

Inspection of St Peter Chanel Catholic Primary School

Baugh Road, Sidcup, Kent DA14 5ED

Inspection dates: 26 and 27 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Samantha Gower. This school is part of South East London Catholic Academy Trust (SELCAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Garrido, and overseen by a board of trustees, chaired by Allison Thornton.

What is it like to attend this school?

Pupils enjoy coming to school. They are happy and safe here. Relationships between staff and pupils are positive and based on mutual respect. Staff have high expectations for all pupils' achievement, including pupils with special educational needs and/or disabilities (SEND).

Behaviour in lessons and around the school is calm and orderly. All staff have consistently high expectations of pupils' behaviour at all times. In the playground, pupils enjoy the large outside area. They use the equipment the school has provided for them at playtimes collaboratively and sensibly.

Through the curriculum and extra-curricular activities, the trust and school leaders have made sure that all pupils access a broad range of experiences. Pupils enjoy karate, tennis and gymnastics taught as part of their physical education (PE) curriculum and clubs. Older pupils enjoy their residential trips. The school includes pupils' views considerately and considers them when making changes in the school. Pupils take their roles in the 'pupil Parliament' seriously. There is a strong sense of community feel. Every year group chooses a charity to raise money for.

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

School leaders work closely with trust leaders to improve the quality of education. They make sure that the curriculum is broad, balanced and ambitious for all pupils, including all pupils with SEND. The curriculum is well sequenced so that pupils secure the knowledge they need before progressing to more complex ideas. For example, children in early years learn to name materials around their school environment. This helps pupils in Year 1 to identify why materials are used for different purposes. Typically, teachers check pupils' understanding well. On occasion, teaching does not correct pupils' misconceptions. This means pupils continue to make the same mistakes.

The school has prioritised training for all staff so that staff use resources well. This has meant that teachers are able to deliver most of the curriculum confidently. On occasion, teaching does not implement the ambitious aims of the curriculum in subjects consistently well. This limits pupils' deeper knowledge and understanding.

Leaders' curricular thinking is well developed and starts sequentially for the early years. Children have high-quality interactions with adults. They transition seamlessly into Year 1. Teachers support pupils to develop subject-specific knowledge and skills well across the school.

The school has invested time and money in embedding a new phonics programme. All teaching staff have undertaken training. Staff deliver the phonics lessons consistently. They use resources well to help pupils to read confidently. This helps pupils to be well familiar with the strategies and routines. Staff guide pupils expertly in using the appropriate strategies to decode unknown words. The books that pupils

read closely match the sounds they know. The school identifies the pupils who have fallen behind and puts effective support in place for individual pupils. As a result, any pupils who fall behind with their reading rapidly catch up with their peers. Staff promote the love of reading every day. A carefully selected range of books in each classroom ensures that pupils get to listen to and/or read a rich variety of texts.

Leaders manage support for pupils with SEND well. Effective systems are in place for identifying pupils' needs, staff training, assessment and reviewing pupils' progress. Staff are well supported to understand individual pupils' needs. The school uses specialist training and support so that pupils learn successfully.

Pupils behave well in lessons and around the school. They treat each other and adults with respect. Teachers make sure that any low-level disruption in lessons is dealt with immediately so that it does not have a negative impact on pupils' learning.

The school has made sure that pupils are taught about relationships and keeping healthy. Pupils learn about British values as well as how to be good citizens. This is strengthened in assemblies and enriched through carefully planned school visits and visitors to the school.

Trust and school leaders have systems in place to check the work that they do. They monitor the success of the changes they have implemented and swiftly identify next steps. Leaders take all reasonable steps to improve pupils' attendance.

Staff are proud to work here. They said that their well-being is always considered. Trust and school leaders make sure that they make appropriate adaptations to reduce staff workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching staff do not implement the ambitious aims of the curriculum in subjects consistently well. This means that pupils do not consistently develop a depth of knowledge in different subjects. The school should check that all staff implement the planned curriculum with precision and accuracy.
- On occasion, teachers do not pick up on pupils' misconceptions in their learning. As a result, pupils continue to make the same mistakes and are not fully ready for new content. The school must make sure that all teachers systematically identify pupils' misconceptions and address them in a timely manner.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149048
Local authority	Bexley
Inspection number	10269275
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	Board of trustees
Chair of trust	Allison Thornton
CEO of the trust	David Garrido
Headteacher	Samantha Gower
Website	www.st-peterchanel.bexley.sch.uk
Date(s) of previous inspection	Not previously inspected

Information about this school

- St Peter Chanel Catholic Primary School converted to become an academy in September 2022. When its predecessor school, St Peter Chanel Catholic Primary School, was last inspected by Ofsted, it was judged to be good overall. The school has a pre-school provision with two-year-olds. This was previously inspected separately but since joining SELCAT is now part of the whole school.
- The school does not currently use any alternative provision for any of its pupils.
- The school is a Catholic faith school. The latest section 48 inspection took place in February 2023.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the chief executive officer and primary director of the trust. They met with a group of governors, including the chair of governors. Inspectors spoke to a representative from the diocese and a representative from the local authority. They met with the headteacher and other members of the leadership team.
- Inspectors carried out deep dives in these subjects: early reading, PE and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Aliki Constantopoulou, lead inspector	His Majesty's Inspector
Nick Turvey	His Majesty's Inspector

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