

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and inspection of
Denominational Education under Section 48
Of the Education Act 2005
URN 102667

SS Peter and Paul Catholic Primary School
Cricket Green
Mitcham
CR4 4LA

Chair of Governors	Mr Michael Gibbons and Mr Declan Kelly
Headteacher	Mr David Hennessey
Inspectors	Mrs Helen Thompson Mrs Madeline Brading

Inspection dates 28th September 2011

**ARCHDIOCESE OF SOUTHWARK
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Introduction

Description of the school

SS Peter and Paul Catholic Primary is voluntary aided. It is situated in the Merton Deanery of the Archdiocese of Southwark. It is maintained by Merton Local Authority. The principal Parish the school serves is SS Peter and Paul with a variety of other parishes including the Polish Church in Balham. The proportion of pupils who are baptised Catholic is 82%. The average weekly proportion of curriculum time given to religious education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school and Nursery take pupils from 3 to 11 years. The number of pupils currently on roll is 461. The attainment of pupils entering school is below average. The proportion of pupils eligible for free school meals is 15%. Around 33% of the pupils receive extra support in class. 30% of pupils live in areas of socio-economic deprivation. Approximately 41% of pupils have English as an additional language. The proportion of pupils from homes where English is an additional language is above average. 33% of pupils are from white British heritage. A significant number of pupils are from Black African and Sri Lankan heritage with others from European backgrounds. Pupil mobility is high at 15%.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Satisfactory
Grade 2	Good	Grade 4	Inadequate

Overall effectiveness as a Catholic school

SS Peter and Paul is a good and improving school with many strong features that identify it as a truly Catholic community. It is a caring, nurturing school that embraces pupils of all abilities and cultures. The Headteacher leads by example and provides highly effective leadership and clear educational direction with a strong Catholic ethos. One parent wrote: "The school is a fantastic school; ever changing, ever bettering itself." Community cohesion is outstanding and pupils form positive relationships with each other and the staff, whom they respect and trust. The mission statement is central to the philosophy of the school and owned by all. The staff work well together as a team. The governors give outstanding support and there are excellent parish links. The school has recognised that assessment needs to be further developed so that achievement and standards improve consistently across the Key Stages. The monitoring role of the coordinator needs to be further developed to support this by analysing individual progress of pupils and building up a portfolio of moderated work. The introduction and use of more vibrant and interactive focal areas reflecting the liturgical calendar in all classes will further enhance provision. All issues since the last inspection have been addressed. The school has a clear vision of the way forward, effective systems of self review and evaluation indicate that it has a good capacity to continue to improve.

Grade 2

What steps need to be taken to improve further?

- Continue to develop assessment and moderation so there is consistency across the school and a clear understanding of expectations.
- The coordinator needs to develop her monitoring role to raise standards of achievement and promote pupil progress.
- To use focal areas to impact on teaching and learning.

The Catholic life of the school

Leadership and management

Grade 1

Leadership and management is a strength of the school. The leadership provided by the Headteacher is outstanding and strongly focussed on the school's mission statement so that all pupils' personal development and well being are at the heart of its nurturing ethos. He communicates this effectively to all members of the school community. One parent wrote: "The Headteacher leads by example and the atmosphere around the school is caring and optimistic, a daily practice of the Gospel values." Governors give excellent support. They have a good knowledge of the school including policies and practices, through regular meetings with the Headteacher and Senior Leadership Team, reports to the Governing Body and visits to the school. The Parish Priest is a frequent and very welcome visitor to the school and plays an important role in the pupils' spiritual growth by the celebration of Masses and Liturgies. One parent wrote: "The children have a fantastic relationship with the local Parish Priest." Parents are very supportive and positive about developments in the school. The school has an "open door" approach always welcoming parents into the school. The Parents' Forum exists, whereby a representative of each class supports the school in its drive to continue to improve. This school is fully inclusive and pastoral care is outstanding. Pupils learn to respect and care for one another and their behaviour is, on the whole, exemplary. The mission statement is regularly and vigorously reviewed and owned by all the school community. It is central to the school and prominently displayed. Attractive displays in the classrooms and central areas reflect that this is a Catholic community. The Headteacher takes an active role in the Deanery and Diocese. Opportunities for training are provided for all staff. As a consequence of this, all staff are fully supportive of the Catholic mission and ethos of the school. The provision for spiritual, moral, social and emotional development is outstanding and permeates all areas of the curriculum, encouraging pupils to make informed choices.

Quality of provision for personal and collective worship

Grade 2

Prayer is central to the life of the school. The mission statement "Together with Christ at the centre of our lives and our learning" is highly visible, known and understood by all. Pupils are given opportunities for formal and personal prayer and time for reflection. New parents are given a welcome pack which includes the prayers for each year group. Assemblies are well planned and follow the 'Here I Am' religious education programme and the church's liturgical year. Pupils participate in a variety of ways. In the outstanding assembly observed, pupils came in calmly and were attentive. The message of forgiveness was explored through the story of the "Prodigal Son" using music, pictures, ICT drama and the words of the Bible. The message, "How we should live" was reiterated at the end, sending the pupils out with a clear understanding of the Gospel passage. The assembly was very well supported by parents. There is a programme for school and year group Masses which are held in the school, church and church grounds. These are focussed at

present on helping the pupils understand the new missal translations. Many of the pupils serve on the altar at SS Peter and Paul church. In some classes pupils' prayer journals give opportunities for personal reflective prayer and are used effectively. The school is focussing on more opportunities for reflection to enhance the spiritual dimension of lessons. There is a well planned programme of liturgies to support the liturgical calendar including: Harvest Festival, The Rosary, Stations of the Cross, Penitential services with the local Catholic primary school, Advent and Christmas, celebrations. These are held in school and in the church. The school has identified the monitoring of collective worship as an area for development. Spiritual development is further enhanced by the pupils entering the "NATRE" Spirited Arts competition annually. Cross curricular links are continuing to develop. Every class has a focal area. The most effective of these were truly a class focal point including interactive opportunities and thought provoking displays. This good practice should be shared making them more integral to the classroom and relevant to the pupils. Collective worship makes a good contribution to the spiritual and moral growth of pupils.

Community Cohesion

Grade 1

Effective leadership at all levels is a strength of the school which enables the fostering of a sense of belonging in all pupils regardless of ethnic background. Families speaking English as an additional language are valued for the richness of their culture and make good progress. The translation of key documents into their home languages enables them to be more fully part of the community. During Black History month the school highlights the achievements of many famous people with a varied range of abilities; academic, sporting and social. The school recognises and celebrates achievement through a variety of awards given by teachers and peers. The school supports a wide range of charities, local and international, including CAFOD, Missio, Cabrini, Diabetes UK and responds to global disasters, for example the Japanese earthquake. The school participates in local community activities through carol services in elderly care homes, and Remembrance Day Service in Merton, The school has taken part in cultural events run by the Local Authority at the Albert Hall and Polka Theatre. The school has close links with a school in France and goes over annually so pen pals can meet and talk to each other. The school has been awarded the International Schools Award. There is an excellent programme for transfer to high school which includes links with other primaries and a Mass and picnic for all Catholic schools' Year 6 pupils. The teaching of other faiths is embedded in the curriculum and more visits and visitors from other faiths are planned for. Pupils are encouraged to care for each other through buddy systems and trained peer mediators work effectively in the playgrounds. The inclusion manager ensures equality of opportunity for all, especially within the nurture group that supports the most vulnerable pupils, giving them skills to cope with conflict. There is a school council which has worked to improve the playground facilities. The school has good links with an external provider for before and after school facilities. The school itself runs a wide range of after school activities including gardening, sport and a homework club which supports those who find this difficult to do at home. School premises are used

by local church groups. As a result of all these activities and commitments the school is truly inclusive enabling the pupils to take a full and active part in their neighbourhood and to appreciate the needs of others in the wider world.

Religious education

Achievement and standards in religious education

Grade 2

Attainment of pupils on entry is below average. By the end of Key Stage 2 pupil's achievement is in line with national expectations. The pupils' oral skills are very well developed and they have a good knowledge of scripture and prayer. There is no significant difference in achievement by ethnicity or gender. The English as an Additional Language New Arrival programme significantly improves the achievement of these pupils. Special needs pupils make good progress and engage well in lessons due to the level and quality of support. Good questioning skills were observed in Key Stage 2. Pupils' books are special and well presented and show they can record in a variety of ways. Evidence from work sampling shows standards in RE are similar to other core subjects in most classes but there are inconsistencies between classes. This needs to be addressed and the good practice seen in Key Stage 2 shared with the rest of the school. Differentiation is primarily by outcome. Target setting for pupils is developing. There are many opportunities for pupils to develop their spiritual, moral, social and cultural well being, including circle time, SEAL and links to other curriculum areas especially PHSE and literacy. Lesson objectives were shared with pupils at the beginning of every lesson. In the best lessons these were referred to throughout the lesson. Assessment is developing. In order to raise levels of achievement, moderation needs to be more systematic and more challenging activities for the more able pupils should be included in the planning. The levels of attainment in Key Stage 1 do not reflect the pupils' levels in other core subjects. Understanding of assessment data is growing enabling more effective monitoring of pupil attainment and standards. Pupils are very positive in their attitudes towards religious education and behave well in class.

Teaching and learning in religious education

Grade 2

The teaching observed during the inspection ranged from good with some outstanding features to outstanding. In the outstanding lesson, questions were challenging, all pupils knew the lesson objective and how to reach it, high expectations, pace, a range of teaching styles and interesting and stimulating activities were observed. Most teachers used a variety of teaching styles including talking partners and role play. Planning was good, building on previous knowledge. In a lesson aimed at relating the Beatitudes to the pupils' lives, thought provoking resources were used to really question the pupil's thoughts and feelings. A pupil won a prize of either 10 minutes playtime for themselves or 5 minutes for the whole class. The pupils' reactions and feelings to have lost the prize but then gained it thanks to the recipient taught them a great deal about how Jesus wants us to live. The lesson was fun and moved the pupils on from a basic understanding of simple

emotions. Good use of puppets to retell a story enabled all to be involved in retelling the prodigal son story and white boards for pupils to put down their own response were effectively used. The youngest pupils were observed developing skills of sharing and looking after one another. Differentiation is primarily by outcome and more able pupils would benefit from more challenging tasks. Support staff are used effectively and valued. In all lessons observed, a prayer and reflection time helped the pupils focus and created a spiritual atmosphere for learning. In the best examples marking is always linked to the learning objective so pupils know exactly how to improve. Some evidence of self assessment is evident in the older classes. The use of assessment for learning is embedded in the curriculum and analysis of pupils' work is beginning to improve learning. The school is now working to ensure consistent accuracy in the assessment and moderation of standards. Tracking of pupils' progress is developing. Parents are informed of the curriculum through regular newsletters, half termly forecasts and parents evenings. The use of outstanding teachers to disseminate good practice would improve teaching and learning and move the school forward even more quickly.

The religious education curriculum

Grade 2

All aspects of the 'Here I Am' religious education programme are fully covered supported by resources from other programmes. The time allocated to religious education is in line with the Bishops' Conference recommendation and is well used. It is not taught in isolation but permeates throughout the school day. It is designed to encourage the all round development of pupils and is supplemented by individual care programmes and nurture groups. Inclusion has a high priority so equality of access is an expectation. All teachers plan using the Diocesan format. The teaching of Judaism is good and other faiths are taught on a rolling programme. Pupils have a good knowledge of, and respect for, other faiths and religious traditions. Resources are good including those for other faith teaching. The school's approach to the co-constructed curriculum is beginning to impact favourably on lessons, as pupils' ideas, interests and understanding are used to inform planning. Homework is used effectively to support learning. Staff make good use of ICT to promote learning and cross curricular links are evident. Education in Human Love is taught throughout the school and is set in the context of church teaching and values. This has been discussed with parents and ratified by the Governors. The many attractive displays around the school enhance the curriculum. The curriculum is well balanced and the pupils enjoy their lessons which make a significant contribution to their spiritual and moral development.

Leadership and management of religious education

Grade 2

The Headteacher, coordinator and governors work well together to ensure that religious education remains central to the school's mission and at the heart of the curriculum. The coordinator has a clear vision which is communicated effectively to the school community. She is a good role model for the staff. She tracks individual progress and has a comprehensive understanding of achievement. Her focussed feedback, together with plans

for staff to observe outstanding teaching encourages reflective practice. Areas for development are identified and a programme to support this put in place. Teachers' planning and pupils' workbooks are monitored. The compilation of a moderated portfolio will enable all to have a clear understanding of the levels of achievement and attainment expected. The coordinator attends Diocesan training regularly and organises training for all staff. Governors fulfil their responsibilities regarding monitoring of religious education. All staff are committed to the Catholic ethos of the school and succeed in making it a happy and stimulating place to be.