

# St Peter's Church of England Primary School

Liverpool Grove, London, SE17 2HH

**Inspection dates** 24–25 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. They make good progress from starting points that are often low to reach average levels of attainment by the end of Year 6.
- Leaders and managers have implemented a range of changes since the previous inspection with clarity and focus, so that teaching is now good overall with some that is outstanding.
- Pupils show extremely positive attitudes to learning and levels of engagement in lessons are high.
- A new, highly effective behaviour system has been introduced which has reduced the number of fixed-term exclusions to zero.
- Pupils treat each other, adults and the environment with respect. They are courteous and caring and behave outstandingly well at playtimes and when moving around the school.
- Pupils love coming to school and feel safe. This is reflected in their above-average attendance.
- Leaders, including governors, manage the performance of individual teachers well to ensure pupils are taught effectively and standards rise.
- The governing body works closely with leaders in school to challenge and support them in making the necessary improvements.

### It is not yet an outstanding school because:

- There is not yet enough outstanding teaching to ensure pupils make and sustain the most rapid possible progress in all subjects.
- Teachers do not always allow sufficient time for pupils to respond to marking, so the impact of their feedback is limited.

## Information about this inspection

- Inspectors observed 17 lessons or parts of lessons taught by seven teachers, including the teaching of phonics (letter patterns and the sounds they represent) and guided reading.
- Inspectors attended assemblies, listened to pupils read and held meetings with pupils, staff, parents and carers and representatives from the governing body and the local authority.
- Inspectors took account of the six responses to the online Parent View survey and other correspondence from, and conversations with, parents and carers during the course of the inspection.
- Inspectors looked closely at pupils' work in lessons, as well as the work pupils have completed over time in their books.
- Inspectors looked at a range of documents, including those related to safeguarding and child protection, the school's self-evaluation and development planning, minutes of meetings of the governing body, the report from the local authority review, data relating to pupils' academic performance, documents on the monitoring of the quality of teaching, logs relating to behaviour and attendance figures.

## Inspection team

Jeanie Jovanova, Lead inspector

Additional inspector

Philip Mann

Additional inspector

## Full report

### Information about this school

- This is a slightly smaller-than-average primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is slightly above average, as is that of those supported through school action plus or with a statement of special educational needs.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, those entitled to free school meals and the children of service families, is higher than the national average.
- Most pupils come from minority ethnic backgrounds. The largest group is Black African, with a further 12 groups represented in smaller numbers.
- The majority of pupils speak English as an additional language, and some are at the early stages of learning English.
- The school does not currently use any alternative provision for its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A number of new staff have been appointed since the previous inspection, including a new assistant headteacher.

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

- Increase the proportion of outstanding teaching so that pupils make and sustain the most rapid progress in all subjects by enabling pupils to respond to the comments teachers make in their books during lessons.

## Inspection judgements

### The achievement of pupils is good

- Children start school with levels of skill and knowledge that are lower than those expected for their age, particularly in mathematics and literacy. Staff in the Early Years Foundation Stage plan activities that build on children's interests and ensure that their spoken language develops confidently. This has resulted in the proportion of children reaching age-related expectations at the end of Reception rising year on year.
- Good progress throughout the school ensures that, by the end of Year 6, pupils have reached average levels of attainment. Pupils' achievement is not outstanding because they do not make consistently rapid progress in all subjects.
- Focused training for all staff in the teaching of phonics has ensured that pupils' needs are better met. Consequently, the school's results in the phonics screening check for Year 1 pupils were good.
- The school promotes a love of reading. The strong emphasis on phonics means that pupils are confident in using a range of strategies to help them tackle unfamiliar texts. The pupils inspectors heard read had clearly made good progress from their starting points.
- Disabled pupils and those with special educational needs make good progress because their needs are well met. They are well supported in class, teachers plan carefully to ensure tasks match individual starting points and additional interventions are closely monitored.
- Pupils eligible for the pupil premium achieve well because carefully chosen interventions enable them to make accelerated progress at crucial points in their schooling. The school can show that it is narrowing the gap between this group and other pupils. Leaders monitor this closely by measuring both groups against the same groups nationally, based on pupils' average point scores in national tests.
- Pupils who speak English as an additional language do particularly well because the school promotes speaking and listening highly effectively. There is a strong emphasis on language development and pupils are expected to use technical vocabulary and interesting expressions. This supports them well, so they speak very eloquently and write with confidence and maturity.
- Pupils from different ethnic backgrounds do equally well because the school is a truly inclusive community which is committed to ensuring all its pupils have an equal chance of success. For example, a higher proportion of Black African pupils attain expected levels in mathematics at this school than they do nationally.

### The quality of teaching is good

- A strong emphasis on developing teachers' skills and the judicious appointments of high-quality staff have led to significant improvements in teaching since the previous inspection.
- Teachers mark work in pupils' books diligently in all subjects. They indicate whether pupils have met the objective of the lesson as well as providing useful steps for improvement. However, teaching is not outstanding because teachers do not create enough opportunities for pupils to respond to their feedback in lessons.
- Reading is taught well. Guided reading sessions give teachers opportunities to model key reading skills so pupils make good progress.
- Teachers use a range of strategies to ensure pupils learn well and some teaching is inspirational. For example, in an outstanding philosophy lesson, pupils were deeply moved by a film they had watched. They spoke with great respect about qualities such as perseverance and explained how they felt 'inspired' by the determination depicted.
- Teaching assistants are highly effective. They think carefully about pupils' needs and adapt tasks accordingly. As a result, the pupils they support make good, and sometimes outstanding, progress in lessons.

- Teachers monitor pupils' progress in lessons carefully, adjusting their teaching where necessary. This information helps them to plan subsequent lessons to ensure all pupils make at least the expected progress and usually more.
- Teachers use questioning well, which develops pupils' ability to present articulate, well-thought-out answers. Teachers often present open-ended tasks which allow pupils to think for themselves. For example, in an outstanding science lesson, pupils were asked to discuss and record what they knew about keeping warm. Pupils attempting to justify why drinking hot chocolate helps were debating the effects on the body of warming individual organs.
- Pupils know their targets and are given opportunities to identify where they have met them, while teachers highlight aspects of pupils' work that show where targets are being achieved. Pupils say that this helps them make good progress.

### **The behaviour and safety of pupils** are outstanding

- Pupils have exemplary attitudes to learning. There is a high level of engagement in lessons because teachers make learning interesting and accessible. All staff help pupils to form excellent relationships with each other and adults.
- Expectations of behaviour are high and teachers have introduced clear, fair systems to manage behaviour. Pupils are motivated by certificates given out in assembly.
- Pupils are considerate and courteous. They move around the school showing an impressive awareness of noise levels and are deeply respectful in assemblies.
- Lunchtimes are a calm and pleasant experience. Adults look after pupils well but ensure that they do so unobtrusively so as to build independence. The ethos of the school is reinforced by lunchtime supervisors who give all pupils the opportunity to say a prayer of thanks before they eat.
- Pupils feel very safe and know how to keep themselves safe. For example, they can talk confidently about how to keep safe online. Parents and carers who completed the survey and those who spoke to inspectors at the beginning of the school day unanimously agree that the school keeps their children safe.
- Pupils say that teachers deal with incidents swiftly but that there is little need to as everyone behaves well. Pupils admit there is occasional name-calling, but they say the occasions are rare and do not involve the same children, so cannot be classed as bullying.
- Provision for pupils with particular behavioural needs is exemplary. Parents and carers talk of transformational programmes that have helped their children lead better lives. The pupil development centre provides carefully targeted interventions that support pupils' social and emotional development as well as improving their academic performance. The school works extremely well with outside agencies to ensure its pupils get the best possible care.
- Attendance remains high because pupils enjoy coming to school and their families are aware of how important it is to attend as regularly as possible.
- As a result of the high expectations staff have, the clear policy and reward system and the excellent care for pupils with a higher level of need, instances of fixed-term exclusions have decreased to zero.

### **The leadership and management** are good

- Senior leaders, including governors, ensure that the vision of a caring, cohesive community where pupils can excel is clearly communicated. They have a good grasp of the school's strengths and weaknesses, and development planning demonstrates clearly how they intend to

build upon the improvements seen since the previous inspection.

- The progress pupils make is carefully tracked by the senior team so that any pupils falling behind are quickly identified and measures put in place to get them back on track. Detailed conversations are held with class teachers at regular intervals where they discuss these pupils. Possible strategies and interventions are suggested that will ensure better progress and this is then followed up.
  - Senior leaders also monitor the quality of teaching carefully. They set astute performance targets for individual teachers which ensure that performance improves from year to year. A good range of training opportunities is provided and staff feel well supported in making improvements to their practice.
  - Middle leaders are beginning to share responsibility for improving standards. However, as many are newly appointed, they have yet to develop the expertise to be fully effective and it is too early to judge the impact of their work.
  - The curriculum supports pupils' spiritual, moral, social and cultural development in a range of valuable ways. Trips out, visitors to school and a focus on the arts broaden pupils' cultural horizons. Provision for music is of a high calibre, for instance. Celebrating the diversity of the school community ensures a global dimension. Each of the school's six values is celebrated in turn, and examples of that value in action are rewarded. The introduction of philosophy lessons has created opportunities for pupils to reflect deeply on a range of issues and debate moral and ethical choices. All this and more has resulted in pupils who demonstrate a breadth of knowledge and level of maturity that will stand them in good stead as they move on to the next phase of their education.
  - The local authority judges the school to be good, as shown in a recent in-depth review of the school's work, and offers light-touch support as appropriate.
  - **The governance of the school:**
    - Governors are closely involved in the life of the school. They work with senior leaders to challenge and question the progress of individual and groups of pupils. By expecting a detailed analysis of how the pupil premium funding is spent, governors ensure school leaders measure the impact of different interventions carefully. For example, they know that extra phonics teaching was effective in ensuring the good performance of pupils eligible for the pupil premium. Governors are involved in decisions about recruitment, about how the performance of individual teachers is managed, and about how to use financial incentives to reward excellence. They act swiftly in cases where teachers do not meet targets. They are aware of where their strengths are and ensure individual members receive training to capitalise on their existing skills. Governors have a clear understanding of how their school is performing compared to similar schools nationally. The school meets all statutory safeguarding requirements.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100839
<b>Local authority</b>	Southwark
<b>Inspection number</b>	404740

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

<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>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Andrew Maughtin-Mumby
<b>Headteacher</b>	Josephine Copeland
<b>Date of previous school inspection</b>	1–2 February 2011
<b>Telephone number</b>	020 7703 4881
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