since the previous inspection.

The leadership and management are good

- The leadership of the headteacher, the deputy headteacher and subject leaders is strong. They have an accurate understanding of the school's strengths and weaknesses. All staff agree that leaders are ambitious for the school and its pupils.
- The leadership team has worked hard to successfully improve pupils' progress by developing consistently good and better teaching. The school's development planning has secured a range of improvements since the previous inspection in achievement, teaching, behaviour and leadership and management. Consequently, the school has improved significantly from being satisfactory to being good overall.
- Professional development of staff is given a high priority and is linked clearly to the development needs of individuals and the school. Expectations of staff are high and have ensured that subject leaders have responsibility for developing and evaluating their areas of responsibility.
- The headteacher has strengthened the appraisal of staff ensuring they are held responsible for the progress of their pupils. There is a clear policy, set by leaders and governors, that staff will only be rewarded if they are successful in ensuring pupils make at least good progress.
- Leaders check the quality of teaching regularly and use the knowledge gained from this to further improve pupils' learning experiences. There is effective support for teachers who are in the early stages of their career and this has helped to secure improvements in teaching. Teachers have begun to share best practice in teaching, but outstanding practice evident in the school has not been shared so that teaching is outstanding throughout the school.
- The school has clear procedures in place to identify potential underachievement and has a track record of interventions which effectively help pupils achieve expected or better progress.
- The school's curriculum is meaningful and tailored to the interests of pupils attending the school. It is increasingly making links between subjects to help pupils put their learning in a context. As a result it effectively promotes the development of pupils' literacy and numeracy skills. The curriculum of the Early Years Foundation Stage is appropriate to the needs of the children and provides a good balance of adult-led activities and those which are chosen by the children. Trips, visitors and links to the Anglican churches further enrich the learning of pupils and children throughout the school.
- Parents are actively encouraged to be involved in their children's education. Workshops and weekly open afternoons help parents to develop a greater understanding of how their children are learning and what they can do to support this at home. Parents report that they value the welcome they receive to part of the everyday life of the school. 'I chose to send my children to this school because they really help me to know what my child is learning. They want you as a parent to be part of the school not just collect them at the end of the day and turn up at parents evenings.'
- The local authority and diocese have provided the school with an appropriate amount of support and challenge since the previous inspection. A bi-annual local authority review has been particularly helpful in ensuring the school had outside validation that it had improved over time.
- The school has clear arrangements for the safeguarding of pupils and this meets statutory requirements.
- **The governance of the school:**
 - Governors have an accurate understanding of the strengths and weaknesses of the school. They understand the school's pupil progress information and are comfortable discussing how this compares to national pupil outcomes. This knowledge is used effectively to challenge the school's leaders. They check that performance management of staff is linked to performance and that the headteacher's appraisal is linked to driving improvement for pupils' achievement and the quality of teaching. Governors have a very clear understanding of the effectiveness of pupil premium funding and the impact this is having in ensuring this group of pupils do as well as their peers. Governors are proactive in ensuring they reflect about their effectiveness and identify their own training needs from this. They are particularly strong at considering the efficiency of financial decisions and challenge leadership in the best allocation of funding. This

has led the school to decide to maintain full-time nursery provision to give pupils as much early education from their often low starting points.

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	100837
Local authority	Southwark
Inspection number	404793

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Charlette Farrelly
Headteacher	Kate Owbridge
Date of previous school inspection	9–10 June 2011
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