



St Peter and St Paul RC Primary School

Inspection Report

Better
education
and care

Unique Reference Number 100447
Local Authority Islington
Inspection number 285796
Inspection date 31 January 2007
Reporting inspector Glynis Bradley-Peat

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

Type of school	Primary	School address	Compton Street
School category	Voluntary aided		Goswell Road
Age range of pupils	3–11		London EC1V 0EU
Gender of pupils	Mixed	Telephone number	020 7253 0839
Number on roll (school)	225	Fax number	020 7336 7226
Appropriate authority	The governing body	Chair	Mr Philip Ronchetti
		Headteacher	Mr Daniel Keane
Date of previous school inspection	13 November 2001		

Age group 3–11	Inspection date 31 January 2007	Inspection number 285796
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is smaller than average and serves an area of significant deprivation. A higher than average proportion of pupils come from ethnic minority backgrounds and have English as an additional language, but none is in the early stages of learning English. The proportion of pupils identified as having learning difficulties and those with a statement of educational need is below the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'I think this is a fantastic school.' commented the headteacher, and inspection evidence confirms that this is the case. St Peter and St Paul is an outstanding school where pupils thrive in an atmosphere of high expectation and challenge. The Headteacher's tireless leadership is the bedrock of the school's success. Leaders and managers at all levels are committed and dedicated individuals with the interests of their pupils uppermost in their minds. There is no room for complacency in this school. The governors are rightly proud of their school and work hard to support the headteacher. Pupils' achievement is outstanding and standards are high. Most pupils enter the school with skills which are below those expected for their age, but because of the exciting, stimulating start they receive to their education in the Foundation Stage, pupils make excellent progress.

High quality teaching reflects robust planning and preparation. Both senior and middle leaders play their part in monitoring the quality of teaching and planning in their school and support new members of staff exceedingly well. Pupils make excellent progress because nothing is left to chance. Teachers are diligent in making sure that the work they plan is well matched to their pupils' needs. Assessment, and its use in tracking pupils' progress, although rigorous, is still completed by hand. This results in an overload of paper which is sometimes difficult to access. The school already has plans to move to an electronic system to rectify this. The work of teaching assistants in the classroom is exemplary and impacts extremely well on the progress made by those pupils with learning difficulties and disabilities. Pupils not only excel in their academic work but in their creativity and personal development. This is encouraged by an outstanding curriculum which offers well-thought-out links across subjects, visits to a wide variety of places of interest and countless extra curricular activities.

Personal development and well being is outstanding. This is the result of the excellent provision the school makes, particularly in the spiritual, moral, social and cultural development of its pupils. Pupils are articulate, well mannered and display excellent behaviour at all times. They also believe that their school 'should be number one!' Their contribution to both their local and wider community is excellent and they are more than well prepared for life in their next school and beyond.

The previous inspection report found this to be a good school. Since then it has continued to improve and has completely addressed the issues for improvement resulting from the last inspection. In light of this, and its highly successful track record, it has excellent capacity to continue with its work.

What the school should do to improve further

- Implement the planned move to electronic systems for tracking pupils' progress.

Achievement and standards

Grade: 1

Standards have been high for a number of years and all indicators point to this continuing in the future. Throughout Years 1 and 2 pupils' progress is good and standards are broadly average in national tests at the end of Year 2. Between Years 3 and 6, progress is particularly impressive and pupils meet highly challenging targets. Standards at the end of Year 6 are high and have been so over a number of years in mathematics, English and science. This exceptional progress is reflected by the school's consistent appearance in the top fifteen percent of schools nationally for achievement. The school is aware of the reasons for a slight dip in performance in both Years 2 and 6 in 2006. This was the result of higher numbers than usual of pupils with behavioural and learning difficulties.

Pupils with learning difficulties and disabilities receive superb support from highly competent teaching assistants which enables them to leap towards achieving their targets. No groups of pupils underachieve.

Personal development and well-being

Grade: 1

Pupils clearly enjoy coming to school enormously and couldn't wait to tell the inspector how brilliant their school is. They feel that their school is a safe haven, but if anything does go wrong they are confident that the adults around them will take care of it. They spoke enthusiastically about all the clubs they attend, the trips they go on and the visitors to school who enhance their learning.

Behaviour is exemplary. Pupils are a credit to their school, demonstrating genuine care and consideration for others. Spiritual, moral, social and cultural development is outstanding. Beautiful displays adorn the school and show how pupils appreciate the faiths of others and show cultural awareness. Attendance is good and the parents' practice of taking pupils away on holiday during term time has been actively discouraged. Pupils spoke about how much they had learned about healthy eating and good exercise. They told the inspector how they would much rather choose fresh fruit to eat at lunchtime rather than cake and custard!

Contributions to the school and local community are numerous and very useful. The pupils thoroughly enjoy them. There is an influential school council which has a great impact on the life of their school. The councillors spoke about many plans they have for the future and what they had accomplished in the past. They commented that the school listens to them well and acts on their suggestions. The school is soon to involve its pupils in the 'Islington Parliament'. Pupils are currently working on a school magazine which is designed to appear on the school website.

There are extensive links with other local schools, the local church, the fire-station and the Museum of London. An excellent example of enterprise, financial skills and working in teams is pupils' input into the Summer Fayre. Here year 6 pupils organise,

set up and manage stalls to support fund raising. This, along with their excellent basic skills, means that they are prepared outstandingly well for their future.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Pupils say, 'Teachers make our education fun. They help us all the time.' Teachers pay great attention to detail which enables all learners to achieve as well as they possibly can. Work is exceptionally well matched to the needs of all pupils, and teaching assistants are briefed well about what is expected of them. This results in them being very competent in using their own initiative in the classroom. A particular strength of the teaching is the very high expectations evident in all classrooms. For example, children in Reception played a word game in which they made words out of six given letters. They confidently presented their words to their classmates by writing them very neatly on the whiteboard. All teachers use questioning well to make pupils think, which promotes excellent progress. Exercise books are regularly marked and refer to pupils' achievement of learning objectives and targets. Pupils demonstrated that they know their targets and how to reach them. They also talked about the clear direction teachers give them about how their work can be improved.

Pupils with learning difficulties and disabilities learn very effectively because teachers, teaching assistants and support staff spend time boosting their progress through well designed support programmes. This ensures that they make as much progress as possible.

Curriculum and other activities

Grade: 1

A broad, balanced and enriched curriculum meets the needs of its pupils really well. Music is a particular strength of the school and is taught by a specialist. The wide variety of extra-curricular clubs ensures that there is something for every child to enjoy. Pupils excitedly told the inspector about how they get great pleasure from learning Italian and participating in sporting and musical activities. Some have enjoyed being involved in bird-watching. The curriculum is supplemented and enriched by visits and visitors who bring their expertise to support learning. As a result of a visiting artist, pupils made some high quality mosaics which are to be displayed in an exhibition. Special days, such as 'Egyptian Day', inspire pupils and make their learning more meaningful. All pupils in Year 6 are given the chance to attend a week's residential visit which helps promote team work, independence and self-esteem. Pupils' personal development is excellent because of the school's outstanding curriculum. There are excellent partnerships between the school and the church, the London Symphony Orchestra and the Royal Society for the Protection of Birds.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding because of the values promoted by all adults in the school. One parent commented, 'No issue is too big or too small for the staff at St Peter and St Paul and they are always friendly and helpful. My children love schooland;hellip;' The staff are excellent role models for the pupils. Assessment and academic guidance are real strengths which contribute to the exceptional progress pupils make. Sometimes, quick access to tracking information is somewhat difficult because the school is still using paper and pencil methods. However, it easily identifies those who are at risk of underachieving and they are supported very well. Risk assessments, and the checks performed on adults who have contact with pupils, are rigorous and ensure that pupils are safe. The school works exceptionally well with outside agencies and the local community to promote the well being of pupils.

Leadership and management

Grade: 1

Leadership and management are outstanding because of highly successful teamwork and a headteacher who is passionate about his school. The teamwork ensures that there is a very clear understanding of the school's strengths and areas where they need to improve. The school's self-evaluation, although rather modest, is accurate and effective. The pupils' excellent achievement and high standards are a reflection of the ever present drive to raise standards even further.

Records show that rigorous monitoring and evaluation activities are in place. These include lesson observations, which are thorough and help bring about further improvements in pupils' achievement. Governors involve themselves thoroughly in the life of their school and know it well. They regularly ask searching questions and hold the school to account. They are fully familiar with what the performance information shows about the school's work. The vast majority of parents support the school. They feel that they are involved well with what the school does, that they are listened to, and that their views are taken into account.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I was really delighted to visit your school recently. What a warm welcome I received! Thank you very much for spending time talking to me about what you do in your school. You told me how much you enjoy attending school and how the teachers make learning great fun. You told me all about the visits you go on and how super they are. You certainly know lots of things about healthy eating and taking exercise. One of you told me that Santa didn't eat very well but his reindeer did; this was because carrots are healthier than mince pies! How right you are! You all said how much you like your school and that the adults there care for you very much and want you to do as well as you can. I agree with you and think that your school is outstanding.

Your headteacher leads the school very well indeed and really enjoys doing it. Along with his deputy, the other teachers and the school governors he has helped you to reach high standards and achieve really well. They all watch how you make progress very carefully, but sometimes they find this hard because they have to look at lots of pieces of paper! I have asked them to go ahead with their plan to use the computer to help them do this better.

Once again, thank you for having me in your school and I look forward to seeing how well you do in the future.

Kind regards

Glynis Bradley-Peat
Additional Inspector