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Ms Pia Longman  
Headteacher  
Peter Hills with St Mary's and St Paul's CofE Primary School  
2 Beatson Walk  
Rotherhithe  
London  
SE16 5ED

Dear Ms Longman

### **Short inspection of Peter Hills with St Mary's and St Paul's CofE Primary School**

Following my visit to the school on 25 April 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in May 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

Prior to your arrival in January 2016, the school had been through a period of turbulence without the stability of a substantive headteacher. Since taking up post, you accurately identified the key areas for improvement and acted decisively, taking effective measures to address them.

You have created a new leadership structure within the school and appointed new leaders and teachers. Together you are implementing positive and effective change, which is having a demonstrable impact on pupils' progress. This is particularly true in phonics where progress for pupils currently at the school is improving rapidly. Although some groups of pupils still have ground to make up, the actions you have taken this year are having a significant impact on accelerating their progress further. Improving the consistency of the level of challenge for mathematics is an area where further work is required. You have clear plans in place on how leaders will address this.

You are effectively addressing the areas for improvement identified at the time of

the previous inspection. The inspection report recommended that leaders improve the quality of teaching and raise standards in writing. You have been proactive and uncompromising in your approach to improving the quality of teaching. This has resulted in many pupils making accelerated progress in a number of subjects. Pupils' books demonstrate standards of writing that are largely at or above age-related expectations. Leaders have worked effectively with the local authority, using its expertise to enhance improvements in the quality of teaching and in standards of writing. Parents and carers reinforce the significant improvements in the quality of teaching and learning since your appointment.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. There is a strong culture of safeguarding at the school. Leaders have ensured that all members of staff and governors are regularly trained in different aspects of safeguarding. A number of leaders and staff members within the school have completed higher-level training. This supports the work of the designated safeguarding lead and adds additional capacity to the school's ability to respond to concerns. Robust systems and procedures are in place that ensure that statutory checks are completed for adults working within the school. Members of staff know exactly how to respond and report concerns at a school level and to external agencies. Their knowledge around aspects of safeguarding such as female genital mutilation is secure. They articulate a clear message that everybody in the school is responsible for safeguarding.

Pupils understand how to keep safe online. They clearly articulate the behaviours they should adhere to in order to minimise dangers to themselves in the digital world. Younger pupils are clear that they must tell an adult if they are concerned about what they see online. Pupils understand the importance of not sharing personal information online, and possess age-appropriate knowledge to help minimise risks in the digital world. As a result of the strong pastoral care offered by staff, pupils are consistent in reporting how safe they feel. Pupils, parents and carers agree that staff listen to concerns and take the appropriate action.

### **Inspection findings**

- Leaders correctly identified that standards in phonics needed to improve in Year 1 and for those pupils who are disadvantaged. The approach to teaching phonics implemented by leaders has resulted in pupils from Reception through to Year 2 making rapid progress. Disadvantaged pupils in Year 2 who did not meet the expected standard for phonics in Year 1 are now on track to do so by the end of the year. A high proportion of disadvantaged pupils in Year 1 and Year 2 now demonstrate good phonics skills when reading. They show strong focus and determination when reading challenging texts. Pupils elicit a genuine enthusiasm for reading both for pleasure and for learning.
- Leaders acknowledge the need to further support pupils in key stage 2 who did not meet the expected standard in phonics at key stage 1, and plans to address this are in place.

- In May 2015, governors took the decision to appoint a community liaison leader as a means of reducing absence levels. Leaders have worked collaboratively to effectively address attendance issues. They have introduced robust systems to monitor attendance and have established productive relationships with a range of external agencies. They deploy effective, targeted support to key families with attendance concerns. This is appropriately balanced by leaders reinforcing the responsibilities parents and carers have when it comes to good attendance. Pupils have responded positively to the range of incentives leaders have established for good attendance. Governors regularly monitor the attendance of key groups and hold leaders to account on required improvements. Attendance figures for the current academic year to date show a significant improvement in the attendance of all pupils including those who have special educational needs and/or disabilities. Leaders know that they must maintain this improving trend in attendance.
- Following the 2016 results, leaders correctly identified the need to improve attainment in mathematics for disadvantaged pupils at the end of key stage 2. Training for staff, coupled with a sharp focus from leaders on improving teaching, has resulted in disadvantaged pupils making accelerated progress in mathematics this year. Evidence in pupils' books supports the school's assessment information showing the rapid improvements disadvantaged pupils have made. More disadvantaged pupils are now working at the expected age-related standard with an increasing number working at the higher standard. However, the level of challenge in mathematics still shows some variation between year groups. Leaders acknowledge that pupils must be consistently and regularly challenged by activities, and have regular opportunities to apply a range of mathematical skills. They have clear and focused plans in place to ensure that this happens.

### **Next steps for the school**

Leaders and governors should ensure that:

- pupils are challenged in mathematics through activities that require them to apply a range of mathematical skills and knowledge
- absence levels are reduced still further by embedding the systems and procedures recently put in place.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Southwark, the regional schools commissioner and the director of children's services for Southwark. This letter will be published on the Ofsted website.

Yours sincerely

David Robinson  
**Ofsted Inspector**

### **Information about the inspection**

The inspector undertook visits to lessons and listened to pupils read. He spoke with groups of pupils and staff. He also reviewed school assessment information. A scrutiny of pupils' books and observations in lessons were carried out alongside the headteacher and/or the assistant headteachers. Meetings were held with subject leaders, governors and a representative from the local authority. A range of documentation was scrutinised, including information about outcomes for groups of pupils, policy documentation and information about attendance and safeguarding.