



DIOCESE OF BRENTWOOD



Inspection Report

Name of School: SS Peter and Paul's Catholic Primary School

Unique Reference Number: 102848

Inspection Date: 16 November 2012

**Reporting Inspectors: Dr Michael Sutherland-Harper and
Mr Patrick Moloney**

This Inspection was carried out under Section 48 of the Education Act 2005.

Type of School: Primary
School Category: Voluntary Aided
Age range of pupils: 3-11
Gender of pupils: Mixed
Number on roll: 458
Appropriate Authority: The governing body
Date of previous inspection:

School Address: Gordon Road,
Ilford IG1 1SA
Tel. No. 020 8478 1267
Fax No. 020 8478 0575
Chair of Governors: Dr Gerald Murphy
Headteacher: Gloria Nubi (acting)

Introduction:

The Inspection was carried out under Section 48 of the Education (Schools) Act 2005 by two inspectors appointed by the Diocesan Bishop at the request of the Governing Body of the School.

The Inspectors acknowledge and are appreciative of the full support, co-operation and courtesy they enjoyed from the Governors, Headteacher, Staff and Pupils of the School both before and during the Inspection. The Inspectors wish to express their gratitude to all concerned.

The focus of the Section 48 Inspection was:

- Classroom Religious Education
- The Catholic nature of the School through:
 1. Worship
 2. Links with the Catholic and wider community
- Spiritual, Moral, Social and Cultural development

The Section 48 Report

**SS Peter and Paul's Catholic Primary School
Gordon Road
Ilford IG1 1SA**

Head Teacher: Mrs Gloria Nubi (Acting)

Date of Inspection: 16 November 2012

Description of the School:

SS Peter and Paul's Catholic Primary School is larger than the average-sized Catholic primary school. It is situated in the London borough of Redbridge and in the diocese of Brentwood. The school serves the Catholic parishes of SS Peter and Paul and SS Mary and Erconwald in central and south Ilford.

Record of Evidence Base:

Two Diocesan Inspectors were in the school for the equivalent of two inspection days.

- The study of pre-inspection documentation including the Self-Evaluation Form/ Denominational Provision (SEF/DP).
- The observation of 12 lessons.
- Participation in an assembly.
- Scrutiny of pupils' written work.
- Meetings with the acting Headteacher, the Head of Religious Education (R.E.), the Chair of Governors, the parish priest (also a governor) and the School Council.
- Observations of R.E. displays in the classrooms and around the school.

What the School does well:

Saints Peter and Paul's Catholic Primary School is a good Catholic school but with some areas requiring further improvement. Pupils are welcoming, articulate and, like all adults in the learning community, proud of their school. They take special pride in living out their mission statement with its close focus on respect for others, as shown in the words: 'we show our love for God in the way we treat each other'. The school physically looks very much like a home, affording equal opportunities in an inclusive faith community.

Provision of Catholic education is good and underpinned by a strong Catholic ethos. Good behaviour and respectful relationships between pupils and adults are the norm in classes and around the school. Resources are used effectively to promote learning, for example, through colourful displays reflecting the many cultures which make up the school, hands-on activities and regular access to information and communication technology. Teachers have good subject knowledge and skills. Sharing of best practice in teaching is at an early stage but the recent focus on this sharing is well illustrated by the close co-operation between the Head of Religious Education (R.E.) and the liturgy leader. The school is now seeking to provide the new 'Come and See' R.E. programme with a focus on matching pupil work more closely to pupils' previous knowledge and current levels, especially in provision for more able pupils. R.E. is taught effectively, which results in good performance, and now has a position at the centre of the school's work to heighten its importance and reinforce the school ethos.

Steps to promote improvement require greater precision. The R.E. policy has been reviewed but currently lacks dates for the accomplishment and further review of objectives as well as naming the precise staff allocated to initiatives. Planning is being refined to include more opportunities for reflection but lesson plans in use at the moment are too general. They outline activities but do not consistently include reasons for choosing those activities or answer the questions on the plan, such as how the specific activity will take learning forward. Nevertheless, the capacity of the school community to make improvements is good. The acting headteacher is well-organised, has a clear vision

for the school and is well supported by staff and pupils. Good assemblies reinforce the school ethos by delivering clear messages. Links with the diocese, local parishes, providers and faith groups are good and growing. Parents and carers support the clear expectations which the acting headteacher has reinforced. Expectations of good behaviour are clear and resources are carefully allocated to promote development. The senior leadership team is being restructured to support the acting headteacher and strengthen leadership generally. Other leaders and managers have an increased part in developing the life of the school. Leadership opportunities are being distributed to ensure staff work together to take the school forward. The governing body support the work of the school, which they know well through their visits and links with the local community. They have good awareness of admissions and the curriculum and were involved in drafting the mission statement but recognize the need to increase the challenge they offer the school. The newly-appointed executive headteacher is working closely with the acting headteacher to refine action plans and ensure ongoing improvement, for example, through a refined lesson observation structure. The local parish priest is a regular visitor and is improving links between the school and its feeder parishes.

Provision for prayer, worship and the liturgical life is good. Collective worship is central to the life of the school and reinforced in assemblies which are well attended by all adults in the school. Some form of collective worship occurs every day. Prayer corners, crucifixes, a prayer garden and other focal points are prominent. Opportunities for prayer in lessons are frequent with rooms well laid out for this purpose and through use of the central prayer room. The school has begun to work more closely with other faith groups through visits and visitors to develop pupil understanding of other beliefs and points of view. Music is used to help expression, as in the work of the recently formed Gospel choir. Good work by older pupils with younger ones is typified by the engaging Year 6 assembly for Nursery pupils seen during the inspection and shows the keenness of pupils to put resources and activities together. The school is now increasing the frequency of class, year and whole school Masses to expand pupil understanding of, and exposure to, the liturgy.

Provision for R.E. is good. Teaching and learning require some further improvement which is now under way. The R.E. curriculum, based on the new 'Come and See' Religious Education programme of study, recommended by the Bishop of the Diocese, is being fully implemented. The school meets the national and diocesan requirements for the allocation of curriculum time for taught R.E. Teachers have good subject knowledge. Teaching observed during the inspection was good but some lessons are teacher dominated and restrict pupils' opportunities to take their learning forward at a more rapid rate. Expectations of what pupils can do are sometimes too low and are reflected in variable opportunities for pupils to write at length. Teaching assistants are inconsistently used in lessons to help the teacher take learning forward. Work is thoroughly marked in all classes following a review of the marking policy but marking does not always show pupils the next steps they need to take in their learning nor are targets present in all books. As a result, pupils understand the lesson objectives but are sometimes less certain about their learning goals over time. The school tracks pupil progress in R.E. which is roughly parallel to that in English. Leaders and managers are now reviewing planning

and lessons more regularly to identify emerging issues early and ensure secure understanding at all times.

Some improvement is needed in learning. Pupils are engaged in learning because explanations and standards of behaviour and presentation are clear. However, teachers do not always check pupil understanding during the lessons or raise the quality of answers expected when necessary, for example, through insistence on reasons for an answer given and how the pupil arrived at the conclusion. Further discussion of resources with pupils would ensure that these resources always help to engage pupils with their learning.

Leaders and managers are now securely focused on raising achievement and supporting all learners in R.E. with clear direction and expectations set by the Head of R.E. and liturgy leader working together. Teachers are aware of their responsibilities and accountability for pupil results and progress. Links are developing with other schools. Sharing of best practice is gradually increasing. Monitoring has been refined but the impact of tracking is not always clear in teachers' planning. The school has a large number of Catholic teachers. The headteacher and her team work tirelessly to ensure that the school is inclusive and offers equal opportunities to all. Good behaviour and relationships go hand in hand with a strong sense of right and wrong. Spiritual life is well-developed. Together with a rich multi-cultural mix, these aspects ensure that spiritual, moral, social and cultural development is a strength of the school.

What needs to be improved?

- **Check pupil understanding more regularly in lessons. Provide more able pupils with further opportunities to advance their learning rapidly.**
- **Continue to develop the roles of middle managers and governors, adding review dates and specific personnel to improvement plans.**
- **Review lesson planning and consider ways to increase pupil involvement in promoting R.E. across the school.**

Saints Peter and Paul's Catholic Primary School is a good Catholic school. The acting headteacher works well with all members of the school community to ensure good behaviour and relationships underpin rising achievement in Religious Education. She is aided in her work by the support of parents and carers, parish priests and an experienced governing body.

The Inspectors endorse the areas identified by the school for improvement in the Section 48 Self-Evaluation Form.