

SS Peter and Paul Catholic Primary School

Cricket Green, Mitcham, Surrey, CR4 4LA

Inspection dates 19–20 June 2014

Overall effectiveness	Previous inspection:	Good	2
	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

- The proportion of pupils making good rates of progress from their individual starting points is too low in both key stages.
- Expectations about what pupils can achieve are not always sufficiently high. This stops pupils from making the best progress.
- Too few more able pupils reach the higher levels in reading and mathematics at the end of Years 2 and 6.
- Teaching requires improvement. Teachers do not make it clear what pupils need to do to improve. Pupils are not given the time to act on the advice given in marking. This restricts how well their work improves.
- Subject leaders do not yet have the skills to ensure that they monitor effectively so that pupils do as well as they can.
- Teachers who are not consistently good have not been given the effective support they need to improve.
- Leaders and managers have not enabled pupils to receive consistently good teaching and make good progress. Leaders' plans and actions are not yet clear enough to measure progress effectively.
- Governors do not have the necessary skills to make effective checks on how well the school is doing with reference to additional funding called the pupil premium.

The school has the following strengths

- The school is a welcoming community where pupils from all backgrounds get on well together. Provision for spiritual, moral, social and cultural development is good.
- Children in the Early Years Foundation Stage make good progress from low starting points.
- Pupils behave well and feel safe. They enjoy school and have good attitudes to learning. They like the wide range of clubs and visits.

Information about this inspection

- Inspectors observed 23 lessons and part-lessons including four joint observations with the senior leadership team. In addition, inspectors heard pupils reading in Years 2 and 6.
- Meetings were held with two groups of pupils, members of the governing body, including the Chair, and school staff. A telephone conversation was held with a representative from the local authority.
- Inspectors took account of a letter and 38 responses to the online questionnaire, Parent View, as well as holding informal discussions with parents who were collecting their children from school.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own data on pupils' current progress and its planning and monitoring documents. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 15 responses to the staff questionnaire.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Keith Homewood

Additional Inspector

Kanwaljit Singh

Additional Inspector

Full report

Information about this school

- SS Peter and Paul Catholic Primary School is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is average. Pupil premium is additional funding provided by the government for looked after children and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is below average.
- Pupils come from a range of different ethnic backgrounds. The largest ethnic groups are White British and African. The proportion of pupils who are learning English as an additional language is much higher than the national average
- The school meets the government floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and increase the proportions of pupils making good rates of progress in all year groups by ensuring that:
 - expectations of what pupils can achieve are always high enough and that tasks are adjusted to their needs
 - most able pupils are set sufficiently challenging tasks so that they attain the higher levels at the end of Years 2 and 6 particularly in reading and mathematics
 - teachers make clear what pupils need to do to improve and pupils are given the time to act on the advice given in teachers' feedback.
- Increase the effectiveness of leadership and management by:
 - developing the skills of subject leaders so that they are more rigorous in monitoring and tackling inconsistencies in progress
 - ensuring that effective support is provided where teaching is shown to be not consistently good
 - sharpening the school's plans for improvement so that there are clear priorities and measurable outcomes
 - ensuring that the governing body has the necessary skills to make effective checks on how well the school is doing, particularly with reference to the pupil premium.

An external review of governance is needed in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Progress for pupils across the school is too variable. Although progress has improved considerably this year there are still pockets where pupils do not make the maximum progress that they are capable of.
- Over time attainment has fluctuated and in 2013 there was a considerable dip. The school's results were in the lowest 20% of all schools nationally in mathematics at Key Stage 2 and in all subjects at Key Stage 1. Predictions for 2014 are much more positive.
- Not enough more able pupils attain the higher levels at the end of Years 2 and 6, particularly in reading and mathematics. This is because teachers do not have high enough expectations of what pupils can achieve and do not set them sufficiently challenging tasks.
- In 2013 there were considerable gaps in achievement between pupils who were eligible for the pupil premium funding and their classmates. In mathematics, eligible pupils were nearly two years behind all pupils nationally and nearly four terms behind their classmates. In reading, they were over a year behind all pupils nationally and their classmates. In writing, the gap was two terms behind their peers and all pupils nationally. Work seen in books and the school's current tracking indicate that gaps in progress and attainment are now closing rapidly. This demonstrates the considerable improvements that have been made this year.
- Disabled pupils and those who have special educational needs make the same uneven progress as others.
- No group, including those from different ethnic backgrounds, does significantly better or worse than others. Those who speak English as an additional language reach the same levels of attainment as others by the end of Key Stage 2.
- In the Early Years Foundation Stage and Year 1 pupils' knowledge of letters and the sounds they make is helping them to read unfamiliar words. In the Year 1 screening check pupils performed better in comparison to the national average.
- Pupils write for a range of purposes, which results in stronger spelling, punctuation and grammar skills.
- Children enter the Nursery with knowledge and skills that are below those expected for their age. Good teaching in both the Nursery and Reception ensures that nearly three quarters of children reach a good level of development in their early reading and mathematical skills.
- The leadership team is now recording and regularly checking pupils' progress and taking action when pupils are falling behind. This is helping to compensate for previous underachievement.

The quality of teaching

requires improvement

- Over time teaching has not yet been good enough to ensure that all groups of pupils make good progress. The school has put in place various strategies to improve the quality of teaching. These are beginning to have some positive impact.
- Teachers' expectations of what pupils can achieve are not always high enough. This is one of the reasons why many of those who are more able do not achieve the higher levels. They are not given work that sufficiently challenges them.
- Most parents are happy with how well their children are taught at the school. However, some considered that their children could be pushed a little more.
- In classes pupils respond well to teachers' comments and willingly settle down to tasks that are set for them.
- The quality of feedback, for example teachers' marking, is not good overall because teachers do not make clear to pupils what they need to do to improve. This was particularly evident in year

groups where progress is slower, for example Year 4. Pupils are also not given enough time to act on the advice given in teachers' feedback.

- In the Early Years Foundation Stage teachers plan work carefully and check children's learning accurately so that they know what to teach next. Staff develop children's knowledge and understanding well.
- Other adults in the classroom are appropriately used to enable those who are disabled or who have special educational needs to achieve as well as their peers.
- Additional funding has had a good impact on those who are eligible to receive it because they are now given the support they need to achieve as well as their peers.
- Classroom walls have many displays that show good work or remind pupils of important facts that help their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite and courteous around the school.
- There are good systems in place to ensure that pupils behave well, and there are few recorded incidents of poor behaviour. Pupils say that they like the behaviour ladders, because they provide a clear indication as to how well they are behaving. If they are good they go up the ladder and if their behaviour is not so good they go down.
- In lessons pupils generally listen attentively and respond well to the teacher's instructions. On occasion a minority can become restless when teaching does not engage them and is the reason why behaviour is not yet outstanding.
- The school's work to keep pupils safe and secure is good. Parents who responded to the online Parent View or who were spoken to in the playground felt that their children were safe at school.
- The school alerts parents to the dangers of gang culture. Pupils are aware of the different types of bullying, including cyber bullying. They report that there is very little bullying in school and that they would know who to go to if it did occur.
- Pupils respect the ethos of the school. They do not flout the uniform rules and keep the playground free of litter.
- Attendance is in line with the national average.

The leadership and management requires improvement

- Leaders have not yet managed to ensure that pupils progress consistently well across the school. This is due to the variability in teaching and the fact that progress data are only recently being used effectively.
- The school recognises that teaching in some classes requires improvement. Although some teachers have been supported to help them improve, progress in some classes is still too slow. This is because some teachers do not have high enough expectations regarding what pupils can achieve.
- Subject leaders, who are new in post, have not yet tackled the inconsistencies in progress in their subjects. This is because they have not yet developed the skills to make full use of all the available information. While they visit lessons and look in books they do not yet link this information effectively with the progress of pupils within their subject.
- The school's plans for improvement are not yet clear because they do not have sharply focused priorities and measurable outcomes. They do not allow leaders to judge whether actions have led to good or better progress.
- Following the dip in results in 2013, the governors and headteacher reviewed the management

structure and appointed senior leaders to share responsibility for the school's improvement. These leaders are well aware of the school's areas for development and they have started many initiatives aimed at improving progress. However, as the team is still new the impact of these initiatives has yet to be fully felt, although progress and attainment have improved this year.

- The local authority has been involved in providing appropriate support to help leaders raise achievement in mathematics and to improve the quality of teaching.
- The subjects the school teaches enables pupils to develop their English skills in other subjects, including religious education. Mathematics skills are also taught in science. Pupils enjoy the opportunity to learn French. There is an interesting range of clubs and additional activities. During the inspection the pupils were all seen to enjoy the African drumming. Provision for spiritual, moral, social and cultural development is good.
- Additional funding for sports has provided the pupils with increased participation and enjoyment of healthy activities. Pupils benefit from and enjoy the inter-school competitions with other local schools.
- The school is a diverse community where discrimination is not tolerated. The school has a commitment to ensure that every pupil has equality of opportunity. The recent actions taken to improve teaching and progress demonstrate this.
- **The governance of the school:**
 - The governing body was heavily involved in helping to restructure the management of the school after the 2013 results. Governors have a good knowledge of the quality of teaching and are very aware of the link between performance and the pay of teachers. They are working hard to support the school in tackling teacher underperformance. Governors have a good understanding of how the school is doing when compared to all schools nationally.
 - The governing body is not fully aware of the impact of support provided by additional funding on the progress of the eligible pupils.

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	102667
Local authority	Merton
Inspection number	443899

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	486
Appropriate authority	The governing body
Chair	Declan Kelly
Headteacher	David Hennessey
Date of previous school inspection	10 May 2011
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