



St Peter and St Paul Catholic Primary School

Inspection Report

Unique Reference Number 101655
LEA Bromley LEA
Inspection number 276563
Inspection dates 4 October 2005 to 5 October 2005
Reporting inspector Wendy Simmons AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	St Paul's Wood Hill
School category	Voluntary aided		St Paul's Cray
Age range of pupils	4 to 11		Orpington, Kent BR5 2SR
Gender of pupils	Mixed	Telephone number	01689828208
Number on roll	207	Fax number	01689874940
Appropriate authority	The governing body	Chair of governors	Mrs J Smith
Date of previous inspection	24 January 2000	Headteacher	Miss J M Fernandes

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Introduction

The inspection was carried out by two inspectors.

Description of the school

St Peter and St Paul is a smaller than average Catholic primary school. Pupils come from St Paul's Cray and the surrounding suburbs of Bromley. Most families come from average social and economic circumstances with 15% eligible for free school meals, which is close to the national average. Only a few pupils speak English as an additional language and the school has a similar ethnic mix to most schools in the country. The percentage of pupils with learning disabilities and difficulties, including those with statements, is average. Pupils' attainment when starting school is average overall.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. The inspection team agree with the school's views and this is also confirmed in parents' positive views. The school uses its small budget wisely to enable pupils to enjoy their learning, make good progress and learn in a safe environment. The school gives good value for money. There are notable strengths in pupils' personal and social development, their writing and in mathematical skills. Outstanding features include the use of visits, visitors and guidance from outside organisations to support and enrich pupils' learning, the curriculum and their personal and social development. The school has correctly identified reading for further improvement. This is because pupils generally make good progress in learning basic skills, but do not have the same interest and enthusiasm for reading as they do for writing. Provision in the Foundation Stage is satisfactory and standards are broadly average. Children enjoy their learning and form good and caring relationships with staff. Children make good progress in their basic skills. However, access to a fully equipped outside learning area is not fully established. As a result there are missed opportunities for wider independent learning and play. The school is currently improving this. Good progress has been made since the last inspection, especially relating to standards, the provision for information and communication technology, and in the support for pupils with learning difficulties and disabilities. Notably the support given by governors has improved from unsatisfactory to good. The school is in a good position for further improvement as leadership is strong and supported by effective self-evaluation.

What the school should do to improve further

* Widen opportunities and resources for all pupils to enjoy books and reading, especially lower attaining boys in Years 1, 2 and 3.* Continue to improve the outside learning area for children in the Foundation Stage.

Achievement and standards

Grade: 2

Achievement and standards The standards children reach by the age of seven and eleven are above average overall in English, mathematics and science. In ICT they are average. Standards have been rising since the last inspection. However, due to differences in year groups of pupils there may be variations in results; standards in the 2005 national tests were closer to average. From the pupils' starting point, they make good progress whatever their ability. Pupils' ability on entry is broadly average. However, in this small school it does vary from year to year. The headteacher keeps a close eye on pupils' progress and set challenging targets for improvement, which pupils meet. Children make good progress in the Foundation Stage in their basic skills of language and communication, mathematical and social development and steady progress in other areas of learning. There is a strong partnership with parents, which is an important factor in the good progress in basic skills. Notable strengths include

the school's work on writing, where pupils' progress is consistently good because they write effectively for real and useful reasons. Links between different subjects and the progressive development of basic writing skills are sometimes outstanding. For example the 'Exodus Project' which also had a strong spiritual dimension. Improvement in teachers' assessment and opportunities for pupils to investigate mathematical problems is resulting in pupils' making good progress in mathematics. Pupils with learning disabilities or difficulties make good progress and many reach average standards by Years 2 and 6. The school evaluates the performance of different groups of pupils well, especially boys and girls. As a result of this boys receive good additional literacy support for reading, with a strong focus on basic phonic skills. However, resources to help them to become enthusiastic readers are limited.

Personal development and well-being

Grade: 2

The strong Catholic foundation provides pupils with good opportunities to enhance their personal development and well-being. Pupils' spiritual and moral development is an outstanding feature, as evident in the way pupils developed their understanding about 'freedom' through dance. Team meetings of pupils from Year 3 to Year 6 provide good opportunities to consider moral and social issues, such as consideration of the effects of name-calling or bullying. As a result of teachers' high expectations, pupils' behaviour is good. Pupils display positive attitudes to work and their social development is effectively promoted, especially through speaking and listening activities. The wide range of visitors provides a rich variety of cultural experiences, including some outstanding workshops in art, dance, drama and music. Pupils enjoy school. One pupil summarised her experience by saying: 'I've been made to feel really welcome since Reception'. Attendance has improved over a three-year period from below the national average to considerably above average. Healthy eating is promoted successfully and learnt about in the curriculum. Pupils know about how to be safe through good support and discussion activities. Pupils' good achievement in subjects such as English, mathematics and information and communication technology contributes well to the skills they will need later in life. Pupils make a positive contribution to the community, especially through their support for charities in school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Lessons are carefully prepared so that teaching links to the specific needs of pupils. Teachers evaluate what pupils need to learn next and provide activities that allow them to make quick progress. They ask useful questions and provide time for pupils to think and construct answers. As a result, pupils use new vocabulary, successfully explain their ideas and make good progress in lessons. Higher attaining pupils are given challenging work and encouraged to think imaginatively and independently. Assessment is largely accurate and has

improved recently, particularly for identifying pupils with an aptitude in mathematics. Sometimes, marking gives guidance to pupils about how to improve. Pupils and parents commented that they like the teachers and value the learning opportunities provided. Moreover, pupils commented that they enjoy learning and have fun. Pupils with learning disabilities and difficulties benefit from good teaching. Teaching assistants know the pupils well and work closely with the teachers and visiting specialists, so that pupils' progress is monitored on a weekly basis. Grade: 2

Curriculum and other activities

Grade: 2

The school offers a good curriculum, with some outstanding features. It meets the needs and interests of pupils effectively. It works especially well to widen pupils' personal and social skills. Information and communication technology is used skilfully to support learning in other subjects. One outstanding feature of the curriculum is the use of external agencies, especially linked to visits, dance and arts projects, which results in pupils doing creative and imaginative work. The Foundation Stage curriculum is currently being developed to increase opportunities for children's physical development and independent learning.

Care, guidance and support

Grade: 2

The care, guidance and support provided by the school are good. Teachers show a strong commitment to pupils' welfare and development. Pupils have good relationships with their teachers, which contribute significantly to the caring ethos and to pupils' enjoyment of school. Children's welfare is good. Innovations such as 'Playground Pals' are outstanding, as pupils take responsibility for younger pupils who may be isolated or who experience distress at playtimes. The Golden Rules effectively promote pupils' feeling of being safe in school. Child protection arrangements are effective. Parents agree that their children feel safe and are well cared for. Teachers also monitor pupils' academic progress effectively and as a result of this pupils make good progress. Pupils have positive attitudes to healthy eating because the school is actively helping children to make careful and sensible choices when selecting food.

Leadership and management

Grade: 2

The headteacher, deputy and senior staff work effectively as a team and are committed to ensuring that children have the chance to do well whatever their ability or background. The headteacher provides a strong guide to the work of the school and is especially successful in gaining additional funding from different organisations to broaden the pupils' learning experiences. This helps to make learning interesting and meaningful. The school's self-evaluation is good and supported by a clear plan for improvement. Parents' and pupils' views and ideas are taken seriously, as evident in the development of the garden and the work to improve children's enjoyment of

playtime. The governors give good support. For example, the headteacher and governors have been successful in increasing the number of pupils attending the school, which is helping to rectify the shortfall in their general funding. The Local Education Authority has agreed a small deficit of 2.5%. The school has attracted 30 new pupils in the last year, compared with 17 in the previous year. As a result of this, they now have sufficient funds to develop the outside area for the Foundation Stage. In the light of the good leadership and strong teamwork, improvement in standards and the quality of self-evaluation, there is a good capacity for continued development.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

It was very nice to meet you all during the inspection and I would like to thank you all for sharing your views with us. We were especially pleased to see how well behaved you were and how keen you were to tell us about your school.

We think that you and the teachers work hard to make this a good school. Teaching is good and this means that you can learn things quickly and understand what you are doing. We especially like your writing and mathematics work, but we think that it would be good for you if you had more opportunities to enjoy reading. Your headteacher leads the school well and is always looking for ways to improve things for you. We agree with your teachers and some of the boys, that some of the reading books are a bit boring. We are pleased that the school is working to make a new outside area for the children in the reception class.

Together, with Miss Fernandes help, you and the teachers make this a happy and caring school. The 'Playground Pals' are an outstanding success. Well done for caring for each other. We especially like the fact that you enjoy learning and make good progress. The standard of your work is good and you have outstanding opportunities to go on visits and learn from many people who visit your school. In the last year, you got much better at attending regularly, so well done! We like the way you are involved in the life of the school, and in supporting the community. Keep up with your sports and healthy eating. Continue to enjoy your singing and dance, because these are outstanding features of your school.