

# Our Lady and St Philip Neri Roman Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	100732
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	335591
<b>Inspection dates</b>	26–27 April 2010
<b>Reporting inspector</b>	Linda Pickles

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 of pupils on the school roll</b>	342
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Keegan
<b>Headteacher</b>	R Sullivan
<b>Date of previous school inspection</b>	27 April 2010
<b>School address</b>	208 Sydenham Road London SE26 5SE
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team visited 21 lessons and observed all of the 12 class teachers at least once. They held meetings with governors, staff and groups of pupils. The inspection team did not meet with parents. Inspectors observed the school's work and looked at various papers, including development plans, the school's monitoring of provision, safeguarding documentation and 77 questionnaires completed by parents and carers. They also looked at questionnaires from 97 pupils in Years 3 to 6 and 17 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of more able pupils
- the effectiveness of the school's leadership in securing improvement based on accurate self-evaluation
- the extent to which the curriculum and care, guidance and support meet the needs of all groups of pupils, including those identified as vulnerable.

## Information about the school

The school is above average in size. The proportion of pupils who come from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language, although very few are at the early stages of learning English. The largest groups of pupils are those from White British and Black British backgrounds. The percentage of pupils who have a statement of special educational needs is below average, and their needs predominantly relate to dyslexia. The proportion of pupils who enter and leave the school partway through their primary school education is lower than usual. Childcare provision is provided on the school site. This is not managed by the governing body and is subject to a separate inspection report.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Our Lady and St Philip Neri Roman Catholic Primary is a satisfactory school where pupils from many different cultural backgrounds work and play together harmoniously. Pupils' outstanding behaviour and their comprehensive understanding of how to keep themselves safe are significant strengths of the school. Pupils feel happy and well looked after. One pupil, whose comment was typical of many, said, 'We are all one big family.' Parents appreciate the school's work, particularly the good level of care it provides for its pupils, including those identified as vulnerable. All parents who responded to questionnaires agreed that the school keeps their child safe. As one parent stated, 'The school works hard to include all children.'

Children get off to a good start in the Early Years Foundation Stage and make satisfactory progress from then on to reach above average levels of attainment by the time they leave the school. Pupils with special educational needs and/or disabilities make satisfactory progress, as do more able pupils. Pupils make good progress in reading across the school. The actions taken to improve progress in writing and mathematics are starting to have an impact, although this is not yet consistent across all year groups. The quality of teaching is satisfactory although there is some outstanding practice. Teachers all have good relationships with pupils and classrooms are calm and well organised. In some lessons, however, pupils have limited opportunities to demonstrate what they have learnt and activities do not always provide sufficient challenge for different groups of pupils, including the more able. Teachers mark pupils' work regularly and conscientiously, but the extent to which it helps them improve is variable. Pupils are not always clear about the progress they are making against their targets for learning.

The curriculum provides pupils with varied and interesting opportunities, particularly through specialist teaching in music and sport, which contribute to pupils' high levels of enjoyment and enhance provision in these areas. Themed weeks, which celebrate the school's cultural diversity, make a significant contribution to the school's good promotion of community cohesion. The headteacher and senior leaders have an accurate understanding of the school's strengths and weaknesses. They have taken prompt action to improve teachers' skills in assessing pupils' progress, with some success. However, not enough use is being made of the resulting data to quickly identify potential underachievement or to track the progress of different groups, including those on intervention programmes. Recent appointments have strengthened the leadership team and permanent teacher appointments have been made after a period of instability. Senior leaders have clear roles and responsibilities, and improvement plans identify clear priorities that underpin the school's satisfactory capacity for sustained improvement.

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## What does the school need to do to improve further?

- Improve the proportion of good and better teaching to accelerate progress in writing and mathematics by:
  - providing activities which consistently challenge all groups of learners
  - giving pupils more opportunities to demonstrate what they already know and what they have learnt during lessons
  - ensuring that marking consistently informs pupils how to improve their work and shows the progress made against their learning targets.
- Improve tracking and assessment systems to enable all pupils to make good progress by:
  - developing teachers' skills in assessing pupils' progress
  - monitoring the progress of individuals to identify promptly potential underachievement and the impact of intervention programmes
  - monitoring the performance of different groups to ensure all groups are making good progress.

## Outcomes for individuals and groups of pupils

**3**

The quality of learning observed in lessons during the inspection was satisfactory overall, and attainment levels in the older classes reflected the above average test results. Pupils display excellent attitudes towards their learning. They apply themselves diligently to tasks and make good progress when given opportunities to actively participate in lessons. In a good Year 4 mathematics lesson, pupils applied their mathematical reasoning skills effectively to identify what was happening to the numbers when they entered the 'magic hat'. They displayed high levels of motivation and responded well to the teacher's skilful questioning, which challenged and extended their thinking. Progress is slower when activities do not provide sufficient challenge to match pupils' different abilities and pupils are given limited opportunities to discuss and participate actively in their learning. Additional adults provide good support for pupils with special educational needs and/or disabilities in class, so that they develop into confident learners.

Pupils enjoy school and are confident that adults will sort out any concerns they may have. They are proud of the contribution they make to the school community as monitors and through the school council. Pupils of all ages play well together and show consideration and respect for each other. The school's ethos pervades all aspects of school life and reflects pupils' good spiritual and moral development. Pupils are proud of their various fundraising activities and understand the importance of helping others who are not as fortunate as themselves. The choir regularly performs in the local community for older residents and pupils greatly enjoy performing for parents at musical evenings and participating in sporting activities with other schools. Pupils have an excellent understanding of how to keep themselves safe, particularly when using the internet.

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They have a good understanding of how diet and exercise contribute to a healthy lifestyle and participation in sporting activities is high. Pupils' positive attitudes and well developed basic skills, including their information and communication technology (ICT) skills, mean that pupils are well prepared for the next stage of their education and later life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

All teachers manage calm and well-organised classrooms and relationships between staff and pupils are good. Pupils make good progress in lessons where expectations of what they can all achieve are high and assessment data are used effectively to plan activities which match pupils' differing ability levels. In an outstanding music lesson, pupils made excellent progress because expectations were high and a brisk pace enabled them to apply and practise their skills to perform an improvised piece of music. Pupils respond well when they have opportunities to be actively involved in their learning and skilful questioning extends their thinking and assesses their understanding. Where progress is slower, activities do not always provide sufficient challenge and too much teacher talk

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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limits opportunities for pupils to demonstrate what they have learnt. Marking is regular and supportive, but the extent to which it informs pupils about how they can improve their work and how well they are progressing is inconsistent.

Good levels of care and support enable the individual needs of pupils to be met and the school works closely with a range of external agencies to support pupils with special educational needs and/or disabilities and those who are vulnerable. The school's prompt action to reduce the proportion of pupils who are persistently absent has been very successful. The monitoring of the impact of intervention programmes on pupils' progress, however, is currently underdeveloped. The school has correctly identified teachers' assessment of pupils' progress as an area requiring further work.

The curriculum is considerably enriched through clubs, visits and visitors. A range of themed weeks, including book week and those celebrating the school's diverse cultures, contribute to the pupils' varied experiences. Residential visits to the Isle of Wight and Swanage provide good opportunities for pupils to develop their skills of independence and make a significant contribution to their good personal development. ICT is used well to support learning and imaginative links are made across subjects to make learning more meaningful for pupils. The assessment of pupils' skills across other subjects is still at an early stage. Music has a high profile in the school. All pupils learn the recorder and there is a newly-formed orchestra, both of which contribute to pupils' high levels of enjoyment. Extra-curricular clubs are varied and well attended.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and senior leaders are committed to the drive to quicken the rate of pupils' progress and communicate this clearly to staff. The headteacher has been successful in maintaining a well-ordered and stimulating environment for learning and new appointments have strengthened the capacity of the senior leadership team. Planning is centred on raising standards and accelerating progress, and outcomes of monitoring are used effectively to identify priorities for improvement, particularly in teaching. The use of data to monitor pupils' progress, however, is not yet sufficiently robust to enable prompt identification of potential underachievement and the progress made by different groups of pupils. There is no significant variation in the outcomes for different groups of pupils. The school adequately promotes equality of opportunity and tackles discrimination. Actions to raise attainment in writing are beginning to have an

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impact, although this is not yet even across all year groups. Challenging targets are set and the school recognises that pupils need to make good progress in order to reach them.

Governors discharge all their statutory responsibilities and have a clear understanding of the school's strengths and weaknesses. They are developing appropriate procedures so they are more able to hold the school to account for its performance. The protection of children has a high priority and procedures for safeguarding are good. Staff are well trained to meet the health and safety needs of pupils. Leaders and managers promote respect for individuals by valuing the diversity of the school community and good opportunities are provided for pupils to become aware of different cultures. Newly established links with schools in Australia and Guatemala contribute towards the school's good promotion of community cohesion. Links between home and school are strong and the school's effective work with a range of other partners makes a significant contribution to pupils' enjoyment of school life.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children enter the Early Years Foundation Stage with skills and understanding that are broadly at the levels expected nationally for their age. They quickly settle into school routines, enjoy their learning and achieve well. By the time they enter Year 1 they are working at above average levels, particularly in personal, social and emotional and mathematical development. Children are very well looked after and make good progress in all areas of learning because teachers respond to their needs and interests and



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provide them with many opportunities to develop their basic skills. The school recognises that progress in physical development is slower than other areas of learning due to the constraints of the school site, and is taking action to rectify this. There is a strong emphasis on the development of children's social skills and this makes a significant contribution to their good achievement.

Teachers provide a good balance of activities led by the adults and those that children choose for themselves. Children work well together, as well as independently. Planning reflects children's interests and actions to improve skills in reading and writing, based on outcomes of observations, are beginning to have an impact. Children's safety and welfare are promoted well through high levels of supervision and support for activities. Staff work well together as a team and the Early Years Foundation Stage is led effectively. The new leader has quickly identified the strengths of the provision and put in place measures to bring about further improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

From the returned questionnaires, it is clear that the school enjoys the confidence and support of the very large majority of parents and carers. Most responses to questions were positive and almost all agree that their children enjoy school. A few noted concerns about the extent to which the school meets their children's needs. These were shared with the headteacher, although inspectors found that the school provides a good level of care, guidance and support for pupils. The very large majority of parents and carers are happy with their child's experience at the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Our Lady and St Philip Neri Roman Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 342 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	61	29	38	2	3	0	0
The school keeps my child safe	54	70	23	30	0	0	0	0
The school informs me about my child's progress	36	47	38	49	3	4	1	1
My child is making enough progress at this school	44	57	28	36	4	5	2	3
The teaching is good at this school	44	57	30	39	2	3	1	1
The school helps me to support my child's learning	38	49	36	47	4	5	0	0
The school helps my child to have a healthy lifestyle	34	44	35	45	6	8	2	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	42	35	45	2	3	1	1
The school meets my child's particular needs	35	45	31	40	8	10	2	3
The school deals effectively with unacceptable behaviour	38	49	31	40	5	6	1	1
The school takes account of my suggestions and concerns	32	42	37	48	6	8	1	1
The school is led and managed effectively	38	49	31	40	4	5	0	0
Overall, I am happy with my child's experience at this school	51	66	23	30	3	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 April 2010

Dear Pupils

Inspection of Our Lady and St Philip Neri Roman Catholic Primary School, London SE26 5SE

Thank you for making the members of the inspection team so welcome when we came to your school recently. We enjoyed talking to you and listening to your views about the school. You told us that you enjoy school and the teachers and other adults take good care of you. We judged your school to be satisfactory, which means that it does some things well but some things need to be improved.

These are the things we think are good about your school.

- The adults in school look after you well and help you to develop into caring and considerate individuals.
- You behave excellently in lessons and around school.
- You have very good relationships with your teachers, adults in school and your friends.
- You have a really good understanding of how to keep yourself safe in school and at home.
- Pupils from lots of different backgrounds get on well with each other.

To help the school become better, these are some of the things we have asked the headteacher, teachers and governors to do.

- Make sure that work in lessons challenges all of you.
- Give you more opportunities to show what you already know and what you have learnt in lessons.
- Provide you with more advice about how you can make your work even better when your books are marked.
- Check more carefully how well you are doing in your learning, to make sure you all make as much progress as you can.

You can do your bit to help by continuing to try hard in lessons and coming to school every day. I wish you all the very best for the future.

Yours sincerely

Linda Pickles

Lead inspector

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