

St Peter and St Paul Catholic Primary School

Inspection report

Unique Reference Number	101655
Local Authority	Bromley
Inspection number	323500
Inspection date	30 March 2009
Reporting inspector	Ruth McFarlane

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	198
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Jennifer Smith
Headteacher	Miss Jacinta Fernandes
Date of previous school inspection	4 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	St Paul's Wood Hill St Paul's Cray Orpington BR5 2SR
Telephone number	01689 828208

Age group	4–11
Inspection date	30 March 2009
Inspection number	323500

Fax number

01689 874940

Age group	4-11
Inspection date	30 March 2009
Inspection number	323500

© Crown copyright 2009

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 two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following areas:

- the effectiveness of leaders and managers
- the quality of pupils' personal development and the reasons for it
- the impact of assessment strategies on pupils' progress
- the quality and effectiveness of provision in the Early Years Foundation Stage.

Evidence was gathered from observations of lessons, analyses of pupils' work, performance data, parents' questionnaires and the school's documentation, and from discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included, where appropriate, in this report.

Description of the school

This smaller than average school is affiliated to the local Catholic church. The proportion of pupils from minority ethnic groups is a little higher than average. Few pupils are learning English as an additional language. An average proportion of pupils have learning difficulties and/or disabilities or a statement of educational need. Far more pupils enter or leave the school at other than the usual times than is usually found for a school of this size. The school has achieved several awards for its provision, among them the Activemark and the Healthy School award. The Early Years Foundation Stage has places for 30 Reception children. After-school care is run by other providers and is not part of this 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. The outstanding direction of the headteacher underpins pupils' good progress and their excellent personal development. The curriculum is outstanding. No wonder pupils enjoy school! Many parents are full of praise for the school. One parent wrote, typically, 'The school is fantastic and it has brought out all my child's abilities.'

Pupils achieve well. All pupils make equally good progress from their individual starting points, whatever their background or circumstances. Children get off to a happy and successful start in Reception. Results of the 2008 National Curriculum assessments showed broadly average standards at the end of Year 2 in reading, writing and mathematics, with more pupils than average achieving higher levels. Standards in Year 6 in 2008 were above average in English, mathematics and science. School targets were exceeded in 2008. Inspection evidence confirms that standards continue to be above expectation for this time of the school year. Pupils who find learning difficult benefit from skilled support and from well-established partnerships with external agencies. Those at an early stage of learning English do well because their needs are met with the same skill. Effective use of assessment data by teachers has helped to improve the relatively weaker performance across the school in writing and mathematics.

Pupils' spiritual, moral, social and cultural development and their personal development and well-being are of a high order. Spiritual development is especially strong and reflects the Catholic ethos and values. Pupils think and reflect carefully on the effect of their actions, attitudes and beliefs and those of others. They respond fully to the many opportunities to develop their appreciation of their own culture and that of others. Attendance is above average and pupils' behaviour is exemplary. They value highly the caring atmosphere in the school, which makes them feel safe. They are proud of their school's Healthy School and Activemark awards, which reflect the many sporting and games activities that contribute strongly to pupils' healthy lifestyles. Pupils enjoy taking responsibility. They contribute enthusiastically to efforts to improve their local environment. Fund-raising highlights their understanding of the diversity of their local community as well as of global needs. Good progress in basic skills prepares pupils well for their futures.

The curriculum inspires learning because it bubbles with vibrant and interesting activities and projects. The outstanding enrichment provided through visits, clubs and access to specialist teachers adds significantly to pupils' excellent personal development and to their academic achievement. Boys, in particular, are inspired to learn, for instance in a spectacular dance project inspired by *The Lion King*. Against this invigorating backdrop, teaching and learning are good. Lively, engaging lessons keep pupils' interest and enthusiasm alive. Good planning matches tasks to pupils' prior attainment well. Teaching assistants provide careful support in group and individual work. Good use is made of information and communication technology. However, in some lessons, pupils are not given enough opportunity to work things out for themselves or to make independent notes. Marking is mostly good but is sometimes too cursory to help pupils understand how they might improve.

Care, guidance and support are good. Child protection, risk assessments and safeguarding meet requirements. Managers and staff operate an excellent, comprehensive system to identify and set progress targets in English and mathematics for each pupil. Sharing of targets with pupils is inconsistent but, in classes where it is the norm, it helps pupils understand what they need to do to improve and is a key reason for the success of teaching and learning.

Leadership and management are good. The headteacher, who provides excellent drive, shares her vision well with staff. The significant strength of her leadership can be seen in the emphasis on staff training and project management which has secured rising standards in the areas identified as priorities. She is ably supported by new managers. They have already made a good start on checking quality. However, their overview of performance in each year group for which they are responsible, and of the impact of teaching, is just being developed. The good progress since the last inspection and the evident teamwork show good capacity for further improvement. Governance is excellent. Governors have a good range of expertise and the school enjoys their strong support and involvement, for instance in monitoring practices. Consequently, self-evaluation leads to a finely tuned, accurate audit of the school. Leaders make good use of challenging targets. The school promotes community cohesion well. School leaders have made a useful evaluation of the impact of initiatives designed to strengthen pupils' understanding of their place in the school and in the local and wider communities. Stronger links with communities within the UK and with global communities are developing. Leaders' good impact on cohesion is best illustrated by a pupil's explanation: 'People all over the world do the same things, but in a different way.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children are admitted to Reception with skills and abilities that are often below those typical of their age. Teaching is good, learning is fun and basic skills are well taught. Children enjoy activities and make good progress in all areas of learning so that most reach the early learning goals appropriate for their age. Children behave very well; they take turns, work collaboratively and play together sensibly. They grow in their knowledge of personal safety, such as their awareness of the danger of traffic. They were keen to avoid being 'run over' by the police car they had made. There is a variety of adult-led and child-initiated learning which is balanced to make a good curriculum. Exciting activities kindle their excitement and avid interest. During the inspection, children were having their fingerprints taken in preparation for a visit by police as part of their work on 'People who Help Us'. Open access to the outside area ensures that the excellent range of activities there is fully enjoyed. Welfare arrangements are good. Well-trained staff support children effectively. Strong assessment practices developed by the Early Years Foundation Stage leadership include excellent individual records of each child. Individual needs are identified early and staff promptly access specialist support. Good leadership is based on a clear vision of improving provision further. Effective partnerships with local nursery providers ensure smooth transition across early years settings.

What the school should do to improve further

- Develop further the skills and abilities of managers to refine their overview of teaching and learning.
- Accelerate pupils' progress by improving the quality of teaching to meet the standard of the best, providing more opportunities for pupils to develop thinking skills, and ensuring that pupils know what they need to do to improve.

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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which 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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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?	2

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	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

20 April 2009

Dear Pupils

Inspection of St Peter and St Paul Catholic Primary School, Orpington, BR5 2SR

Thank you for helping us during our recent visit to your school. We enjoyed meeting you, talking to you about your school, visiting your classrooms and looking at your work. You were very friendly and polite. We know you really enjoy school by your bubbly enthusiasm and your excellent behaviour and good attendance.

You attend a good school. All the people who work in your school are doing a good job and some of them are excellent. Your school leaders know very clearly how they intend to make the school even better. You are helping, too, through your keen interest and involvement in all the school has to offer. Your personal development is excellent. You learn a lot from all the interesting activities in school that help you understand other cultures as well as your own. The music and dance sessions were a lot of fun! The lions were very realistic! You take time in the day to think about things, in your assemblies, thinking about how other people are feeling. Teachers organise strong support quickly for those of you who need extra help. Some of you are given clear targets and brilliant guidance on how to improve in English and in mathematics.

You enjoy the super curriculum activities and opportunities to acquire new knowledge and skills in an exciting way. Lessons are often really interesting, though some of you explained why, just sometimes, they are a bit boring. You play your part by working hard. Consequently, you make good progress throughout the school. By Year 6, most of you are doing better than most children of your age in the country. Well done!

There are two things the school should do next. Some of the teachers have new responsibilities. They have made a good start because they have lots of skills already and they receive lots of help and encouragement from your super headteacher. We have asked the school to help them even more. We have also asked the school to help all your teachers know how to make their lessons as good as the best lessons. We've asked them to help you understand better how you can improve, and to give you more things to do that make you think really hard. You can do something about this by working hard and doing the best you can for your teachers.

Yours faithfully

Ruth McFarlane

Lead Inspector