

St Peter's Catholic Primary School

Crescent Road, London SE18 7BN

Inspection dates

21–22 February 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders at all levels have created a culture of high expectations and achievement. They pursue excellence in every aspect of the school.
- The committed and highly skilled leaders work together as a well-respected team to raise standards. They ensure that every person in the school feels valued and inspired to do their best.
- The headteacher is determined to build capacity and sustain improvement. She develops teachers so that they can effectively take on leadership responsibilities.
- Outstanding teaching means that all pupils make substantial progress in English and mathematics.
- Teachers deliver engaging and challenging lessons that sustain a thirst for knowledge. As a result, attainment is consistently high in all year groups and subjects. Leaders have already identified the need for consistency in moving some pupils on in their learning quickly.
- Disadvantaged pupils achieve well. At the end of key stage 2, disadvantaged pupils' progress in English and mathematics is above the national average.
- Progress for pupils who have special educational needs and/or disabilities is typically above that of other pupils nationally with the same starting points.
- Pupils enjoy school and their behaviour is exemplary. They demonstrate positive attitudes to learning at all times and are highly motivated.
- Pupils' spiritual, moral, social and cultural development is strong. They understand and share the school values that underpin the leaders' work. As a result, pupils are well prepared for life in modern Britain.
- Leaders make sure that arrangements for pupils' safety and well-being are effective. The welfare of pupils is at the heart of everything they do.
- Children get off to an excellent start in the early years provision. They make rapid progress and benefit from carefully planned activities that interest them.
- Parents speak highly of the school. They support the school in providing a high standard of education for their children.

Full report

What does the school need to do to improve further?

- Ensure that teachers consistently give pupils the opportunities to move on in their learning once they demonstrate secure understanding.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher has not waned in her capacity as an outstanding leader since the last inspection. She has continued to drive improvements and has an ambitious vision for the school. The headteacher's leadership is inspirational; staff, governors, pupils and parents respect and support her wholeheartedly. As one teacher said, 'We're all working for the same cause.'
- Through investing in professional development, the headteacher has nurtured and developed her team. As a result, teachers have been able to take on more responsibility and leadership roles. The newly appointed senior leaders demonstrate the capability to maintain the exceptionally high standards at the school.
- Leaders have not been complacent. They have refined their assessment systems and improved the quality of teaching and learning so that pupils make and sustain rapid progress. Teachers receive excellent training and support which enables them to teach consistently high-quality lessons. They know that only the best is good enough.
- The school's evaluation of its performance is accurate. Consequently, improvement plans are sharply focused and areas for development are carefully considered.
- The broad and balanced curriculum gives pupils opportunities to develop their skills in a range of academic and creative subjects. Pupils are encouraged to work independently when possible, such as completing research projects in the 'power hour'. Literacy and mathematical skills are used across subjects so that pupils can apply their knowledge in different ways. Year 2 pupils, for instance, worked on a healthy eating project, describing a healthy lunchbox and using bar charts to show class survey results.
- Topics are enriched by a range of visits and theme days. For example, a drama performance of 'The Railway Children' inspired extensive writing tasks from different classes. Year 6 pupils greatly enjoyed a trip to a nearby construction site and learned how the new buildings will benefit the local community. Artwork created by pupils shows a variety of cultural and religious influences.
- Pupils in receipt of the pupil premium funding are supported very well. Funding is used effectively to raise standards for disadvantaged pupils; they make above-average progress across the school in a variety of subjects.
- Leaders ensure that pupils who have special educational needs and/or disabilities make at least the progress that is expected of them. Highly effective systems for tracking pupils' progress mean that individuals are carefully monitored and specific needs are accurately identified. Leaders make provision to ensure that no child is left behind.
- The physical education and sport premium funding is used to provide a specialist sports coach, extra equipment and sports clubs. This has raised the standard of physical education teaching and has contributed to the notable success of pupils at inter-schools sports competitions. In addition, pupils enjoy the 'play zone' activities at lunchtime as a reward for outstanding work or effort.

- The school ensures that British values are promoted in pupils' learning. Older pupils debated and discussed the EU referendum, offering arguments from different points of view. Year 5 and Year 6 pupils visit the Houses of Parliament and learn about local government through visits from their local MP. Year 3 pupils learn about 'being different and belonging together' in a drama workshop. Through these activities, leaders ensure that pupils have a broad perspective on life outside the close-knit community within the school.
- According to the chair of governors, 'values are lived out here' and this is true. Parents, pupils, staff and leaders all share this sentiment. Spiritual, moral, social and cultural development is at the heart of everything the school does. The school's Christian values go hand in hand with British values. Pupils are fully aware of other religions and show tolerance and understanding of those from different backgrounds and faiths. As one pupil said, 'Everyone in this school is equal even though they might look different or speak differently.'

Governance of the school

- Governors are very well informed about the work of the school and work closely with school leaders. They challenge appropriately and ask probing questions, but do so in a supportive manner. The governing body is an integral part of the leadership team and is highly committed to making the school even better.
- Governors have accurate views about the school's strengths and areas for development. They receive plenty of information from the school leaders and they verify this through their own activities, such as talking to pupils and attending progress meetings. Governors have undertaken training to make sure that they understand how pupils' assessment information compares with that of other pupils nationally.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders at all levels are fully aware of their statutory responsibilities for safeguarding. They are rigorous in ensuring that all staff know and follow the school's safeguarding policies and procedures. Staff receive regular updates and training, including in relation to the 'Prevent' duty, female genital mutilation and child sexual exploitation. Pre-recruitment checks on the suitability of staff to work with children are carefully carried out.
- Leaders respond swiftly and effectively if safeguarding concerns arise. They make referrals to external agencies and follow these up until they are satisfied that the appropriate support has been given. Records show that any actions are meticulously recorded. The school works closely with parents and targets early intervention for families who need support.
- Pupils say that they feel safe at school. All parents who responded to Parent View, Ofsted's online survey, or who spoke to inspectors, believe that the school provides a safe and caring environment.

Quality of teaching, learning and assessment

Outstanding

- The quality of teaching, learning and assessment is outstanding. Teachers have high expectations and pupils respond well to them. This has resulted in pupils making excellent progress across the curriculum.
- Teachers build on pupils' prior knowledge to help pupils tackle new challenges confidently and successfully. They regularly question pupils to check their understanding and alter their teaching accordingly to address any misunderstandings.
- Teachers demonstrate secure subject knowledge and model higher level vocabulary. Pupils can explain their learning precisely using subject-specific terminology. Pupils in Year 6, for example, described the metaphorical language they were using to make their writing more sophisticated.
- Work in class is challenging and tailored to the needs of the pupils. Pupils show perseverance with difficult tasks and often work collaboratively to share ideas. For instance, Year 5 pupils spent time on a complicated mathematical problem, justifying their answers and helping each other to understand.
- Teachers have established routines in class, which ensures that little learning time is wasted. Pupils know exactly what they have to do and when. They are highly attentive and focused on their learning as a result. Teachers are inconsistent in ensuring that the most able pupils are provided with appropriately challenging work. Consequently, pupils are impatient to move on to higher level tasks.
- Support staff are deployed well and work with different groups of pupils or individuals. They are trusted to use their judgement in lessons and work collaboratively with teachers to plan effective support.
- The teaching of writing is a strength of the school. Pupils have a wide range of opportunities to write in other subjects besides literacy and are confident in a variety of genres. The consistent use of 'wow' words across all classes develops pupils' vocabulary and teachers embed the skills needed for mastery in writing.
- In mathematics, pupils routinely apply their problem-solving skills to everyday life. For instance, Year 3 pupils were observed calculating price differences, using money to help them solve problems. Year 6 pupils had a lively discussion about how to use ratios to work out offers in shops. They realise that mathematics is an essential skill and teachers plan relevant and interesting lessons.
- Pupils read very well and they enjoy reading. They read regularly at home and parents support the school with this. Teachers track progress in reading through weekly guided reading sessions. Those who need extra help are taught individually or in small groups.
- Phonics teaching is of high quality. Pupils use the skills they are taught to sound out unfamiliar words and write independently. The investment in developing literacy in early years and key stage 1 is reflected in the strong reading and writing skills of older pupils.
- Pupils take immense pride in their work. Displays around the school are filled with examples of outstanding pupils' work from all year groups. One pupil described receiving a 'gold star' award that celebrates excellence as 'an honour'.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils like coming to school and speak about it with genuine pride. Pupils learn to be respectful of others from the start of their time at school. One pupil said, 'We're all different, but we're all one.'
- Attendance is well above the national average. Leaders have put in place successful strategies to promote attendance. For example, pupils compete to have 'Punctuality Panda' and/or 'Attendance Tiger' in their classes each week.
- The school offers a wealth of opportunities for pupils to take responsibility, for example as house captains, school council members and dinner monitors. Pupils are highly enthusiastic about these positions and take their roles very seriously.
- Pupils look after each other. All Year 6 pupils are mentors for Year 3 pupils. The older pupils help the younger ones to settle into juniors, guiding them and offering support throughout the year. Pupils really appreciate this scheme and older pupils can reflect on how useful it was for them. Year 5 pupils also volunteer as mentors for children in the early years, spending time with them at lunchtime.
- Bullying is rare. One pupil said, 'If there is any bullying, it's solved straight away. It never goes on.' Pupils understand the anti-bullying policies and can talk about different types of bullying, such as cyber bullying. Pupils could explain in detail how to stay safe online from their recent e-safety week at school.
- Pupils feel well cared for at school and say, 'teachers here are kind'. They say that they always have someone to talk to if they have any worries. Alternatively, they can write down their thoughts and put them in the 'Share with Sully' box for the headteacher to read.
- Pupils work with school leaders to secure improvements to the school. They feel listened to and that they have ownership of the school. They are determined to make the school even better and put their suggestions forward to school leaders.
- Pupils benefit from a rich programme of extra-curricular activities, such as football, art, and dance. The two choirs and school band are also very successful and pupils enjoy taking part in school and public performances.

Behaviour

- The behaviour of pupils is outstanding.
- School rules and systems are easily understood by pupils. Pupils quote the school motto, 'It's nice to be nice' and they treat each other with respect. Pupils work together well and are highly cooperative with adults. Playtime is calm and orderly because pupils get on well together.

- Extremely positive attitudes to learning in lessons mean that pupils get on with their work without disruption. They are attentive and self-disciplined. Incidents of low-level disruption are rare and are managed well by teachers.
- Pupils are polite and courteous to each other and to adults. Behaviour logs show that there have been no exclusions or serious incidents of poor behaviour in recent years.

Outcomes for pupils

Outstanding

- Pupils' progress and attainment are consistently strong across the school and in a range of subjects. The school has maintained this high standard in recent years.
- In 2016, the progress that pupils made by the end of Year 6 in reading and mathematics was significantly above the national average. Disadvantaged pupils made more progress than that seen nationally by other pupils. Pupils who have special educational needs and/or disabilities made above-average progress in mathematics and reading when compared with other pupils nationally.
- Overall, the most able pupils, including those who are disadvantaged, fulfil their potential. This is particularly the case in mathematics and reading, where attainment for key stage 1 and key stage 2 pupils at the higher standard was above average in 2016.
- The proportion of pupils achieving the expected standard in reading, writing and mathematics by the end of key stage 1 in 2016 was above national figures.
- Current pupils in all year groups are on track to make at least good progress in all subjects this year. A high proportion of pupils are working beyond age-related expectations, including disadvantaged pupils and the most able. For pupils who have special educational needs and/or disabilities, their progress is either in line with or close to that of other pupils in each year group.
- Pupils' work in books matches the teacher assessments and is of an exceptionally high standard. Targets, self-assessment and success criteria provide pupils with support, guidance and challenge, which in turn lead to strong progress and attainment.
- Progress in writing for current pupils is rapid. Pupils routinely use sophisticated vocabulary and complex sentences, always striving to achieve greater mastery in their writing. Teachers apply the same expectations to writing across the curriculum as they do in literacy lessons. Consequently, pupils' writing across the school is of an exceptionally high quality.
- As a result of outstanding teaching, the proportion of pupils reaching the expected standard in the Year 1 screening check is well above the national average. This represents rapid progress, given their starting points.

Early years provision

Outstanding

- Children in the early years make an excellent start to their school lives.
- The early years leader works with support staff to make accurate baseline assessments of children's knowledge and skills when they start in Reception.

- From low starting points, children make rapid progress across all areas of learning. Staff have a clear understanding of children's needs and put in place appropriate support. Weekly progress meetings ensure that children's progress is rigorously tracked and monitored.
- The stimulating environment both inside and outside contributes extremely well to the children's development. Outdoor learning, particularly in the forest school, is creative and exciting. Children have well-planned activities to explore a wide area.
- Children behave well and interact positively with each other. They show self-control and courtesy, for example when waiting patiently to take turns on the swing outside.
- Children who have particular needs are looked after effectively. Those who have speech and language difficulties receive individual support that enables them to catch up quickly. Children who have special educational needs and/or disabilities are assessed at an early age so that their needs can be effectively met. Consequently, they make very good progress.
- Children leave early years ready for Year 1. The proportion of children achieving a good level of development has consistently been well above the national average in recent years. Established routines and high expectations help children to become independent and confident learners.
- The vast majority of children currently in Reception are on track to reach a good level of development. Additional funding for disadvantaged children has been used effectively to ensure that children settle quickly and make rapid progress.

School details

Unique reference number	100175
Local authority	Greenwich
Inspection number	10008663

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Sarah Heywood
Headteacher	Mary O'Regan
Telephone number	0208 2650028
Website	www.stpeters.greenwich.sch.uk
Email address	sao1@stpeters.greenwich.sch.uk
Date of previous inspection	29–30 September 2011

Information about this school

- The school meets requirements on the publication of specified information on its website.
- St Peter's Catholic Primary School is smaller than the average-sized primary school.
- There is full-time early years provision for children from the age of four.
- The proportion of pupils who are eligible for pupil premium funding is below average.
- The proportion of pupils who come from minority ethnic backgrounds is much higher than average. The majority of pupils come from Black or Black British African backgrounds. The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils who have special educational needs and/or disabilities is below average.

- The school works closely with a local partner school, Our Lady of Grace Catholic Primary School.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors visited all classes. Most lesson observations were jointly observed with the headteacher or assistant headteacher.
- Meetings were held with senior and middle leaders. The lead inspector met with members of the governing body and had a telephone conversation with a representative from the local authority.
- Inspectors spoke to a number of pupils, listened to pupils read and looked at samples of their work. An inspector met with a group of pupils to hear their views on the school. Pupils took the lead inspector on a tour of the school.
- Inspectors carried out book scrutinies over a range of subjects and year groups.
- A wide range of documents was evaluated, including information on pupils' progress and attainment, improvement plans, minutes of meetings of the governing body and checks on the quality of teaching. Inspectors also examined records relating to safeguarding, behaviour and attendance.
- Inspectors took account of six responses to Parent View and of information gathered from discussions with parents during the inspection. The views of staff and pupils were also considered through the questionnaires received.

Inspection team

Jude Wilson, lead inspector	Her Majesty's Inspector
Ellie Whilby	Ofsted Inspector
Chris Birtles	Ofsted Inspector

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