

# St Peter and St Paul Catholic Primary School

Compton Street, Goswell Road, London, EC1V 0EU

**Inspection dates** 26–27 February 2015

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

## Summary of key findings for parents and pupils

### This is a good school

- Achievement has been good by the end of Year 6 in recent years. The school's records show that good progress is being made by pupils in other year groups.
- Children get off to a good start in the early years because they reach good levels of development by the end of the Reception year.
- Pupils' spiritual, moral, social and cultural development is well provided for. This, as well as the work of an active school council, helps to prepare pupils well for life in modern democratic Britain.
- Pupils speak highly of their school and behave well in class and around the school.
- The school's work to keep pupils safe is good. Pupils feel well looked after and their parents are very confident that their children are safe and secure in the school.
- Governors and senior leaders are ambitious for the school and are reviewing their procedures to increase their effectiveness so that teaching and pupils' achievement improve further.
- The new headteacher and her leadership team have set clear expectations for good teaching. They provide focused support for staff to improve their practice quickly to provide good teaching in all key stages.

### It is not yet an outstanding school because

- Not all adults are skilled in designing activities and asking questions that help pupils, particularly the most able, to deepen and widen their knowledge.
- Progress in writing, while in line with national expectations, has not been as strong as in reading and mathematics. This was because not enough emphasis was placed on writing in all subjects.
- Marking is regular but not yet consistent in all subjects and year groups. Pupils are not consistently able to see precisely how to correct and improve their work.
- The middle leaders are now beginning to hold teachers to account in their respective areas of responsibility but did not do this methodically in the past.

## Information about this inspection

- The inspectors observed 13 lessons or parts of lessons taught by eight teachers. One session was observed jointly with the headteacher, who also joined an inspector in a series of visits to lessons to check writing in Key Stage 2. The deputy headteacher joined an inspector in checking pupils' workbooks.
- Inspectors also observed pupils' activities during breaks and lunchtimes and at an assembly.
- Meetings were held with groups of pupils, representatives of the governing body, and school and subject leaders. Discussions took place between an inspector and a representative of the local authority.
- The inspectors took account of the 52 responses to the online questionnaire (Parent View), as well as informal discussions with parents. The views of staff were taken into account through meetings and the 22 responses to the staff survey.
- Inspectors listened to pupils read and discussed their choices of reading books.
- The school's own attainment records for the previous and current academic years were scrutinised in addition to published information on pupils' achievement.
- Records relating to pupils' safety and welfare, including security checks on staff, were checked. Behaviour logs and attendance records were examined.

## Inspection team

Patricia MacLachlan, Lead inspector	Additional Inspector
Mirella Lombardi	Additional Inspector
Janet Tomkins	Additional Inspector

## Full report

### Information about this school

- St Peter and St Paul Catholic Primary School is smaller than the average sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils who receive support through the pupil premium (extra money provided by the government for pupils who are known to be eligible for free school meals and children who are looked after) is above the national average.
- The majority of pupils in the school are of White British, Other White or African heritage. The proportion of pupils who speak English as an additional language is above the national average but very few are at an early stage of speaking English.
- The school meets the government's floor standards, which set the minimum expectations of attainment and progress in reading, writing and mathematics.
- Early years provision consists of a full-time Nursery for 26 children and one Reception class which children attend full time.
- The new headteacher was appointed in September 2014.

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

- Improve teaching so that more is outstanding by:
  - making sure that teachers mark pupils' work consistently in all subjects so that the steps that they must take to improve their work are very clear to the pupils
  - training all adults to design tasks and ask questions that prompt pupils, particularly the most able, to deepen their thinking and explain their reasoning in their answers
  - involving subject and phase leaders more actively in holding teachers to account for the quality and consistency of assessments in their areas of responsibility.
- Improve attainment in writing further by setting expectations in all year groups for detailed and high quality writing in subjects other than English, such as history, geography and science.

## Inspection judgements

### The leadership and management are good

- Leadership and management are good because the recently appointed headteacher has galvanized the leadership team to secure improvements in teaching among staff at early stages of their professional lives. They have also improved the quality of pupils' writing in Key Stage 2 in a relatively short time. An overwhelming majority of parents who responded to the online Parent View would recommend the school to other parents. Parents who spoke to inspectors were also pleased with the increased opportunities to engage with the school, for instance on the curriculum enrichment visits that the new headteacher has introduced for every year group.
- The headteacher and deputy headteacher make regular observations of pupils' learning and examine their work. This enables them to identify quickly where improvements are needed and to provide focused support to improve the quality of teaching.
- The clear-sighted headteacher has, in a short time, motivated staff at all levels to strive for more rapid progress and to ensure equality of opportunity for all pupils. Newly qualified teachers appointed last year have benefited from the headteacher's training and encouragement to develop strong classroom performance this year.
- Leaders have introduced a new and detailed scheme for pupils to respond to teachers' marking across a wide range of subjects. Where this has been effective, in Years 3 and 6 for example, it has raised teachers' expectations and pupils' understanding of how to improve their own performance. However, leaders recognise that marking is not always consistently good across all years and subjects and have made this a priority for staff training.
- The headteacher has recently reviewed the roles of subject and phase leaders. There is now a greater emphasis on checking how well the training middle leaders give their colleagues is improving the quality of teaching in their subject and phase. Plans are now in place to involve these middle leaders in holding teachers to account for progress in their subjects in all year groups.
- Strong systems have been developed by the resolute new headteacher to make sure that only those teachers who meet the ambitious targets that are set for them now move up the salary scale. The headteacher is tenacious about engaging in difficult conversations about performance when these are necessary to secure improved teaching.
- The school promotes pupils' spiritual, moral, social and cultural development positively. Pupils develop spiritual understanding from their religious education programme; prayers are part of the daily routine and composed by pupils who take it in turn to lead thoughtful assemblies. The curriculum helps to foster good relationships and respect for others, including respect for different religions. Pupils are prepared well for life in modern Britain because their elected council is involved in staff appointments, reports regularly to classmates and discusses school improvements with the governing body.
- Differences between right and wrong are discussed in assemblies and lessons. Pupils are encouraged to listen to each other respectfully when discussing ethical questions in class, promoting the value of tolerance. Each class enjoys visits and journeys, such as a memorable day in role at the 'Ragged School', which help to enrich and enliven subjects studied. Participation in borough-wide singing performances also extends pupils' cultural horizons and self-confidence.
- The government's sports funding has been used effectively. A specialist coach is helping class teachers to improve their skills in teaching gymnastics and other sports. Pupils of all ages now experience better-quality physical education and this has had a positive impact on their enthusiasm for joining after-school sports clubs.
- The pupil premium grant to improve the attainment of disadvantaged pupils is used effectively to reduce the gaps between their attainment and that of their peers.
- Safeguarding systems meet current requirements and policies are applied consistently, so that pupils are safe and well cared for. Leaders promote equal opportunities and do not tolerate any discrimination.
- The local authority has provided support by joining the headteacher in visits to check pupils' progress, confirming the priorities in her school improvement plan. The local authority is supporting the school with a project group in order to link leaders and teachers with other schools to improve further their assessment and teaching practices. It is also organising a review of governance and providing a training programme for governors.
- Leaders work with other schools in the area to check assessment standards, moderate pupils' work and share in professional development. The new headteacher has also developed partnerships with two local universities to provide a more challenging curriculum for the most able pupils.

### ■ The governance of the school:

- Members of the governing body, currently being reorganised as part of an external review that leaders have commissioned, know the standards of achievement and teaching in the school. This is because local authority training has helped them to ask more challenging questions about pupils' performance than in the past. Governors now supplement this with organised visits to check that reported improvements are taking place.
- Governors have developed an accurate understanding of how pupils perform compared with national standards. They have now been trained to use the published information to compare pupils' performance with other schools nationally.
- Governors are increasingly aware of the link between teachers' pay increases and pupils' progress. They are made aware by the headteacher of what support has been provided to improve teaching and how any underperformance has been tackled.
- The governing body checks that the pupil premium funds are spent on the intended groups and receives reports from school leaders about the impact of the expenditure on pupils' performance.
- British values of democracy and tolerance are promoted because governors actively welcome the celebration of diverse faiths among the pupils and teachers from different faiths and cultures. Governors also seek the advice of the school council when planning improvements to the buildings and playground.
- Governors are conscientious in ensuring that safeguarding arrangements meet requirements.
- The budget is carefully managed to support the school improvement plan.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Their attitudes are very positive and they cooperate respectfully with each other in and outside class. Pupils like the system of 'staying on green' and earning rewards for good behaviour. Pupils have confidence in the way that behaviour is managed and explained to inspectors that 'Teachers here are very fair with us'.
- Because reflection upon their own actions is a routine practice, pupils want to improve their own behaviour. Typically, pupils' conduct around the school is of a high standard because they want to live up to the school's values and high expectations that are set for them.
- Pupils work constructively with adults and each other in lessons. In the early years, cooperative play and helpful relationships are fostered by attentive adults. Behaviour is good rather than outstanding because pupils' attention can occasionally wander if activities do not engage them or provide enough challenge.
- Pupils take pride in their attractively decorated classrooms and corridors that celebrate their visits and trips in vibrant displays. The staff who responded to a survey unanimously believe that behaviour is well managed in the school.
- Attendance rates have improved since the new headteacher took up her post. Following up absence assiduously with parents has helped to secure marked improvements among the groups that have found regular attendance difficult in the past. Leaders are very aware that further and sustained improvements are necessary and have made this a priority. Behaviour management is effective and there have been no exclusions.

### Safety

- The school's work to keep pupils safe and secure is good. All the pupils spoken to could name at least one adult in whom they could confide any concerns and they were confident that these would be addressed. Pupils maintain that bullying is rare and that if any incidents do arise they are dealt with quickly by teachers or the headteacher who they say 'is on the case immediately'.
- Pupils have a strong awareness of personal safety, including when using the internet, because it is explained well in lessons and assemblies. Pupils understand and can explain the importance of cyber-safety habits as well as the routines that they learn at 'Junior Citizens' workshops.
- The parents who responded to Parent View are overwhelmingly happy that their children are safe in school and that the school provides a safe and caring environment.

**The quality of teaching****is good**

- A strong feature of good teaching across the school is that warm relationships are established between all adults and pupils in the classrooms. Consequently, pupils are confident enough to get involved and offer answers with self-assurance
- For example, pupils in Year 2 were very engaged in dialogue writing because they had to meet the goal of reading their scripts aloud to classmates. The teachers' challenging questions prompted convincing explanations of the effects of the Great Fire of London upon the characters in their dramatic scenes. This helped the pupils to make good progress and draft high-quality writing that they were able to evaluate with their partners. However, teachers' questioning is not always as skilful in promoting detailed responses and rapid progress in all year groups.
- Activities in mathematics are usually designed well to help pupils to apply their skills to practical problems and to consolidate their understanding of chosen methods. Some teachers routinely set aside time for pupils to improve their answers and explain their reasoning and leaders recognise the need to train all staff to do this.
- Teachers mark pupils' English and mathematics work regularly and this helps to improve their progress because marking includes helpful advice for correcting their work. The teachers' marking of writing in other subjects such as history and science does not give as much guidance as in English for pupils to follow and correct their work thoroughly. In addition, the writing tasks in other subjects are not as challenging or using the same demanding success criteria as the tasks in pupils' English books.
- Diligent teaching assistants give sensitive and effective support to pupils who need additional help to complete tasks.
- Teachers plan interesting activities set at the right level of difficulty for most pupils so that they make good progress. However, sometimes, activities do not challenge the most-able pupils sufficiently because they are not hard enough. As a result, these pupils do not always achieve the highest levels of which they are capable.
- Teachers promote reading well across all year groups. The roomy and well-stocked library is welcoming and pupils are encouraged to make frequent choices of new books. Leaders have reorganised schedules so that time is available for reading good quality texts in lessons. Younger pupils' progress in reading is recorded frequently by teachers and other adults who hear them read so that it can be checked against national expectations. Groups have been organised for pupils in Key Stage 1 and lower Key Stage 2 who need additional help to catch up. As a consequence, reading for many groups of pupils is significantly above national expectations in the Year 1 phonics screening and also by the end of Key Stage 2.

**The achievement of pupils****is good**

- Pupils, by the end of Year 6, attained outcomes that were significantly above the national average in reading, and spelling, punctuation and grammar in 2014. Rates of progress had also improved upon previous years in mathematics. Pupils' performance in writing, while in line with national averages, was not as strong but leaders have established the reasons for this and revised the way that writing skills are taught. The recent work seen in books by inspectors confirms that writing is of increasingly good quality.
- In addition to improving achievement by the end of Year 6 last year, the school's records show that pupils are on track to make good progress across the Key Stage 2 year groups.
- In some cases, accelerated progress was recorded last term because the school's tracking systems have been improved under the guidance of the new headteacher. Effective strategies have been devised for any pupils who are at risk of falling behind. For example, Year 2 reading and writing standards last year dipped to below national averages but leaders have identified the reasons for this and, now that the cohort is in Year 3, some remarkable progress has been made in these subjects in one term.
- In addition, the school's own records show that rates of progress in Key Stage 1, particularly in Year 1, are good.
- Disabled pupils and those who have special educational needs make broadly the same progress as their classmates. This is particularly evident in Key Stage 2 where some pupils make better progress than their peers in school because of well-planned extra support that they receive.
- Pupils from different ethnic groups make similar progress to their peers, as do the very small numbers who speak English as an additional language.
- The performance of the most-able pupils in 2014 was in line with their peers nationally, but only in writing and mathematics did some of these pupils achieve better than expected outcomes. Of the pupils currently on roll in Key Stage 2 who attained Level 3 at the end of Year 2, progress has been particularly strong in

Year 6 and in writing but is more mixed in the younger year groups. Leaders recognise that this is because teachers did not always give sufficiently challenging work in the past. Consequently, the most able do not yet excel in a wide range of subjects. Scrutiny of this year's most recent data and the workbooks of the most-able pupils in other year groups show that this picture is beginning to improve as a result of more challenging activities in mathematics and English.

- Additional government funding to support disadvantaged pupils is used effectively to provide additional activities in reading, writing and mathematics. In 2014, the attainment of disadvantaged pupils in Year 6 was about a month ahead of their classmates in mathematics but three months ahead of pupils nationally. In reading and writing, disadvantaged pupils were up to four months behind their classmates but between two and eight months ahead of pupils nationally. The disadvantaged pupils in the current Year 6 have already overtaken their peers in all subjects and the attainment gap is closing in writing in most year groups.

### The early years provision

is good

- Children joining the school in the early years usually have skills and levels of understanding typical of their ages. As a result of good teaching, achievement by the end of the Reception Year is above that typically found in schools nationally. Children are well prepared to begin Year 1.
- Both indoor classrooms provide a secure and stimulating learning environment. Children respond by behaving well and learning enthusiastically. Leaders recognise that the outdoor classroom is in need of renovation and governors have already commissioned an architects' firm to do this.
- Staff plan carefully to help children make good progress through a range of animating activities. Their progress is carefully recorded and leaders make sure that any children who may need additional help receive appropriate support.
- Leadership and management of the early years provision are good because the leader has a clear understanding of the strengths and areas for development. For example, the leader is aware that not all staff in Nursery are asking questions that prompt the children to make reasoned and extended explanations. In addition, early writing skills are not practised as much as is helpful for future progress. Plans are in hand to provide training to improve upon these matters.
- A varied curriculum gives children experiences that help their development across a wide range of areas. Parents are involved in assessments of children's progress. Links have been established with families so that children are well prepared to move into Nursery and on to Year 1.

## 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>	100447
<b>Local authority</b>	Islington
<b>Inspection number</b>	453227

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.

<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>	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Ronchetti
<b>Headteacher</b>	Tracey Peters
<b>Date of previous school inspection</b>	31 January 2007
<b>Telephone number</b>	02072530839
<b>Fax number</b>	02073367226
<b>Email address</b>	admin@stpetersandstpauls.islington.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

