

Inspection of an outstanding school: St Peter's Catholic Primary School

Crescent Road, London SE18 7BN

Inspection dates:

21 and 22 March 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils enjoy attending school and show care and respect for each other. They are safe and know that they can speak to any adult if they have a concern. Pupils also know that bullying is not tolerated, and that staff swiftly intervene to resolve any issues that may arise. Older pupils are good role models. For example, they volunteer to lead reading activities for younger pupils.

Staff have high expectations of pupils' learning. Leaders have made significant changes to the curriculum to help pupils build their knowledge effectively over time. As a result, pupils are achieving well in most subjects. However, in some subjects, leaders' changes to the curriculum are new and not securely established. Because of this, pupils' knowledge is not being deepened as successfully as it is in other subjects.

Pupils want to learn and are motivated to do so. They behave well in lessons, whether working alone or with their friends.

Leaders provide a range of exciting opportunities for pupils, underpinned by the ethos of the school. Many pupils take part in musical instrument lessons. All pupils go on regular educational visits, including to museums.

Pupils are encouraged to take on leadership responsibilities, such as being house captains, faith leaders and school council representatives. Junior travel ambassadors survey parents and encourage them to make environmentally friendly choices when travelling to school.

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

Leaders and staff prioritise reading across the school. This starts in the early years, where children practise their phonics daily. Staff are appropriately trained, and model sounds with precision and accuracy. Pupils who fall behind are swiftly identified, and well supported to catch up. The books that pupils read are carefully matched to the sounds that they have learned. As a result, most pupils learn sounds quickly and go on to read fluently. Pupils enjoy reading a range of different texts.

The ambitious curriculum matches the scope of what is expected nationally. Leaders have identified the ideas that they want pupils to learn, from the early years onwards. In most subjects, the curriculum is well sequenced to allow pupils to build their knowledge over time. In mathematics, for example, children in Reception practise adding and subtracting simple numbers. Pupils build on this knowledge to solve real-life problems with increasing fluency.

Teachers present information clearly and focus on building pupils' vocabulary. They know the needs of their pupils, and quickly identify and address misconceptions. However, in a few subjects, improvements to the curriculum are recent and not as well implemented. In these areas, teachers do not consistently have the subject knowledge that they need to break down complex concepts so that pupils are able to understand them. As a result, some pupils are not building and connecting knowledge as effectively in these subjects over time. Leaders are aware of this and have appropriate plans in place, moving forward.

Leaders provide multiple opportunities for pupils to enrich their learning outside of lessons. For example, external visitors, such as a heart surgeon, visit the school and inspire pupils to consider different career pathways. Similarly, authors visit to discuss their work. A range of educational outings take place to enhance the curriculum. For example, pupils visit the Thames Barrier when learning about rivers. All pupils, including children in the early years, contribute to producing vegetables in the school garden to supplement their learning about how food grows.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. Leaders work well with outside agencies to secure the right support. Strategies to help these pupils' learning are shared with teachers and reviewed regularly. Staff working with pupils who have an education, health and care plan are well trained and build positive working relationships with pupils. As a result, pupils with SEND are well supported to access the same ambitious curriculum as their peers wherever possible.

Pupils understand leaders' high expectations of their behaviour. As a result, they work sensibly in lessons and are typically focused on the work that they are completing. Pupils are kind and polite to each other, including on the playground. They engage well in discussions and handle different opinions maturely.

Pupils enjoy the additional activities provided for them, such as gymnastics, prayer club and the school choir. Leaders have planned the personal, social, health and economic education curriculum carefully. Teachers support pupils to learn about key topics such as

mental health and healthy relationships. This starts in the early years, where children discuss how to make friends.

Staff enjoy working at this school. They feel supported by others, and their well-being is carefully considered. Staff at all levels appreciate the open communication channels that they have with leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have built a culture of safeguarding across the school. Training helps staff to identify concerns and share these with leaders. Records show that leaders respond quickly to any safeguarding concerns. As a result, pupils and families receive the help that they need. Appropriate pre-employment checks are completed. During the inspection, staff's understanding of some aspects of safeguarding training was less well embedded than it was in others. Leaders are revisiting these aspects.

Pupils are well supported in keeping themselves safe. For example, they are taught about the importance of healthy relationships and how to stay safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is newly introduced and not fully embedded. In these areas, teachers' own subject knowledge is not consistently developed so that they have the necessary expertise to implement the planned curriculum. As a result, pupils' knowledge and skills are not as secure as they are in other subjects. Leaders should ensure that teachers have sufficient subject training to enable the curriculum in different subjects to be securely embedded.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in February 2017.

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	100175
Local authority	Greenwich
Inspection number	10240858
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Gerry Franklin
Headteacher	Marna Du Bruyn
Website	www.stpeters.greenwich.sch.uk
Dates of previous inspection	21 and 22 February 2017, under section 8 of the Education Act 2005

Information about this school

- St Peter's Catholic Primary School is smaller than the average-sized primary school. Its last section 48 inspection took place in November 2016.
- Leaders do not use any alternative provision.

Information about this inspection

- 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 other senior leaders. Inspectors met with members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in reading, mathematics and geography. They met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.
- The curriculum in other subjects was considered as part of the inspection.

- Inspectors scrutinised a range of documents, including leaders' priorities for improvement.
- To evaluate safeguarding, inspectors checked procedures for recruiting new members of staff. They also met with leaders to discuss how they put safeguarding policies into practice.
- Inspectors gathered the views of pupils, parents and carers, and staff through both discussions and responses to Ofsted's online surveys.

Inspection team

Hannah Glossop, lead inspector

His Majesty's Inspector

Maureen Okoye

Ofsted Inspector

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