

SS Peter and Paul's Catholic Primary School

Gordon Road, Ilford, IG1 1SA

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	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 achieve well. The new headteacher has significantly improved the quality of teaching. Pupils now make good progress to reach above average standards in reading, writing and mathematics by the end of Year 6.
- Teaching is now good with examples of outstanding performance. Leaders give teachers effective guidance and training, which has helped ensure pupils' needs are more effectively met.
- The school promotes pupils' spiritual, moral, social and cultural needs exceptionally well. This ensures that pupils are ready and confident to move on to secondary school.
- Governors, leaders and managers have worked effectively to improve the quality of teaching and raise achievement since the previous inspection.
- Pupils treat each other with courtesy and respect. They enjoy coming to school, feel safe, behave and attend well and are punctual.
- Pupils are very clear about what they do well and what they need to do to improve.
- Governors play a much more key role in supporting the school and have developed their skills well since the previous inspection.
- Middle leaders play an important part in checking the quality of teaching and giving guidance for improvement.

It is not yet an outstanding school because:

- Not all teachers ensure pupils act on the guidance given in the comments made in their marked work.
- The strongest teachers have too few opportunities to share their practice.
- Pupils are not always clear about how to complete the tasks they are given.
- Measures for determining children's starting points and recording their progress are not as accurate in the Early Years Foundation Stage as they are in other key stages.

Information about this inspection

- Inspectors observed 17 lessons or parts of lessons, three of which were conducted jointly with senior leaders. This included the teaching of phonics (letter patterns and the sounds they represent), mathematics, reading and writing.
- The inspection team looked carefully at pupils' work in lessons and also work they have completed over time in their books.
- Inspectors attended an assembly, listened to pupils read and held meetings with pupils, staff and representatives from the local authority and the governing body.
- The views of the 20 parents and carers who responded to the online Parent View survey were taken into account as well as the larger number of responses to surveys the school has commissioned this year, for example, the 142 questionnaires completed at parents' evening. Inspectors spoke with parents and carers at various points during the inspection, including several who requested specific meetings. The 47 questionnaires completed by staff were also considered.
- Inspectors looked at a range of documents, including those related to safeguarding and child protection, logs of behavioural incidents, attendance figures, the school's evaluation of its own effectiveness, development planning, information relating to pupils' academic performance, minutes of meetings of the governing body and records of checks made on the quality of teaching.

Inspection team

Jeanie Jovanova, Lead inspector	Additional Inspector
Fatiha Maitland	Additional Inspector
Peter Lacey-Hastings	Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than average. The proportion supported through school action plus or with a statement of special educational needs is average.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for looked after children and pupils known to be eligible for free school meals, is average.
- The school serves a diverse community and far more pupils come from minority ethnic backgrounds than is the case nationally. A number of different groups are represented in varying proportions.
- A high proportion of pupils speak English as an additional language, a few of whom are at the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been considerable staff changes since the previous inspection. The headteacher joined the school in September 2013 and the deputy headteacher started in April 2014. Many of the middle leaders are also very new. The Early Years leader only took up her post in April 2014.

What does the school need to do to improve further?

- Ensure more teaching is outstanding in order that more pupils make rapid and sustained progress by:
 - providing more opportunities to share exemplary practice across the school
 - ensuring all pupils respond equally thoroughly to the useful comments teachers make in their marked work
 - ensuring pupils understand the tasks they are set and how to complete them correctly.
- Ensure the measures for determining starting points and recording children's progress are as accurate, detailed and well evident in the Early Years Foundation Stage as they are in Key Stage 1 and Key Stage 2.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills that are broadly typical for their age in most, but not all, areas of learning. An increasing proportion join the school with social, language and communication skills at levels lower than those of most three- and four-year-olds.
- The rate of progress children make across the Early Years Foundation Stage has improved since the previous inspection. This year, a good proportion of children have finished the Reception class with skills that are above average in many areas of learning.
- Standards in Key Stage 1 are rising and, in 2013, reached the national average for the first time in three years. Results this year are likely to be even better.
- Standards across the school are rising because pupils are making better progress than at the time of the previous inspection. By the end of Key Stage 2, pupils reach at least average standards in reading, writing and mathematics. Results indicate that the proportion reaching the higher Level 5 has risen considerably and that this year's results are likely to be well above last year's national average.
- Disabled pupils and those who have special educational needs achieve well because of the good support they receive and because teachers plan carefully to meet their needs.
- More-able pupils achieve at least as well as other groups in school and often better because their needs are well met in lessons and they take full advantage of the useful comments teachers write in their books.
- The school uses the pupil premium funding effectively. Eligible pupils achieve well and the gaps between them and other groups in school have been narrowed or eliminated by the end of Year 6. For example, in national tests in 2013, eligible pupils were a term and a half behind in mathematics, a term behind in writing and a half a term ahead in reading.
- Pupils who speak English as an additional language achieve equally well, and sometimes better, than other groups in school. This is because there is a strong emphasis on grammar and vocabulary which means they quickly develop a high level of skill in English.
- Pupils develop a really strong love of reading. They choose texts that have deep emotional themes and are able to empathise well with the characters' lives. Pupils have the confidence and skills to tackle increasingly complex texts and say that they will definitely continue to read for pleasure as adults.
- Pupils from different backgrounds, including different ethnic groups, achieve equally well because the school is deeply committed to promoting equal opportunities.

The quality of teaching is good

- Pupils understand the strong links between reading extensively and developing a good vocabulary. The school puts a strong emphasis on using grammar correctly and developing a broad and adventurous vocabulary. Consequently, pupils collect excellent words when reading that they then use in their writing.
- There are good opportunities for pupils to practise writing skills across a range of subjects. For example, during a topic on healthy eating, Year 6 prepared healthy meals and wrote a report and a recipe book to showcase what they had learnt.
- In mathematics lessons, pupils not only learn key number facts but also how to work systematically and logically. In a Year 1 lesson, pupils had to make sure they had found all the possible combinations when adding a set of numbers. This activity really got them thinking and talking about how to organise their work. Developing such good organisational skills early prepares pupils well for the demands of learning in junior classrooms and secondary school.
- Pupils have targets that clearly indicate what they need to do next to improve. There is a robust system for dating targets once achieved and pupils can clearly see how well they are doing.
- Marking has improved since the previous inspection. Pupils are clear about what they have done

well and what they need to do to improve. Teachers include comments that, if answered in depth, help pupils extend their understanding. This works exceptionally well for more-able pupils who think deeply about the responses they give and make rapid progress as a consequence. However, not all pupils gain equally from this process. Fewer middle- and lower-ability pupils act on the advice given and so the opportunity for them to make equally rapid progress is limited.

- Teachers do not always make the requirements of tasks clear. For example, in some mathematics teaching, pupils are occasionally unclear about the instructions on the sheets they are given. A few spent their time listing numbers when they should have been comparing them. This meant that they simply practised existing skills rather than learning anything new.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are considerate and extremely well mannered. They move around the school sensibly, taking care not to disturb the work of others.
- The atmosphere at playtime is cordial and pupils are happy and safe. They enjoy a range of activities that keep them active and which contribute to them developing a good understanding of healthy lifestyles.
- Pupils have good attitudes to learning and concentrate well on their work. Behaviour is not outstanding because very occasionally pupils lose focus in lessons and not all pupils act on the advice given in the useful comments teachers make in their books.
- Behaviour is managed well, including for those pupils who have particular behavioural difficulties. Consequently, the rate of exclusions has dropped to zero since the new headteacher has been in post.
- The school's work to keep pupils safe and secure is outstanding. For example, when pupils go on trips, they wear high-visibility jackets and are often escorted by a local community police officer.
- Pupils say they feel exceptionally safe and appreciate all that the school does to ensure they know how to keep safe. For example, they know about road and internet safety and that there are organisations that children can turn to if they need help. Most parents and carers agree that their children feel safe.
- Pupils have a very clear understanding of bullying, including that it may involve the use of social media. They know that bullying is hurtful behaviour that is deliberate and repeated and are adamant that this never happens in school. They say that the few minor disputes that occur are dealt with swiftly and well. The school's well-kept records confirm that this is the case.
- Pupils have exceptionally mature attitudes and excellent social skills, which means that they empathise well with others and celebrate the diverse nature of their school community. Consequently, positive relationships flourish among pupils and between pupils and adults and discrimination is not tolerated.
- The headteacher has ensured that stringent measures have been put in place to improve attendance rates. This has been very successful, particularly in reducing the number of pupils who have extended absences.

The leadership and management are good

- Leadership and management are good because leaders know the school's strengths and plan well to ensure key improvements are successful. Their actions have ensured that the quality of teaching and pupils' achievement have improved and that the recommendations from the previous inspection have been met. Leadership and management are not yet outstanding because some elements are less effective than others at ensuring pupils make rapid progress.
- Specifically, the systems in the Early Years Foundation Stage that leaders use to check how well children are doing are not as detailed, accurate or well evident as those in Key Stage 1 or Key Stage 2. Although it is clear from looking at samples of children's work that most have made good progress, the level of precision needed to pinpoint children's exact starting points and what

would speed up their progress further is missing.

- The new headteacher has established a highly effective system for managing teachers' performance. Linking thorough and detailed evaluations of individual teachers' strengths to pupils' needs means that the targets set are very specific and meeting them ensures pupils make at least good progress.
- Training and support for teachers, particularly those at the early stages of their career, are good. This ensures the quality of teaching continues to improve. For example, teachers visit other schools, go on courses and work with consultants. However, opportunities for sharing the strong practice that already exists within school are not always used as effectively as possible.
- Leaders at all levels, including many of those in the middle tier, contribute highly effectively to improving the quality of teaching by conducting lesson observations and scrutinising planning documents and the work in pupils' books. They give valuable feedback and guidance, which enables teachers to continually refine their performance.
- Spiritual, moral, social and cultural development is exceptionally well promoted. Pupils have regular opportunities to reflect deeply on key human experiences. For example, when reading, pupils look for the moral message in a book and gain a lot of insight by empathising with key characters. Pupils celebrate diversity and understand the similarities and differences between their own lives and those of other children across the globe. Pupils wanted to support the building of a well in Africa so that children no longer had to travel miles to get clean water. They decided that a sponsored walk around the field carrying water themselves would be the most appropriate way of raising money.
- The sports funding is used well to increase the level of pupils' participation in healthy pursuits. The school now takes part in a wide range of local competitions and is gaining great success, having won the handball and being runners up in the basketball. This contributes well to further developing pupils' understanding of healthy lifestyles.
- Leaders have worked well with parents and carers to improve punctuality and attendance. Parents and carers are generally positive about the school. A few specific concerns were raised but evidence gathered during the inspection showed that these had been dealt with appropriately. The school recognises that communication needs to improve and a range of new measures continue to be put into place to rectify this. For example, monthly newsletters inform parents and carers of key dates such as Masses, assemblies and parents' evenings.
- The local authority has worked with the school exceptionally well to ensure that rapid improvements were made to the quality of teaching. It now provides light touch support to the school because it recognises, correctly, that this good school has the internal capacity to continue to improve. The local authority has used the school's comprehensive system of evaluating teachers' performance as a model for other schools to adopt.

■ **The governance of the school:**

- Since the previous inspection, the governing body has undergone an external evaluation which was very helpful in identifying areas for improvement. Governors have compiled a comprehensive action plan to help them fulfil their roles more effectively. Many of the actions have been successfully completed and governance has improved considerably. Governors now contribute highly effectively to improving the quality of teaching and raising pupils' attainment. They ask probing questions, establishing, for example, how the pupil premium is being spent. This means they are clear that the spending is effective because gaps are narrowing. Governors evaluate a range of information regarding pupils' academic performance and have a clear understanding of how well the school compares to others both locally and nationally. Governors have warmly welcomed the range of training they have attended and recognise how this has honed their skills. They fulfil their safeguarding duties to an exacting standard. Governors make sure that only those teachers who succeed in improving pupils' achievement receive a pay rise.

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	102848
Local authority	Redbridge
Inspection number	442156
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	461
Appropriate authority	The governing body
Chair	Sarah Ramsay
Headteacher	Susan Johnson
Date of previous school inspection	9–10 October 2012
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Fax number	020 8478 0575
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