

## Peter Hills with St Mary's and St Paul's CofE Primary School

### Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 100837           |
| <b>Local Authority</b>         | Southwark        |
| <b>Inspection number</b>       | 307503           |
| <b>Inspection dates</b>        | 11–12 March 2008 |
| <b>Reporting inspector</b>     | Mike Smith       |

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

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|-------------------------------------------|-----------------------------------------------------|
| <b>Type of school</b>                     | Primary                                             |
| <b>School category</b>                    | Voluntary aided                                     |
| <b>Age range of pupils</b>                | 3–11                                                |
| <b>Gender of pupils</b>                   | Mixed                                               |
| <b>Number on roll</b>                     |                                                     |
| School                                    | 208                                                 |
| <b>Appropriate authority</b>              | The governing body                                  |
| <b>Chair</b>                              | Mrs Susan Colton                                    |
| <b>Headteacher</b>                        | Mrs Gillian McLoughlin                              |
| <b>Date of previous school inspection</b> | 22 September 2003                                   |
| <b>School address</b>                     | 2 Beatson Walk<br>Rotherhithe<br>London<br>SE16 5ED |
| <b>Telephone number</b>                   | 020 7237 2654                                       |
| <b>Fax number</b>                         | 020 7231 5600                                       |

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized Christian faith primary school provides for pupils from a large, multicultural urban area, and a wide range of social and economic backgrounds. Over half of the pupils come from different ethnic groups, the largest being from Black African backgrounds. A third of pupils have a home language other than English, but only a small number are new to speaking English. The number of pupils eligible for free school meals is higher than average. Families move in and out of the area more frequently than usual. A higher than average proportion of pupils have a learning difficulty and / or disability. The school has a Pupil Development Centre offering support to pupils experiencing barriers to their learning. The school has achieved the Healthy Schools Award and the Higher Level Achievement Award for sustainable school travel.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory education for its pupils and cares for them well. Leadership and management put pupils' well being and achievement at the heart of all its planning, which, in turn, emanates from systematic monitoring and accurate self-evaluation. After an upward trend for a number of years, and as a result of staff changes, standards and achievement have dipped recently. The headteacher's clear vision about what needs to improve is widely shared with the whole school. She is very well supported by a competent and well-organised deputy, and a clearly focused and motivated leadership team. With a dedicated staff and well-informed governors, they have implemented strategies to improve provision and raise achievement. Parents recognise this, and the great majority are very happy with the school. One commented, 'The teachers are enthusiastic and have helped my son's development enormously. He enjoys school and is always encouraged to achieve his very best'.

Pupils make a good start in the Foundation Stage and continue to make satisfactory progress as they move through the school. By the time pupils leave the school they are achieving broadly average standards in English and below standards in mathematics and science. Teaching is improving because of systematic monitoring, feedback and support. However, it is still variable in quality. The use of assessment information to match work to pupils' abilities, and ensure that all are appropriately challenged, is still inconsistent. Although there is some good practice, there are inconsistencies in marking and feedback to pupils. They have targets, but do not always know what they are or understand them. Pupils who are receiving additional support in withdrawal groups for their learning difficulties are making satisfactory progress, as are those pupils who receive extra help with their English.

The curriculum is good and has improved since the last inspection. It provides pupils with opportunities to apply and develop their skills in speaking, reading, writing and information and communication technology (ICT) in all subjects. The school is looking to further develop the curriculum, to ensure it continues to motivate pupils in their learning. After school clubs, class visits, and visitors to school enhance their learning opportunities.

Pupils appreciate the very good relationships they have with all staff. Attendance is close to the national average and the school continues to encourage pupils to attend through incentives and target setting. Spiritual, moral, social and cultural education is excellent. Pupils are polite and friendly. Behaviour is good as a result of consistent management and clear expectations. Pupils know how to keep safe and have an excellent understanding of healthy lifestyles. They take plenty of exercise and know what constitutes a healthy diet. Pupils say that incidents of bullying or racism are swiftly dealt with. They make positive contributions to the community through the hard work of the school council. Their improving progress in basic skills and in ICT, together with their increased confidence, means that they are well prepared for the next stages in their education. The good personal development and welfare of pupils is particularly well supported through the Pupil Development Centre and the excellent work of the learning mentor. Data on pupils' progress is carefully analysed. The senior leadership team is aware of what needs to be done to improve teaching and to raise achievement and standards. The school recognises that it has to monitor its actions further and evaluate the impact intervention and support strategies are having if pupils' are to achieve as well as they can. The governing body is fully involved in the monitoring, self-evaluation and strategic management of the school. Leaders make very good use of external bodies to support their initiatives. As a result, the school has a satisfactory capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter the school with skills and knowledge that are more limited than would normally be expected. Their English skills are especially weak. They leave the Foundation Stage having made good progress, particularly in their personal development, literacy and numeracy skills. Many, however, do not achieve the expected goals for their age when they leave Reception. They enjoy school because of good and very well organised facilities, and the range of interesting activities that encourage them to explore their own learning. They behave well and benefit from the excellent relationships they have with the adults who work with them. They are encouraged to do their best and parents are very happy with the provision. One parent reported, 'Discipline is excellent and teachers and assistants are all second to none'.

### What the school should do to improve further

- Analyse the data on pupils' progress to identify the impact that support and intervention strategies are having on pupils' achievement, in order to inform future provision.
- Improve the consistency of teaching so that it is consistently good or better across the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Senior leaders are determined that pupils will do better and have set aspirational targets for them to aim for. These are underpinned by the developing use of assessment and tracking systems to ensure their accuracy. Weaknesses in the national test results have been identified correctly, and actions to improve teaching and support pupils are well planned. For example, pupils are now given increased opportunities to conduct their own scientific investigations and to apply their mathematical knowledge to solve problems. These initiatives are leading to pupils making better progress, although they have yet to fully demonstrate their impact on achievement and standards. Pupils make sound progress from their starting points and in 2007; they attained average standards by the end of Year 6. A relatively high proportion of pupils join the school throughout the year and overall their attainment is below average. This impacts upon the school's overall results.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. They respond well to the school's strong ethos of care and respect for others and feel welcomed and want to learn. Pupils enjoy their school and show good attitudes to learning and to each other. The many opportunities for quiet reflection in assemblies, during visits to the church, and within the curriculum contribute well to pupils' growing spiritual awareness. They have a strong sense of right and wrong and are responsive to wider moral and social issues. For example, they raise money for charities, and take part in environmental projects. Responsibilities are taken seriously and pupils carry them out well, be it as monitors or as members of the school council. Pupils say they are listened to, and as one pupil said, 'I like the fact that we have a say about the school and we can get things changed'.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory. Inconsistencies exist and this contributes to the uneven progress pupils make. The school is aware of the need to provide more pupil assessment data to ensure teachers plan appropriately challenging work for all pupils. Lessons are generally well prepared and activities encourage pupils to take an active part in their learning. Behaviour is managed well and enables pupils to get the best out of their learning opportunities. Team work is very good and teaching assistants make a significant contribution to pupils' overall progress. Senior leaders know that the pace of some lessons is too slow and this makes some pupils disinterested in their learning. Opportunities for speaking, such as working with 'talking partners', are effective in some lessons, but inconsistently used throughout the school. The school is currently focusing on the way in which teachers make clear their expectations for what pupils need to do to succeed. This is better in some classes than in others.

### Curriculum and other activities

#### Grade: 2

The curriculum makes good provision for pupils' personal development. There is a strong emphasis on developing pupils' reading and writing skills. Teachers are beginning to highlight links between subjects to make learning more interesting and meaningful for pupils. The school has begun to take more opportunities for problem solving and practical investigations. The school's work in history, geography and religious education contributes well to pupils' appreciation of other cultures as well as fostering an understanding of the diversity of cultures within our society. The school makes the most of its location to visit the museums, churches, art galleries and theatres of London to effectively promote pupils' social and cultural development. The regular visits to the computer suite are improving pupils' technical skills and ICT is threaded well into other lessons. The curriculum is adapted well to meet the additional needs of pupils with learning disabilities and difficulties and those pupils whose first language is not English.

### Care, guidance and support

#### Grade: 2

The good care, guidance and support for pupils result from a combination of efficient and consistent school procedures and practice that keeps them safe and secure while promoting their independent learning. The well-attended breakfast club offers a healthy start to the day where pupils can practice their social skills. The coordinated planning and teamwork between learning mentors, therapists, teaching assistants and teachers are effectively meeting pupils' personal needs. Vulnerable pupils are identified and receive good specific support through the Pupil Development Centre. This results in increased confidence, self-esteem and improved attitudes to their learning and social interaction. Very effective partnerships with support agencies ensure the specific needs of all pupils are well met. Most parents report that the partnership and communication between home and school is good. One parent wrote, 'The teachers, staff, governors and headteacher are always ready to listen and help'. Academic guidance for pupils is satisfactory.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher with good support from the local authority gives good strategic guidance and encouragement to all staff, who are consistent in their dedication to pupils' education and well-being. The impact of everyone's work is clearly reflected in the recent improvements to pupils' academic and personal progress. There are high expectations of staff, their work is valued and morale is high. A governor commented, 'Everyone in the school is involved in making things better for pupils and all improvements are focused on improving their achievement'. Performance management for all staff leads to relevant training and professional development, and is clearly based upon school improvement. The school is aware of the need to offer more opportunities for parents to become involved in their children's learning. A parent said, 'keep up the good work and help us with ideas to bring the children up to the national standard'.

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**Annex A**

## Inspection judgements

|                                                                                                              |                       |
|--------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b> | <b>School Overall</b> |
|--------------------------------------------------------------------------------------------------------------|-----------------------|

### Overall effectiveness

|                                                                                                                                                          |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 3   |
| Effective steps have been taken to promote improvement since the last inspection                                                                         | Yes |
| How well does the school work in partnership with others to promote learners' well-being?                                                                | 2   |
| The effectiveness of the Foundation Stage                                                                                                                | 2   |
| The capacity to make any necessary improvements                                                                                                          | 3   |

### Achievement and standards

|                                                                                                          |   |
|----------------------------------------------------------------------------------------------------------|---|
| <b>How well do learners achieve?</b>                                                                     | 3 |
| The standards <sup>1</sup> reached by learners                                                           | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress                              | 3 |

### Personal development and well-being

|                                                                                                               |   |
|---------------------------------------------------------------------------------------------------------------|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles                                                         | 1 |
| The extent to which learners adopt safe practices                                                             | 2 |
| How well learners enjoy their education                                                                       | 2 |
| The attendance of learners                                                                                    | 3 |
| The behaviour of learners                                                                                     | 2 |
| The extent to which learners make a positive contribution to the community                                    | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

### The quality of provision

|                                                                                                           |   |
|-----------------------------------------------------------------------------------------------------------|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 |
| <b>How well are learners cared for, guided and supported?</b>                                             | 2 |

<sup>1</sup> 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.

## Annex A

**Leadership and management**

|                                                                                                                                              |     |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively leaders and managers use challenging targets to raise standards                                                              | 3   |
| The effectiveness of the school's self-evaluation                                                                                            | 3   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money                                          | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities                                                  | 2   |
| 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

26 March 2008

Dear Pupils

Inspection of Peter Hills with St Mary's and St Paul's CofE Primary School, London, SE16 5ED

Thank you for the welcome you gave us when we visited your school this week. We enjoyed talking to you and we were very pleased to see how well you all look after each other. We think that your school is a satisfactory school. This means that some things are good and some things could be better. We think the youngest children in the Foundation Stage get the best possible start to their education.

We liked these things the most:

- You learn to do things for yourself and you are friendly and polite to everyone.
- You enjoy your lessons and work well together.
- You appreciate the importance of the Christian ethos of the school.
- The curriculum offers you interesting and creative learning opportunities.
- You really like the clubs, after school activities.
- You learn useful skills that will help you when you move to secondary school.
- You think of others less fortunate than yourselves.
- The school works effectively with other people to ensure you receive the support you need.
- The headteacher and all the staff have your best interests at heart.

We have asked the school to work on these things:

- Use all the information they have on the progress you are making to set you work that always challenges you.
- Make sure that all lessons across the school are consistently good or better so you can make the best possible progress in your work.

It was a delight being in your school and we wish you all every future success.

Best wishes

Mike Smith

Lead Inspector