

SS Peter and Paul's Catholic Primary School

Inspection report

Unique Reference Number	102848
Local Authority	Redbridge
Inspection number	308140
Inspection date	11 March 2008
Reporting inspector	Steven Hill

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	466
Appropriate authority	The governing body
Chair	Dr Gerald Murphy
Headteacher	Mr James Johnson
Date of previous school inspection	1 March 2004
School address	Gordon Road Ilford IG1 1SA
Telephone number	020 8478 1267
Fax number	020 8478 0575

Age group	3-11
Inspection date	11 March 2008
Inspection number	308140

© Crown copyright 2008

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. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement and personal development, how the school keeps track of pupils' progress and responds to their individual needs, and the quality of leadership and management. Evidence was gathered from observations of lessons, an assembly and break times, discussions with staff, pupils and the chair of governors, the school's written records, and questionnaires completed by parents.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a large two-form-entry urban primary school with part-time Nursery provision. It has a very wide-ranging multi-cultural intake. Almost 40% of pupils speak English as an additional language, and this figure is rising. An increasing number start school at the early stages of learning the language. Attainment on entry to Nursery is generally below expectations, but varies from year to year. The proportion of pupils who have learning difficulties or disabilities is average. Most of these children have moderate learning difficulties or language difficulties, and struggle with literacy or numeracy. There was a huge turnover of staff following the last inspection in March 2004. The current head started in January 2005, and the vast majority of the present teaching staff were not at the school during the last inspection.

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. It provides excellent pastoral care for all its pupils. As a result, their personal development is outstanding and they thoroughly enjoy the academic and social aspects of school life. They achieve well and standards are above average.

Parents are very appreciative of the school's work, typified by one who wrote 'I seize this occasion to thank the whole team...for their inspirational encouragement and the tender care they endlessly provided towards my daughter.' The school takes great care of pupils, keeps them safe, and responds quickly and sensitively to their needs. A strong programme of personal and social education is supported by constant reinforcement in lessons, assemblies and everyday situations. Pupils are taught to consider the needs of others, to reflect on their actions and to help and encourage each other. The school gives effective and sensitive help to pupils who have problems, and makes excellent use of a range of support from a variety of sources. Links with parents are very strong.

Boys and girls from the wide range of cultures represented in the school get on extremely well together, and their behaviour is excellent. Pupils' spiritual, moral, social and cultural development is excellent. They make a strong contribution to the school community, particularly through their work on the school council, or as play leaders. They are also fully involved in the local and parish communities, as well as supporting the wider world community through their regular fund-raising for charities. Pupils have very good collaborative skills, and are also able to be very independent when required. They take a pride in their accomplishments and work hard. Together with their good academic skills, this means they are very well prepared for their future lives, in education and beyond.

The school has made great strides over the last few years, following major staffing changes. Standards at Year 6 fell drastically in 2004, and were significantly below average. They have risen considerably since, under the outstanding leadership of the headteacher. Standards in Year 6 last year were significantly above average. Results were exceptionally high in English, in both reading and writing, following a concentration on this subject by the school. Mathematics results were above average, and results in science were broadly average. The school has identified that pupils have not made better progress in science because of insufficient work on aspects of scientific investigation, and staff are currently working to address this. Progress during the Foundation Stage is good, and pupils generally reach above average standards by the end of Reception. Progress during Key Stage 1, up to last year, had generally been satisfactory, as staffing disruption persisted in these classes. With a settled staff now in place, there is clear evidence that pupils are making good progress.

A significant factor in the improved achievement is the introduction of excellent systems to track pupils' progress in mathematics and English. A successful range of intervention strategies then provides extra help to any who need it. Teachers have used the data very effectively to match work to pupils' different needs in mathematics and English lessons. Extra help, provided to pupils by skilled teaching assistants, is another big factor in improved standards. This has been particularly helpful in enabling pupils who find literacy or numeracy difficult to cope well, and to make good progress. There is also good help provided, from a range of sources, to pupils who are new to learning English, and their success is tracked carefully. As a result, they learn the language rapidly and make the same good progress as their classmates.

Teaching and learning are good and improving. Very good classroom management is based on clear expectations, well-understood routines and very positive relationships. As a result, pupils work hard and are keen to succeed. Teachers explain things clearly, and make good use of practical work and of information and communication technology to make lessons exciting and interesting. They provide clear targets so pupils know how they are getting on and, according to pupils in Year 6, marking 'definitely!' shows them how they can improve. Teachers are very good at involving all pupils in the lesson, for example by getting them to discuss their ideas together, so that their concentration is very good.

The good curriculum strongly supports pupils' enjoyment of school. As they told the inspector, they 'learn in a fun way' have 'a lot of facilities' so they are 'never bored'. A wide range of visits, visitors and after-school clubs also contributes to pupils' achievement and enjoyment. The many opportunities to practise speaking and listening underpin good progress in a range of subjects, but particularly in writing.

The driving force for improvement has been good leadership and management. The headteacher and his very effective deputy provide a strong direction to colleagues, whose good teamwork has significantly raised standards in English and mathematics. Regular and rigorous monitoring of teaching, as well as the excellent tracking of progress, mean self-evaluation is excellent. Results are used to set very challenging targets, which are generally met.

In other subjects, leaders liaise well with their colleagues, and provide good support and advice to them. However, they have not had the same opportunities to work alongside their colleagues in the classroom, and do not have access to regular assessment information to help them keep track of what is happening in their subjects. The school has plans to develop both these aspects of their role. The rapid improvements made recently despite many staff changes, combined with the current stable staffing, mean the school is placed extremely well to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Nursery and Reception classes give children an exciting range of activities both indoors and out. Teaching is good, and relationships strong, so children are happy and relaxed, and enjoy their lessons. There is a good balance between activities directed by adults, and those that children can choose for themselves. There are very good systems to monitor the progress of individual children. However, until recently, the lack of a reliable baseline has made it difficult to plot achievement of the classes as a whole. Adults intervene very skilfully in activities to develop children's language skills, as well as their thinking and understanding. Children make good progress and generally attain standards that are better than expected. They did particularly well last year, although in the two previous years standards were just average in some aspects of early literacy and mathematics. Good support to children new to learning English means they settle in happily and do well. Children consistently make very good progress in their personal, social and emotional development.

What the school should do to improve further

- Raise standards and achievement in science.
- Improve the effectiveness of subject leaders (in subjects other than mathematics and English) by giving them more opportunities to work alongside colleagues in class, and by improving assessment systems.

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.

Annex A

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?	2
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

19 March 2008

Dear Pupils

Inspection of SS Peter and Paul's Catholic Primary School, Ilford, IG1 1SA

Thank you very much for your warm welcome and all your help when I visited your school. I really enjoyed my day and could see that your school gives you a good education.

- You make good progress, especially in reading and writing.
- Your behaviour is excellent and you all get on very well together. You are very good at working in pairs or in teams, and can be very independent when you need to be.
- The teachers and the other staff are good at helping you to learn.
- You are given exciting and interesting things to do, so you really enjoy school.
- The staff are very good at keeping track of how you are doing in English and maths, and this means they have been able to help you learn more. Teachers have spent time visiting each other's lesson in these subjects, so they have been able to give each other tips to make lessons even better.
- The adults take great care of you and make sure that anyone who needs extra help gets it.
- The staff and governors are good at organising things. They have made a lot of improvements to the school, and are working hard to make things even better.

I have agreed with the headteacher that, to make more improvements, the most important things are to:

- improve standards in science, so they are as good as those in English and mathematics
- give the teachers, who are in charge of different subjects, chances to visit lessons, and work out ways of keeping track of how you are doing in these subjects.

The teachers already have plans to do these. You can help by carrying on being so sensible and working hard, especially in science.

Best wishes,

Steven Hill

Lead Inspector