

Inspection of St Peter's Catholic Primary School

Dorset Avenue, Romford, Essex RM1 4JA

Inspection dates: 29 and 30 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils are proud to be members of the St Peter's community. They are incredibly kind and respectful towards one another. They understand what is special about their school and work hard to be 'the person God created them to be'.

Pupils behave exceptionally well in lessons and when moving around the school. This is because leaders have high expectations of them. Lessons are not disrupted by poor behaviour. Pupils are not worried about bullying because if it does happen it is dealt with, so it stops. Pupils feel happy and safe here. Everyone is celebrated. This includes those of other faiths and those in all different kinds of families. Pupils explain that what is important about a family is that you are loved, safe and respected.

Leaders provide opportunities for pupils to take on positions of leadership. For example, 'Mini Mid Days' are Year 6 pupils who support younger children during lunchtime. Pupils are responsible for running the school tuck-shop. They look after the stock and finance.

Pupils develop an understanding of how they can support the local community. They take pride in making a difference to the lives of others.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum which is ambitious and set out in a logical order. They have considered what they want pupils to learn so that they are ready for the next stage of their education.

Reading is given a high priority. Leaders have made sure that staff are trained in early reading. This means they are consistent in the teaching of phonics. Pupils start learning phonics within the first few weeks of starting in Reception. Pupils read with increasing fluency because they have been taught effective strategies to decode words. Leaders ensure that books are closely matched to the sounds that pupils know. Staff quickly identify pupils who may need extra support and make sure this is put in place.

Pupils are enthusiastic about the books they are reading, and enjoy being read to. Pupils can relate what they read in books to their own lives. There is a love for reading across the school.

Leaders make sure that staff have the knowledge and skills to teach subjects well. Staff benefit from training and support to improve how they teach. However, in a few subjects, the expectation of what pupils will learn limits some pupils. Some pupils are not expected to learn all the knowledge that leaders have identified as being important.

Pupils have regular opportunities to recall previously taught knowledge and skills. As a result, they can remember learning from previous years and make links to new learning. In the early years, staff use assessment skilfully. Activities help children develop skills and understanding. Children are given ample opportunities to practise new vocabulary.

Teachers have high expectations for behaviour. Therefore, learning is not interrupted by poor behaviour. Pupils, including in the early years, are confident and resilient, and they are able to manage their feelings well. Staff ensure that positive partnerships help parents and carers to support their child's learning.

Children in the early years get off to an impressive start. In this part of the school, the expectations of what leaders want children to achieve is the same for all. Adults question children effectively. This helps them to explain their thinking and develop their ideas. Children use resources carefully. This is because adults show pupils how to use them. For example, an adult shows children how they can use a number line to check what number comes next. By the end of Reception, children are very well prepared for Year 1.

Pupils with special educational needs and/or disabilities are identified quickly. They access all subjects alongside their peers. Teachers adapt their approach through the use of resources and extra support.

Pupils' personal development is exemplary. Leaders' aim is that pupils should 'grow as individuals and as a loving community'. This statement is embedded throughout school life. Pupils are taught about how to keep safe on and offline. They understand the importance of keeping mentally and physically healthy. Pupils learn basic first aid. They understand how this skill will help them to look after others.

Governors are knowledgeable about the school. They ensure that the well-being of both staff and pupils is a priority. Governors have implemented effective systems to check their work to support staff's well-being. Staff feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have embedded a strong safeguarding culture across the school. They make sure safeguarding and recruitment procedures are rigorous. Outside agencies are used effectively to support pupils and families who may be at risk. Staff receive regular safeguarding training and updates. Leaders follow up on any concerns swiftly.

Leaders provide opportunities for pupils to learn about possible risks. For example, the police deliver workshops for pupils to learn about gangs and knife crime. This supports pupils' understanding of how to keep safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the expectations of what pupils can achieve limit some pupils. There is not the same expectation for all pupils to learn all the knowledge that leaders have identified as being important. Leaders should make sure that, in all subjects, they set high expectations for what all pupils can achieve.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102335
Local authority	Havering
Inspection number	10228589
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair of governing body	Mark O'Donoghue
Headteacher	Jennifer Waterfield
Website	www.st-peters.havering.sch.uk
Date of previous inspection	4 March 2008, under section 5 of the Education Act 2005

Information about this school

- This is a Roman Catholic school under the Diocese of Brentwood.
- The school received a section 48 inspection in July 2022.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and members of the senior leadership team to discuss school development plans, behaviour logs and attendance.
- Inspectors met with members of the governing body. They also met with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- Inspectors met with leaders of art and Spanish to discuss these subjects. They also looked at samples of pupils' work in these areas.
- The views of pupils, parents and staff were gathered through discussions and through Ofsted's online surveys.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- Inspectors reviewed a wide variety of documentation provided by the school. This included the school improvement plan, leaders' self-evaluation, curriculum information and school policies.

Inspection team

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