

# St Peter's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	100175
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	331566
<b>Inspection dates</b>	28–29 April 2009
<b>Reporting inspector</b>	Peter Thrussell

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	203
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sarah Heywood
<b>Headteacher</b>	Mrs Mary O'Regan
<b>Date of previous school inspection</b>	26 March 2008
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Crescent Road London SE18 7BN
<b>Telephone number</b>	020 8265 0028
<b>Fax number</b>	020 8244 9670

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<b>Age group</b>	5–11
<b>Inspection dates</b>	28–29 April 2009
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

St Peter's is an average-sized primary school. It was inspected a year ago and given a Notice to Improve. Significant improvement was required in relation to achievement, teaching and learning. The proportion of pupils known to be eligible for free school meals is above average. Most of the pupils are from minority ethnic backgrounds. The largest group is of Black African heritage. Almost half of the pupils have a home language other than English, although few are at an early stage of English language acquisition. The proportion of pupils with learning difficulties and/or disabilities is similar to that found nationally. The largest group are those with speech, language and communication needs. There is an after school club, which is managed independently of the school. The school has gained Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

St Peter's Catholic Primary School is a satisfactory school. Over the last year it has made good progress in addressing the areas given for improvement. Pupil's progress is carefully monitored so that any underachievement is quickly identified and additional support provided. This, along with improvements in the quality of teaching and learning, has helped to raise achievement across the school, with a much higher proportion of pupils making good progress towards the challenging end-of-year targets set for them in reading, writing and mathematics. However, there are still pockets of underachievement to be analysed and remedied. A strong focus on the learning of more-able pupils, by ensuring that they are more fully challenged, has met with some success. In Key Stage 1 the proportion of pupils on track to reach above-average standards at the end of Year 2 in writing and mathematics is considerably higher than in previous years. This contributes to the average, but improving standards at the end of Key Stage 1. In Key Stage 2 the proportion of pupils expected to reach the higher level in English is set to rise further, contributing to the broadly average standards attained at the end of Year 6. The school has recognised that some pupils, particularly of average and lower ability, could be making better progress. They have started to take action by making better use of assessment information when planning what pupils need to learn next and by looking at ways of engaging these pupils more fully in their learning.

Pupils' good personal development and well-being contribute effectively to the progress they make in their learning. They particularly enjoy school and feel very safe and secure in its caring and well-ordered environment. Pupils behave well and treat each other with respect, whatever their social and cultural backgrounds. They cooperate well in lessons, sharing with each other what they are doing. This was seen in a Year 6 mathematics lesson where pupils sensibly and spontaneously discussed their work on percentages. Good links with parents, the school's strong faith community and outside agencies contribute effectively to pupils' personal development and well-being. Parents have very positive views. One commented, 'This school is like being in a family; everyone seems to work well together.'

The headteacher, well supported by her deputy headteacher, provides sensitive and determined leadership, which has resulted in the improvements over the last year. Regular monitoring of teaching and learning and good opportunities for professional development have helped to eradicate unsatisfactory teaching. Subject leaders are developing their roles but have yet to take on fuller responsibility for monitoring provision and leading on improvements. Nevertheless, areas for improvement are identified and appropriate action planned. The introduction of a new approach to writing is providing more structure and encouraging pupils to look critically at their work and how it could be improved. This is helping to raise achievement and standards in writing, especially that of more-able pupils. In mathematics there is now a stronger focus on mental calculation with the introduction of a weekly mental mathematics session, which has yet to be evaluated for its impact. Although the school has so far made good progress in addressing its areas for improvement, it is not complacent and realises that there is yet more to do to sustain this. Its capacity for further improvement is satisfactory.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children start in the Reception class with skills that are lower than expected for children of their age, particularly in writing, and language development. They make good progress, so that by the time they leave Reception they are working at expected levels for their age in all areas of learning except physical development. Close links with parents and good induction arrangements ensure that children quickly settle into school. The school's strong regard for their welfare further helps children to feel secure and enjoy their early experiences of school. They develop good social and personal skills and become confident learners. While children have access to an outdoor learning area, it is quite small and cramped. Consequently, there are missed opportunities for children to experience wheeled toys and large climbing apparatus as part of their physical development. However, the Reception class uses both the inside and outside learning space and resources well, even though some restriction to the free flow between indoors and outdoors restricts children's opportunities to make more independent decisions. Adults make good links between the different areas of learning, for example, around the theme of the Gingerbread Man. There is a good range of creative activities on offer which children particularly enjoy. The teaching of letter names and sounds is done well and helps children with their reading. There are good opportunities for children to foster their writing development, and role play is actively encouraged. The setting is well led and managed. Good observations are made of what children know, understand and can do along with more formal assessment opportunities. These show the progress of individual children and are used well to plan the next steps in their learning.

### What the school should do to improve further

- In order to raise standards, ensure that assessment information is used to plan appropriate and challenging activities for all pupils, especially those of average and lower ability.
- Strengthen leadership and management by developing the roles and responsibilities of subject leaders.

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

Pupils achieve satisfactorily. At the end of Key Stage 1, standards have improved and are average in reading, writing and mathematics. At the end of Key Stage 2 standards have also risen over the last two years and are broadly average, with mathematics being the strongest subject. Assessment information and the work in pupils' books show that writing standards are improving, and at the end of Year 6 are set to rise to above average due to the successful action being taken. After-school booster sessions for English, mathematics and science help to accelerate pupils' progress in Year 6 towards the levels they are expected to achieve. Pupils with learning difficulties and/or disabilities make similar progress to others through the well-planned support they receive.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Excellent spiritual, moral, social and cultural development is very well supported by the Catholic ethos, assemblies and, as one parent commented, 'the close family atmosphere'. When they join the school, pupils quickly gain in self-esteem and obviously enjoy their lessons. They behave well. Where pupils display weaker behaviour, the school has good strategies in place to support them. Pupils have a good awareness of how to keep healthy and know how to stay safe, which is recognised in the Healthy Schools Award. Attendance is above average, reflecting pupils' enjoyment of school. As one pupil in assembly commented, 'School is six hours a day but it's not long enough. I like being here.' Pupils look after each other in the playground and play well together. The school has initiated mentors to ensure that Year 6 pupils look after the Year 3 pupils when they start in Key Stage 2, contributing well to the school's very caring atmosphere. It also recognises that the role of the school council could be developed further. This good level of personal development and growing independence, along with their satisfactory acquisition of basic skills, prepares pupils satisfactorily for their future life and learning.

## Quality of provision

### Teaching and learning

#### Grade: 3

The most effective lessons move forward at a brisk pace, with shared learning objectives and high expectations of what pupils can achieve. There is a strong emphasis in some classes on making pupils think carefully about how to improve their work, particularly in English. This is having a positive impact on raising standards. Pupils are encouraged to extend their vocabulary and write more adventurously. Where progress is slower, work is not fully matched to pupils' abilities, particularly for those of average or lower ability, and teachers' expectations are not high enough; explanations and some activities go on for too long so that pupils become restless and their attention wanes. In these lessons some pupils can be slow to settle to individual work and therefore do not make the progress they should. Well-focused input from learning support assistants helps those pupils who need extra help with their work, enabling them to make similar progress to others. However, especially when pupils are working in ability groups, adults do not always provide enough opportunities for them to discuss their work in order to develop their ideas and understanding further.

### Curriculum and other activities

#### Grade: 3

The curriculum meets statutory requirements. It makes a very strong contribution to pupils' personal development. Younger pupils especially enjoy the 'Forest School', which provides outdoor experiences for them to develop their independence in an exciting and challenging way. Older pupils take part in a retreat, providing them with time for shared thought and reflection. The school has focused well on the development of pupils' basic skills in literacy and numeracy in order to raise achievement and standards. Consequently, creative links across subjects, so that pupils can develop and use their skills in a wide variety of contexts, have only recently started to be planned. This planning is done by individual teachers. For example, in Year 6 pupils used their writing and computer skills to prepare presentations on the Blitz. There is not yet a whole-school overview to show how specific subject skills are to be developed

through such an approach. Good links with a local football club and other nearby schools provide additional opportunities for pupils. The curriculum is further enhanced by a good range of visits to places of interest and themed events such as the Black history, enterprise and cultural weeks.

## **Care, guidance and support**

### **Grade: 3**

'The staff at St Peter's really care about the well-being of their pupils.' This comment from a parent reflects the views of many other families. Safeguarding requirements are fully met and there are appropriate procedures in place to ensure the health and safety of the pupils both in school and when they go out on trips. Pupils with learning difficulties and/or disabilities are well supported. The school quickly identifies pupils who have speech, language and communication needs. Good links with outside agencies ensure that these needs are well catered for. The school has good tracking procedures that help to identify any underachievement and provide additional support. This information is also used to set individual targets for pupils to aim for. However, pupils' understanding of these targets and their purpose in helping them to do better is inconsistent. Work is marked regularly, but there are not always comments, especially linked to individual targets, to show pupils how well they have done or how they could improve their work. Where constructive comments are provided, pupils are encouraged to record their response.

## **Leadership and management**

### **Grade: 3**

The headteacher provides clear direction for the school. Staff share her vision and are keen to develop leadership roles further and to take on greater responsibility for school improvement. Well-focused actions for improvement are in place, based on careful self-evaluation. Decisive action has been taken to develop and improve the quality of teaching and learning. This is shown in lesson observations that focus on recent staff training to improve classroom practice. However, these do not record sufficiently the learning outcomes of pupils in lessons as an indication of the strength and quality of teaching. The careful monitoring of pupils' progress is increasingly helping the school to raise achievement and standards by setting challenging targets and identifying where both pupils and teachers need additional support. Governors have a developing understanding of the school's performance and offer challenge on this. Although knowledgeable of the school's self-evaluation, they have yet to be more involved in this process. The school has done much work to promote pupils' understanding and respect of different cultures, faiths and backgrounds, particularly within the school and local area. However, its assessment of this provision and its impact on community cohesion has yet to be fully evaluated.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	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 capacity to make any necessary improvements	3

### 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?	2
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?	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/or disabilities make progress	3

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<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.

## Personal development and well-being

<b>How good are 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	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

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

## 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	3
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 eliminated	3
How well does the school contribute to community cohesion?	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	3
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**

13 May 2009

Dear Pupils

Inspection of St Peter's Catholic Primary School, London, SE18 7BN

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke with some of you during our visit and you were always interesting to talk to, very polite and helpful. You spoke enthusiastically about enjoying school and all of the things in which you take part. We have decided that St Peter's Catholic Primary is a satisfactory school.

We liked these things the most.

- You get a good start to school in Reception.
- The school takes very good care of you.
- Your school is like a big family and you all look out for each other.
- You behave well and want to do your best in lessons.
- You enjoy school and are all keen to keep fit and eat the right things.
- You have worked especially hard to improve the quality of your writing.
- Your headteacher is doing a good job.

We have asked the school to work on the following things now.

- The school has detailed information on how well each of you is doing. It must use this to plan work that is just right for each one of you, not too easy and not too hard. This will help all of you, especially those of you who find work a little difficult, to do your very best in lessons.
- The teachers who are responsible for different subjects must have more opportunities to find out how well you are doing and to make plans to ensure that your lessons are even more challenging and enjoyable.

We did enjoy visiting your school and watching you learn.

Yours faithfully

Peter Thrussell

Lead Inspector