

# St Peter Chanel Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	101461
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	335723
<b>Inspection dates</b>	5–6 May 2010
<b>Reporting inspector</b>	Madeleine Gerard

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Veronica Startup
<b>Headteacher</b>	Marie Gurhy
<b>Date of previous school inspection</b>	6 May 2010
<b>School address</b>	Baugh Road Sidcup DA14 5ED
<b>Telephone number</b>	020 83026029
<b>Fax number</b>	020 83089883
<b>Email address</b>	head@st-peterchanel.bexley.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 35 lessons and parts of lessons, saw eight teachers and held meetings with groups of parents, pupils, governors and staff. They observed the school's work, looked at work in pupils' books, tracking data showing pupils' attainment and the progress they are making, the school's development plans, monitoring records and the 69 responses to the questionnaire received from parents and carers.

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

- how effectively pupils' progress is being tracked and assessment information used to set targets and match work to the needs of all pupils
- whether pupils know their targets and how well they are making progress
- how successfully leaders and managers are tackling key priorities and securing consistency and improvements.

## Information about the school

This is a slightly smaller than average primary school. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have speech, language and communication difficulties. The proportion of pupils from minority ethnic groups is average. There are fewer pupils learning English as an additional language than nationally and almost none is at an early stage of learning English. The school also manages childcare in the Early Years Foundation Stage for children aged two to four and provides a breakfast club and after-school care during term time. There have been a high number of staff changes in recent years.

**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

St Peter Chanel Catholic Primary is a satisfactory school. The school's strengths are in the Early Years Foundation Stage and in aspects of the pupils' personal development. Attendance is above average as a result of the school's successful promotion of regular attendance and good punctuality. Pupils enjoy school and behave well in lessons and around the school. Relationships are warm and friendly. One pupil typically commented, 'It's a really fun school.' Links with the local church and Catholic community are strong. Fundraising for local, national and international charities supports pupils' awareness of others and those who are less fortunate. Good arrangements to support children starting in the Pre-School and the Reception classes ensure that they settle well. Pupils joining the school partway through their primary education are welcomed and well supported so that they make new friends quickly.

Children's outcomes are good in the Pre-School and the Reception classes because staff plan interesting activities that promote their independence and ensure they develop their skills well in all areas of learning. For example, as part of a project on growing, children in the Reception class track the development of sunflower plants and watch the daily progress of 33 caterpillars changing into live butterflies in the classroom. Teaching in Years 1 to 6 is generally satisfactory and enables pupils to make satisfactory gains in their learning. In some classes, pupils learn and progress well because teaching is good but this is not consistent throughout the school. The progress of pupils is carefully checked and marking is often used well to suggest how pupils can improve their work. Nevertheless, planning does not always use information from assessment and marking to ensure that pupils are consistently set suitably challenging tasks, particularly those who are more able pupils. Although there have been some very recent improvements to the setting of targets, these have not been in place long enough to show their effectiveness in ensuring all pupils are moving rapidly up to the next level in their work. The school's leaders and governors have a good understanding of its performance as a result of accurate self-evaluation. Monitoring of the quality of provision ensures the school knows where developments are needed. Priorities for action are appropriately focused and show the school's satisfactory capacity for sustained improvement. For example, training for staff to promote pupils' good behaviour is ensuring that they manage behaviour consistently well. However, the impact of some actions to eliminate inconsistencies has been hampered by recent changes in senior and teaching staff.

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

- Raise attainment and rates of learning and progress by:

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- ensuring the quality of teaching is consistently good
- using information from tracking pupils' progress, assessment and marking to match work consistently to pupils' needs and ensure they know how to improve their work.

**Outcomes for individuals and groups of pupils****3**

Pupils' achievement and enjoyment are satisfactory overall. Observations and pupils' work show that learning and progress across Years 1 to 6 are satisfactory and attainment is average. In classes where teaching is good, pupils learn well and make good progress. Good learning and progress were observed in a science lesson where pupils successfully used computers to explore the conditions plants need in order to grow. In a mathematics lesson, more able pupils made only satisfactory progress because they were expected to listen for too long to the teacher explaining work that they had already understood. In an English lesson, when those who finished tasks swiftly spent time waiting for the rest of the class to finish, the pace of learning dropped and their learning and progress slowed. As a result of these inconsistencies, pupils' attainment at the end of Year 6 is broadly average and few pupils reach the higher levels in the national tests. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of the support they receive.

Pupils enjoy coming to school and are polite and friendly. Their spiritual, moral, social and cultural development is good overall. They have a satisfactory awareness of how to keep themselves fit and healthy. Pupils are keen to use the skipping ropes, play football together and use the trim trail at break time. Visits from local emergency services ensure pupils have a good awareness of how to keep themselves safe and they are in no doubt that adults will help them quickly should any problems occur. Pupils make a satisfactory contribution to the community in the school council, the green council and as house captains. Opportunities to take part in performances, play instruments in the school orchestra and the regular celebration of pupils' achievements help their self-confidence and self-esteem to grow. Pupils' average basic skills prepare them satisfactorily for the next stage in their education.

*These are the grades for pupils' outcomes*

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<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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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?**

Pupils enjoy opportunities to discuss their learning in pairs and small groups. This supports their good social skills. Pupils make good gains when teachers ensure that pupils know exactly what they are expected to do. However, in a few lessons teachers' explanations of new learning are not always clear enough to ensure that all pupils learn consistently and make progress as quickly as they could. In a mathematics lesson, pupils were observed developing their skills in solving multiplication problems at a brisk pace. The teacher set time limits for tasks and displayed a large digital timer to count down the remaining time so that pupils knew how long they had left. However, monitoring has not ensured that this is done consistently. As a consequence, in a few classes pupils are slow to settle to work and tasks are not always completed swiftly. Although in most classes there is quite a wide range of ability, planning does not always ensure that work is suitably challenging for all pupils, particularly for those who find learning easy. Although marking is used well to make clear how to improve their work, target setting has not ensured that pupils know what they need to do to move up to the next level in their work. Some additional adults make a good contribution to supporting pupils' learning in class. However, in a few classes, these additional adults are not given enough guidance to ensure they are consistently involved in helping pupils' learning or used to support all groups of pupils.

The curriculum is broad and balanced. Themed events such as a book day bring the curriculum to life. Some links are developing between subjects but these are not consistently in place. A satisfactory range of extra-curricular clubs includes football, gardening and dance. Pupils appreciate visits to local places of interest. The residential

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stay in an adventure centre for pupils in Year 6 is particularly popular and younger pupils eagerly look forward to their turn to go. Opportunities to participate in local and borough sport competitions promote the skills of pupils who have sporting strengths. However, enrichment opportunities for more able pupils in other subjects are more limited.

Pastoral care ensures pupils feel happy and safe. Links with outside agencies are used well to support vulnerable pupils. Satisfactory transition arrangements help pupils to prepare for transfer to secondary school. Before- and after-school provision is welcoming and effectively organised. Pupils enjoy eating, craft activities and playing games with children and pupils from a mix of ages. This further supports their personal and social skills and ensures a healthy start and finish to the day. There is a particularly good range of equipment for children in the Early Years Foundation Stage and younger pupils both inside and in the outdoor spaces. Age-appropriate resources for older pupils are more limited.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Generally satisfactory performance of pupils through the school and good outcomes in the Early Years Foundation Stage show that equality is promoted and discrimination tackled adequately. Leaders drive improvement and embed ambition soundly so that teaching and outcomes for pupils are satisfactory. Procedures to safeguard pupils' welfare, safety and health are good. The governing body is committed and supportive of the school. However, it has not secured sustained improvements in provision in order to raise attainment and increase rates of learning and progress for all pupils. The school's promotion of community cohesion is satisfactory. Pupils' awareness of themselves as part of the school and local Catholic community is good. Their understanding of those who live in communities other than their own in the United Kingdom and globally is more limited. Regular newsletters and opportunities for parents to attend weekly assemblies make a positive contribution towards the school's sound work to harness the support of parents. However, a few parents made a point of writing to express their concern with the way the school keeps them informed, for example over changes of staff. Leaders and governors are developing plans to establish a parents' forum to enable the school to take more account of their ideas, concerns and suggestions.

*These are the grades for leadership and management*

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<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children join the school with skills and capabilities that are typical of those expected for their age. Partnership with parents of children in the Early Years Foundation Stage is good. It includes home visits by staff before children join the Reception class as well as regular information for parents about what their children have been learning. Provision in the Pre-School and in the Reception class is good. Well-established routines in the Pre-School and Reception classes support children in selecting activities for themselves. Personal development is promoted effectively and children work and play well with one another. For example, some children in the Reception class were observed working together to make a robot from recycled materials and many groups of children were observed sharing equipment and toys sensibly. Good use is made of the outside areas. In the Pre-School, leaders have ensured that very recent enhancements to the outside spaces contribute effectively to children's learning. During the inspection, children in the Pre-School enjoyed using chalks to practise letters and numbers on the paved floor surface outside. Good records of regular observations are kept and are used to plan children's learning. Small group adult-led sessions are appropriately challenging. In whole-class sessions, the learning is not always as sharply matched to all the children's needs. Leadership and management of the Reception and the Pre-School classes are good. Provision in the Pre-School complies with the requirements for registration.



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*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

The very large majority of parents and carers responding to the survey are happy with their children's experience of school and are confident that the school keeps their children safe. Most parents and carers feel that teaching is good. A small minority are concerned about the progress their children are making, how well the school meets their children's needs and prepares them for the future. A minority feel that the school could do more to take account of their suggestions. A small minority are concerned about the way the school is led and managed, and about behaviour. Inspectors judged teaching, pupils' learning and progress and leadership and management of the school to be satisfactory. Behaviour was judged to be good. The inspection found that the school has acted appropriately regarding staffing changes although more could be done to ensure parents are confident that their concerns are addressed.

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

Ofsted invited all the registered parents and carers of pupils registered at St Peter Chanel 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	39	37	54	4	6	0	0
The school keeps my child safe	39	57	29	42	1	1	0	0
The school informs me about my child's progress	15	22	35	51	16	23	2	3
My child is making enough progress at this school	15	22	30	44	17	25	3	4
The teaching is good at this school	17	25	31	45	11	16	3	4
The school helps me to support my child's learning	14	20	33	48	17	25	2	3
The school helps my child to have a healthy lifestyle	29	42	34	49	4	6	1	1
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)	13	19	27	39	15	22	5	7
The school meets my child's particular needs	16	23	33	48	17	25	1	1
The school deals effectively with unacceptable behaviour	19	28	28	41	14	20	4	6
The school takes account of my suggestions and concerns	14	20	27	39	17	25	7	10
The school is led and managed effectively	21	30	26	38	10	15	9	13
Overall, I am happy with my child's experience at this school	20	29	34	49	9	13	3	4

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.**



7 May 2010

Dear Pupils

Inspection of St Peter Chanel Catholic Primary School, Sidcup, DA14 5ED

Thank you for your friendly welcome and for helping us when we visited your school recently. We really enjoyed talking to you and listening to all that you had to say. St Peter Chanel is a satisfactory school. I am writing to tell you about the judgements that we reached. The best things about your school are:

- Children in the Pre-School and Reception classes get off to a good start.
- Your learning and progress are satisfactory in the rest of the school, but we would like them to be better.
- The teaching is satisfactory
- The school organises a satisfactory variety of activities for you.
- You told us that you like coming to school.
- You attend regularly.
- You get on well with one another and you behave well.
- You have a good understanding of how to keep safe.

To make the school even better, we would like all your lessons to be as good as possible. We have asked the staff to make sure that they set work that is just at the right level of difficulty for all of you. We would like you to help by telling your teachers if the work is too easy or too difficult for you. We would also like teachers to make sure you all know what you need to do in order to move up to the next level in your work.

Finally, we would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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