

St Peter Chanel Catholic Primary School

Baugh Road, Rectory Lane, Sidcup, Kent DA14 5ED

Inspection dates 22–23 January 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Teaching is not consistently good because teachers do not always use assessment information effectively to set suitable work for pupils of different abilities.
- Teachers do not always question pupils well in lessons to check on and deepen their understanding or move learning on at an appropriate pace in lessons.
- Marking in mathematics does not always help pupils to move on in their learning.
- Some pupils in key stage 2 classes do not make as much progress as they should in mathematics.
- There are gaps between the attainment of pupils supported through the pupil premium funding and their peers.
- In some classes, pupils with special educational needs, some supported through the pupil premium and a few who speak English as an additional language do not make enough progress, particularly in mathematics.
- Learning for the most able pupils occasionally slows in lessons because they are not given work that stretches and challenges them.
- Middle leaders do not use information about pupils' progress and attainment well to ensure that they make good progress.
- School development plans are not based on leaders' evaluations of school performance.
- Targets set by leaders for the performance management of staff are not consistently challenging.

The school has the following strengths:

- Leaders have raised the quality of teaching and are ensuring that pupils' achievement is improving.
- Children get off to a good start in Reception.
- The school is a friendly community where pupils feel safe and behave well.
- Pupils enjoy good opportunities to participate in a range of religious, artistic, musical, sporting and cultural activities.
- Senior leaders have raised expectations at the school and governors now hold leaders much more to account for the school's performance.

Information about this inspection

- Inspectors observed teaching in 30 lessons or part lessons in all classes. Some of these observations were conducted jointly with senior leaders.
- They took account of 27 responses to the Parent View online survey and 22 questionnaire responses from staff.
- Meetings were held with pupils, leaders at all levels, members of the governing body, and representatives from the local authority and the Southwark Diocese.
- They also had informal discussions with parents, and spoke to a representative of the off-site alternative provision that a very small number of pupils attend.
- Inspectors looked at pupils' work in lessons, and at other times alongside the head of school and executive headteacher.
- They heard pupils reading, and observed them in class and around the school.
- Inspectors considered a wide range of school documentation including: information relating to the attainment and progress of pupils and groups of pupils from entry to the school and across different years; the performance management of staff; records of monitoring of teaching undertaken by leaders; the school's website; the school's development plans; its checks on how well it is doing; minutes from governing body meetings; behavioural records; case studies; safeguarding information; and information about how pupil premium and sports funding is being spent.

Inspection team

Najoud Ensaff, Lead inspector

Additional Inspector

Cliff Mainey

Additional Inspector

Full report

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

Information about this school

- St Peter Chanel Catholic Primary School is smaller than the average-sized primary school.
- The large majority of pupils are from White British backgrounds and the remainder come from a range of minority ethnic backgrounds, the largest being Black African. There are a below average number of pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action, school action plus and those with a statement of special educational needs is above average.
- The proportion of pupils eligible for the pupil premium (those known to be eligible for free school meals, in the care of the local authority or with a parent in the armed services) is below the national average. There are no children from service families or in the care of the local authority currently on roll.
- The executive headteacher and head of school were appointed in September of 2013, following the departure of the previous interim headteacher. The deputy headteacher joined the school in January 2013.
- A very small number of pupils attend off-site alternative provision for three days a week. They were not on site during the two-day inspection.
- The school is part of the Corpus Christi partnership of schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to good or better in order to raise levels of achievement by ensuring that:
 - teachers use assessment information more effectively to set suitable work for pupils of different abilities so all groups of pupils make at least good progress, particularly for some pupils in some Key Stage 2 classes in mathematics
 - teachers make better use of questions in lessons to check on and deepen pupils' understanding
 - pupils are always provided with good guidance about how to improve work in their books, particularly in mathematics, and have more opportunities to respond to these comments.
- Improve the effectiveness of leaders and managers to at least good by ensuring that:
 - areas for development identified by leaders in their evaluation of the school's performance are aligned with school development plans
 - new middle leaders use assessment information rigorously to accelerate progress for some pupils with special educational needs, a few supported through the pupil premium, or who speak English as an additional language and a few of the most able
 - targets for the performance management of staff are always challenging for teachers so that the proportion of pupils making good progress increases.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Over time, pupils, including the very few who attend off-site alternative provision, do not make consistently good progress. While they make at least typical and often good progress in Reception, progress across Key Stages 1 and 2 classes is more variable. Work in pupils' books supports the view that progress is not consistently good over time.
- Although some pupils in Key Stages 1 and 2 classes make good progress, others, particularly in some Key Stage 2 classes, have not made enough progress in mathematics and a few pupils in Year 6 have not made enough progress in writing.
- Attainment at the end of Key Stage 1 fell from just above average in 2011 to just below average in 2013. Attainment across the school varies; although it is broadly in line with or above average, attainment in mathematics is weaker than in English for most classes.
- There are gaps of up to three terms between the attainment of pupils supported through the pupil premium and their peers in English and mathematics, although their attainment is broadly in line with similar pupils nationally.
- In the check on phonics skills (pupils' ability to link letters to the sounds they make) in Year 1, pupils performed better than others nationally in 2012 and 2013 but in the recheck for Year 2 pupils performed less well. Inspectors found that pupils' phonic skills are generally secure, with pupils now being given more regular opportunities to read in school and at home.
- Children enter Reception with a range of skills. The majority enter with skills which are broadly in line with those typical for their age. A small but significant number enter with skills below those typically expected, particularly in communication and language and sometimes in mathematics. Pupils enter Year 1 with attainment which is broadly average or better. The number of pupils who left Reception having achieved a good level of development in 2013 was above average and the number on track to achieve a good level of development this year is above average.
- In 2013, the progress of Year 6 pupils improved. Current Year 6 pupils are on track to make at least expected or better progress in mathematics, but only expected progress in English because a few pupils have made more limited progress in writing.
- Progress for disabled pupils and those with special educational needs is similar to that of other pupils but in a few classes, across Key Stages 1 and 2, they have not made as much progress as they should, often, but not always, in mathematics. This is because teachers do not always use assessment information to set work at the right level for pupils and comments, particularly in mathematics books, do not always guide pupils well in how to move on in their learning.
- Progress for the few pupils supported through the pupil premium is variable. While they sometimes make steady progress, this is not always the case. The school worked hard to address the gaps in learning for eligible pupils in the current Year 6 so that gaps between them and their peers are closing.
- The most able pupils often make better progress than their peers, but occasionally they are not challenged sufficiently well in lessons, so that the pace of learning slows for them.
- Pupils from minority ethnic groups make similar progress to their peers and those who speak English as an additional language often make better progress, but occasionally do not make enough.

The quality of teaching

requires improvement

- Teaching is not yet consistently good across all classes because teachers do not always use assessment information to set appropriate work for pupils of different abilities.
- They do not consistently use sharp and focused questions in lessons to check whether pupils have understood material before moving on their learning or to deepen pupils' understanding. As

a result, some pupils, especially those with special educational needs, are not always well supported and the most able pupils are not always challenged enough.

- The pace of learning in lessons is not always appropriate. This is because teachers sometimes overwhelm pupils with too much information and rush on to new material before some pupils fully understand or they set work that is too hard for some pupils. Occasionally, pupils undertake work on undemanding tasks or listen to explanations of material which they already clearly understand.
- Where teaching is stronger, teachers manage classes well, routines are firmly established and pupils are attentive. As a result, pupils make good gains in their learning.
- In Reception, children were challenged well to count forwards and backwards to 20, they were supported to use number lines as prompts, and in another lesson the teacher effectively demonstrated and checked on children's correct use of the 'oo' sound in their writing.
- In other lessons, for example in Year 6, pupils made good gains in English and mathematics because work set was appropriate in providing them with clear ways of measuring how successful they had been. Pupils gained from the use of technology and 'working walls' to support their writing and problem solving. As a result, pupils made good headway in writing well-structured paragraphs, and solved problems using division and multiplication.
- While teachers mark pupils' work regularly, providing both praise and useful suggestions about how to improve in English, they do not always provide pupils with good guidance about how to improve in mathematics. Pupils indicated that they sometimes had opportunities to respond to comments in marked work, which they found helpful, but not in all classes. As a result, some pupils, particularly in some classes in Key Stage 2, are not making enough progress in mathematics.
- Pupils have a clear understanding of the level at which they are working and can refer to the targets listed in their books to know how they can move to the next level.
- The quality of teaching at the school has improved and is no longer inadequate. Classrooms are better organised, behaviour in lessons enables learning to flow and displays in rooms give better support to pupils' learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils report that behaviour has improved since the introduction of the 'green for good policy'. Pupils behave well in lessons, arriving promptly and with the right equipment. Leaders' strong focus on improving behaviour and teaching in the school has led to a significant reduction in the number of behavioural incidents. Behaviour is not yet outstanding because where teaching is weaker, pupils sometimes become restless and engage in off-task chat.
- The school's work to keep pupils safe and secure is good.
- Almost all teachers manage pupils' behaviour well so that learning proceeds without interruption and the large majority of parents believe that the school makes sure its pupils are well behaved. They said that their children felt safe and at ease in raising any concerns they might have. One pupil summed up what others felt in saying that 'teachers' first priority is to keep us safe.' Most parents who responded to the Parent View survey said that their children are well looked after and that behaviour at the school was good.
- Pupils understand about different forms of bullying, including verbal, physical, racist and cyber bullying, and they report that rare instances of bullying are handled well by the school.
- Pupils say that they enjoy school, because of the good relationships with pupils and staff. Attendance is above average and there has only been one fixed-term exclusion in the recent past. It is because pupils have positive attitudes to learning that they make reasonable progress in lessons where teaching is not strong and good progress where it is better.
- Pupils are friendly and polite. They move around the school sensibly and are supportive of one another, for example, spontaneously clapping for pupils who share their learning well in lessons.
- New leaders are improving the way that they support pupils with sometimes challenging

behaviour. They more carefully log specific incidents and ensure that any pupils who attend off-site alternative provision are kept safe.

The leadership and management require improvement

- Leadership and management are not good because leaders have not secured good progress in both English and mathematics for all groups of pupils across the school.
- While leaders have systems to monitor the achievement of groups of pupils they are not well used by all leaders. As a result, some pupils with special educational needs, some supported through the pupil premium, a few who speak English as an additional language and a few of the most able do not make as much progress as they should.
- While changes to the senior leadership team and improvements in governance have provided a clearer direction and raised expectations, recent actions have not had sufficient time to have a full impact on pupils' attainment and progress.
- Leaders have worked successfully to improve the quality of teaching, behaviour and safety and gained the support of most staff. Pupils' previous good attendance has continued and progress for Year 6 pupils in 2013 improved so they left with significantly above average attainment, particularly in writing. Leaders demonstrate the ability to improve the school further.
- Differences between some pupils' progress and attainment mean that leaders are not promoting equality of opportunity as well as possible. They do not tolerate discrimination of any kind.
- The school has worked well with the local authority and diocese. Both have offered good support to the school, particularly in relation to improving leadership and the quality of teaching which has enabled it to improve its overall effectiveness.
- While leaders' evaluations of how well they are doing are broadly accurate, their judgements rely on recent developments which have not had time to have a full impact on pupils' achievement. Some current areas for development do not inform whole-school development and action plans.
- Leaders' monitoring of teaching is regular and helpful and has improved the quality of teaching. It identifies accurately key strengths and areas for development, which result in relevant training for staff. Performance management of staff is established to help leaders ensure that there is a secure link between salary progression and quality of teaching but not all targets for teachers are consistently challenging.
- Leaders have worked hard to improve the engagement with parents in establishing a parents' forum, offering workshops for parents and developing a new school website.
- Leaders have allocated sports funding appropriately towards training staff and buying high-quality sports resources, as well as widening opportunities for pupils to take part in sports.
- Good opportunities to participate in whole-school and class assemblies, masses, sports and other clubs are helping to promote pupils' spiritual, social, moral and cultural development well.
- **The governance of the school:**
 - Changes to the governing body have helped it to become more involved in the work of the school and to offer better support and challenge. Governors have a better understanding of the school's achievements and quality of teaching than in the past. They ask searching questions, for example about the way that gaps in learning for pupils supported through the pupil premium are being closed, although they have not yet ensured that this funding is having a consistently good impact. They have improved the way they oversee performance management but these developments are not yet embedded so governors have not yet ensured that there is a secure link between teachers' performance and their pay. They have not ensured that targets for staff performance are consistently challenging. They know how sports funding is being used and how its impact will be monitored, although these actions have not been in place long enough to have a measurable impact on pupils' health and well-being. They ensure safeguarding meets requirements.

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

Unique reference number	101461
Local authority	Bexley
Inspection number	425447

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Veronica Startup
Headteacher	Denise Edwards
Date of previous school inspection	22–23 November 2012
Telephone number	020 83026029
Fax number	020 83089883
Email address	admin@st-peterchanel.bexley.sch.uk

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