

St Peter and St Paul Catholic Primary School

St Paul's Wood Hill, St Paul's Cray, Orpington, BR5 2SR

Inspection dates 15–16 October 2013

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|--------------------------------|----------------------|-----------------------------|----------|
| 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 | | Requires improvement | 3 |

Summary of key findings for parents and pupils

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

- Although provision and progress have improved in the Early Years Foundation Stage, there is still insufficient focus on the progress of more able children.
- While there have been improvements, teaching does not always offer sufficient challenge, leading to inconsistencies in progress, particularly in Years 3 to 6.
- Good practice in the marking of writing is not yet evident in the marking of other subjects. The use of individual targets is inconsistent.
- The progress of pupils across the school who are supported by the pupil premium is less rapid in mathematics than in reading and writing.
- School leaders do not always analyse data, or evaluate actions they have undertaken, with sufficient rigour. Consequently, governors are not always as well informed as they might be.
- Not all school policies are consistently implemented across all classes.

The school has the following strengths

- The teaching of phonics (letters and their sounds) is effective.
- Progress across the school has improved recently. Pupils make particularly good progress in Years 1 and 2. Standards are now above average at the end of Year 2.
- Older pupils made good progress in mathematics in 2013, largely because of exceptional teaching in Year 6.
- Pupils enjoy school and feel safe. Behaviour and attitudes to learning are good.
- Governance has improved. Governors are very knowledgeable about the management of staff performance.
- Senior leaders, managers and governors have been very successful in dealing with a large budget deficit, accumulated by previous school leaders. The lack of available budget has, however, had a negative effect on resources, staff appointments and staff training in recent years.

Information about this inspection

- Inspectors observed 14 lessons, four of which were seen together with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and three other governors, the school’s senior leaders and a representative of the local authority.
- Inspectors took account of the 22 responses to the online questionnaire (Parent View).
- Inspectors observed the school’s work and looked at a range of school documentation, including: records of school checks on the quality of teaching; the school improvement plan; and records relating to behaviour, attendance, safeguarding and the tracking of pupils’ progress. They also looked closely at pupils’ written work and listened to pupils reading.

Inspection team

George Logan, Lead inspector

Additional Inspector

Helen Howard

Additional Inspector

Full report

Information about this school

- St Peter and St Paul Catholic Primary School is an average-sized primary school.
- The large majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is slightly above average.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals, those in local authority care and those from other groups) is around the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics.
- The school offers a Breakfast and an After-School club. Both of these are managed by the school and were reviewed as part of this inspection.
- The headteacher joined the school in 2011. There has been a high level of staff change in the last two years.

What does the school need to do to improve further?

- Improve teaching across the school so that pupils' progress is consistently good, by:
 - ensuring that lessons are motivating and engaging, providing a high level of challenge for all groups of pupils
 - extending current good practice in the marking of writing to other subjects
 - fully implementing school guidance on the use of individual pupil targets.
- Raise standards and strengthen achievement, so that more pupils make accelerated progress, ensuring in particular that:
 - progress over time is consistently good in Years 3 to 6
 - more able children in the Early Years Foundation Stage are given more challenging activities so that they make more rapid progress
 - pupils in receipt of pupil premium funding make as good progress in mathematics as in reading and writing.
- Improve the leadership and management of the school, including the ability of governors to provide challenge, by:
 - ensuring that the analysis of both pupil performance data and the impact of initiatives taken is thorough, accessible and shared
 - ensure that school policies are implemented consistently across the school.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress has been inconsistent since the previous inspection. While standards are broadly average by the end of Year 6, progress across the school has not been even or rapid enough. Historic weaknesses in the teaching, low expectations and limited focus on pupils' progress contributed to a culture of underperformance.
- With new leadership, pupils' achievement has begun to improve. Pupils' progress increased considerably last year, although some weaker elements remain, especially for younger pupils in Key Stage 2.
- Attainment at Year 2 improved to be above average in 2013. This represented good progress from slightly below average entry points to Year 1. Year 6 pupils made good progress in mathematics in 2013. School data show that their progress in Year 6 in mathematics was much greater than their total progress in the previous three years, indicating that they were at least four terms behind on starting Year 6. Better progress within year groups is helping to address previous underachievement.
- Pupils are increasingly competent writers, although attainment at Year 6 is still average. Written work is well presented and indicates that teachers' expectations are rising.
- Pupils come to lessons keen to learn and ready to settle quickly to their work. They make the most progress when teachers tap into this and make lessons exciting and fast-paced.
- Leaders' decisive action has ensured greater impact in the teaching of phonics (the linking of sounds and letters). Younger pupils receive a systematic grounding in these skills, supplemented by additional support for older pupils with insecure knowledge of phonics. In 2013, almost all Year 1 pupils attained the expected standard in the phonics screening assessment.
- The attainment of Year 6 pupils known to be eligible for free school meals and supported by pupil premium funding in 2013 lagged about three terms behind the others in English and mathematics. However, across the school, for pupils supported by this funding, the gap in mathematics is wider.
- Children enter Reception with skills at levels slightly below those found nationally. Typically, children left Reception at levels some way below the national average. Both provision and outcomes have improved in the last two years. In 2013 the proportion reaching a good level of development was close to national. However, few children attained at higher levels.
- Provision for disabled pupils and those who have special educational needs is being restructured, in order to accelerate their progress, which in the past has been inconsistent. This includes review of the identification of needs, staff training, and of the effectiveness of intervention teaching.

The quality of teaching

requires improvement

- Although some teaching has improved and is good, it has, too often, failed to inspire or challenge pupils sufficiently, and the pace of learning has been too slow. Even now, there is not enough consistently good or better teaching that is exciting and motivating and ensures that pupils make sustained good progress. Teachers' expectations are not always high enough.
- Overall, the checking and supporting of pupils' progress has improved. Pupils have individual targets to focus their efforts to improve. However, school policies are not followed in that the successful achievement of these targets is not always systematically recorded.
- The marking of writing mostly identifies what pupils need to do next to improve. However, existing good practice has not yet been extended to other subjects. Some opportunities are provided for pupils to respond to marking.
- Increased awareness by staff, targeted support and more rigorous tracking of progress are contributing to better provision for pupils supported by pupil premium funding.

- In the best lessons, the pace of learning is brisk. For instance, in a Year 6 numeracy session, pupils investigated factors in relation to sets of numbers. This provided considerable challenge as groups competed to develop strategies for factorising the largest numbers. This generated a raft of ancillary activities, for example around products and factor trees. As a result, pupils were fully engaged and competitive. Their attitudes and learning were outstanding.
- The teaching of reading is generally effective. Guided reading sessions are tightly organised, with accurate pupil groupings and appropriate texts. Although rather teacher-led, they are mostly successful in developing pupils' interest and advancing reading skills.
- Children in the Early Years Foundation Stage benefit from generally good teaching. However, the school's expectations for the development of handwriting are not fully implemented and some aspects of assessment practice appear superficial. Teachers do not always provide tasks with sufficient challenge, so that more able children do not make as consistently good progress as the others.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Recorded incidents are rare, with no recent exclusions. Effective procedures ensure that pupils' behaviour is managed consistently.
- Pupils' attitudes to learning are mostly positive. In the best teaching pupils are highly motivated. Conduct is consistently good, but the love of learning is sometimes adversely affected when the teaching is less inspiring.
- Low-level disruption is rare. Pupils feel safe and anticipate that adults will resolve any difficulties. Very few of the parents and carers who gave their views raised any concerns about behaviour.
- Pupils feel that bullying does not occur. They understand that bullying may take many forms and are aware of the risks relating to social networking sites. School records indicate that all incidents are rigorously addressed. Pupils are encouraged to undertake responsibilities which contribute to the community.
- Pupils have a good appreciation of the risks relating, for example, to road safety, safe cycling and fireworks. Year 6 pupils understand how to keep themselves safe in various circumstances, and are well prepared for secondary school.
- The Breakfast and After-School clubs successfully meet the needs of pupils who arrive at school early, or who require good quality dedicated care after the end of the school day.
- Attendance is broadly average. Pupils arrive at school punctually.

The leadership and management requires improvement

- Leaders and managers have had a mixed impact on pupils' achievement since the previous inspection and there are still inconsistencies to deal with.
- The headteacher's uncompromising stance in seeking improvements to teaching, learning and standards is making an impact now. She has brought together a staff team that are working together to improve the school. Progress has improved, especially for younger pupils, although at a slower pace than school leaders would like. A robust tracking system has been introduced, backed by challenging pupil progress meetings. There is a new structured approach to the teaching of phonics. Provision for disabled pupils and those with special educational needs is currently being reorganised.
- Effective performance management systems have facilitated the eradication of much weak teaching but there has not yet been the time or the resources to move teaching to be consistently good.
- Not all school policies, such as the use of pupil targets, are consistently implemented. The school does not always analyse thoroughly the impact of initiatives undertaken.
- The overriding challenge for the school has been an extremely large financial deficit, accumulated during the 11 years prior to the arrival of the current headteacher. Skilled financial

management by the headteacher and governors has enabled the rapid reduction in this deficit, with the current year budget approaching balance.

- Little money has been available to improve resources, to fund external support or professional development for staff. This has negatively affected the pace of improvement, has prevented the appointment of experienced teachers, and has affected the funding of leadership roles. Most key roles are shared among the senior leaders, so that the school actively develops its own leadership capacity.
- The school's view of itself is accurate. The school improvement plan identifies appropriate priorities. Lack of funds, however, constrains access to external support and expertise.
- The monitoring of teaching is thorough. Although identified weaknesses are tackled, the overall quality of teaching has not yet moved to be consistently good. There is a close link between teachers' performance and pay progression.
- The range of subjects taught is managed well, although not always well resourced. Clear policies and procedures support the teaching of reading, writing and mathematics. More effective teaching of phonics has led to improved outcomes. Pupils experience a good range of visits, visitors and events, including residential. There are several extra-curricular clubs.
- Although it is early to evaluate its impact, the school has a sustainable plan to improve the quality of sports coaching and pupils' health through the development of staff skills in coaching physical education, and to increase participation in after-school sports activities, such as lacrosse and table-tennis.
- There is evidence of only very limited, and insufficient, support from the local authority since the previous inspection.
- School leaders closely monitor the impact of pupil premium funding. This funding is contributing to better gains in learning for eligible pupils in reading and writing. While the impact has not been so strong in mathematics, new initiatives such as specific one-to-one mathematics teaching for specific pupils, and additional subsidised tuition to enable these pupils to compete successfully in local grammar school selection tests have begun to accelerate progress this year.
- Pupils' good social and moral development permeates all aspects of school life. Community links and links with parents and carers have improved.

■ **The governance of the school:**

- Governors have become increasingly effective in holding the school to account. Governors bring a range of relevant experience and undertake training to improve their skills and understanding. They have a realistic view of how well the school is doing and have a clear vision as to where they would like it to be. Although they have a better understanding of data, and can compare the school's performance with national data, the school does not provide them with a sufficiently accessible analysis of each year's results. As a result, it is more difficult for governors quickly to identify significant trends. Governors ensure equality of opportunity, tackle discrimination and promote good relationships. They now have a good understanding of the quality of teaching. They ensure that pay and promotion are firmly linked to teachers' effectiveness – a key weakness in the past – and have supported the headteacher in robustly tackling underperformance. Crucially, they have worked successfully with the headteacher to reduce the budget deficit. They carefully evaluate the impact of decisions about the use of pupil premium funding to close gaps in pupils' achievement. Governors ensure, along with senior leaders, that safeguarding arrangements meet national requirements. All other statutory duties are met.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 101655 |
| Local authority | Bromley |
| Inspection number | 425534 |

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

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| 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 | 215 |
| Appropriate authority | The governing body |
| Chair | Philip Dowling |
| Headteacher | Joanna Seymour |
| Date of previous school inspection | 2 November 2011 |
| Telephone number | 01689 828208 |
| Fax number | N/A |
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