



DENONOMINATIONAL 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 101655

**St Peter and St Paul
Catholic Primary Academy**

**St Paul's Wood Hill
Orpington
BR5 2SR**

Inspection date: 9th February 2017

Chair of Governors: Mrs I Lecybyl
Headteacher: Mrs Joanna Seymour
Inspectors: Mr Stephen Beck
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EDUCATION COMMISSION

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SECTION 48

Introduction

Description of the school

St Peter and St Paul Catholic Primary School is an Academy in membership of the Bromley Catholic Schools' Umbrella Trust. It is situated in the Bromley Deanery of the Archdiocese of Southwark. The principal parish which the school serves is Our Lady of the Crays, Cray Valley, being one of two Catholic primary schools within the parish. The community served by the Academy largely comes from the immediate local area, which is listed as an area of social deprivation.

The proportion of pupils who are baptised Catholics is 41%. The average weekly proportion of curriculum time given to Religious Education is 10% in all Key Stages.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 217. The attainment of pupils on entering the school is generally below average. The proportion of pupils eligible for free school meals is above national average at 30.1%. Around 14% of the pupils receive extra support in class. The proportion of pupils from minority ethnic groups, at more than a third (36%), is higher than average with the largest group being of Black African heritage. The proportion of pupils from homes where English is an additional language is below average.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

St Peter and St Paul School is a good Catholic school. It is led by a strong, determined and resilient Headteacher, who has a focussed vision for the school within Catholic education. She has skilfully formulated a Senior Leadership Team (SLT) that works collaboratively and is ably taking on devolved leadership. Their capacity to lead improvement is embedded. It is to their credit, that during a time of increased scrutiny and demands, post the school's Ofsted inspection, they have worked hard to maintain, strengthen and build on the school's Catholic ethos and identity. Although the school has a high level of non-Catholic pupils it retains its strong Catholic ethos, which is supported by all members of its community. It is working hard with the parish and in the local area to raise the profile of the school in order to attract Catholic families. The school management has a confidence in its knowledge of the school's strengths and areas for development and there is evidence of a growing capacity to address these. There is a recognition of the opportunities provided by its membership of the umbrella trust.

Whilst the school has had to work to a post Ofsted action plan it has also made progress with the recommendations in its last Section 48 report. The issue regarding assessment has been fully addressed. Religious Education data is compiled on the school's SIM's system, regularly monitored by the Religious Education team and used to track pupil progress. A system for the planning of lessons, is now well established and monitored by the school's leadership team along with the teachers' use of data in planning. There is recognition that the workload this places on teachers needs to be kept under review whilst retaining its effective support of pupil progress. The school's approach to 'Sex and Relationships Education' (SRE), is now exemplary in the way it has been integrated into and taught alongside the Religious Education curriculum. It is well taught by teachers, and parents expressed their support for the programme. Whilst information about SRE is readily available to parents they indicated they would welcome a more regular formal meeting in upper Key Stage 2 in order to review content with staff.

The school describes its distinctiveness in the context of the pupil population which is local and mainly non-Catholic. A number of families have historic links to the school with parents, and in some cases grandparents having attended the school at the time it was known as Manorfields Catholic School. Families are supportive of the Catholic ethos and all pupils attend Masses held at St Peter and St Paul. Staff are predominately non-Catholic but are active in their support of the Catholic faith. The SLT has worked hard to re-establish signs and symbols of Catholicism. This had begun at the time of the previous Section 48 Inspection and is now complete. The signs and symbols include a proper altar for Mass, relevant statues, posters, clearly defined prayer spaces and a newly installed stained glass window. The window was a result of a design competition held in the school where pupils were encouraged to reflect on the school's mission statement.

Pupils and parents commented that they enjoy receiving the 'Wednesday Word' which is distributed to pupils in Years 2, 3 and 4 on a weekly basis to support Sunday Mass preparation, engage non-Catholic families with the Gospel and encourage a continuation of the prayer life the pupils experience in school. The school is evaluating its effectiveness and impact with a view to maximising its potential for religious development at a family level. Consideration could be given to distributing Wednesday Word on a per family basis rather than to specific year groups in order to widen access to the resource to all parents.

The school continues to meet the needs of the its pupils, all of whom receive effective

pastoral care, guidance and support. It is commendable how this continues to be a considerable strength of the school. Pupil behaviour throughout the inspection in classes and around the school was exemplary. Their engagement with the inspectors was of a high order. They presented as friendly, articulate pupils who clearly love their school.

The Parish Priest is very generous in the time he gives to the school taking account of his considerable commitments and the fact he serves another Catholic primary school in the parish. His input has a significant impact on the Catholic life of the school and the evangelical and ecumenical role the school plays within its local community. He is very proactive in supporting liturgy that engages the pupils and builds their love of worship. One parent commented that her family had been brought back to regular practice of their Catholic faith, through her and her children's experiences at school and linked parish events. The school is fortunate to have support from the Deacon of a neighbouring parish who is likewise generous with his time. His almost weekly visits to the school and direct input into the Religious Education curriculum are welcomed by all and serve to enhance pupil learning.

There was a very good level of parental questionnaire responses with almost 100% positive responses. As one parent wrote, "Fantastic support and warm school. Staff always helpful and friendly," and another commented, "I am a practising Catholic and a very busy mum. I try to help my children pray and know that the school is doing an excellent job to bring up and develop pupils within the Catholic faith, so I know I am being assisted."

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Build into planning a greater emphasis on key religious vocabulary and ensure that this is revisited to enhance pupil learning and understanding, along with increased opportunities for pupils to undertake differentiated tasks and independent research, thereby enabling all pupils to progress at a faster rate.
- Develop opportunities for pupils to plan and lead Collective Worship throughout the school.
- Evaluate and adjust the provision of the 'Wednesday Word' in order to maximise its impact in supporting pupils' Religious Education development as well as the home, school and parish partnership.

The extent to which pupils contribute to and benefit from the Catholic life of the school

The Catholic identity of St Peter and St Paul is clear and visible. Pupils and their families from other Christian denominations and faiths are warmly welcomed to this worshipping community and readily choose to play an integral part in the development of the Catholic life of the school. There are close links with the local parish. The parish priest is a regular visitor to school both in his role as a governor and in regard to the welcome chaplaincy role he offers to the whole school community. His support and encouragement is widely acknowledged and appreciated. All pupils have an opportunity to express their opinion in a variety of both formal and informal formats, within class, with Playground Pals, House Captains and Vice Captains and when dining with staff. Pupils are conscientious in these roles, knowing that they are contributing to the harmonious running of their school and they are given many opportunities to develop spiritually.

Pupils feel safe and happy and enjoy coming to school. They are proud of their school and enjoy taking part in its Catholic life. A strength of the school is its welcoming and inclusive nature, which embraces all members of its school community. Pupils know that their community includes those with different faith beliefs and practices and that not all pupils share faith backgrounds, however, all are welcome and included in the school's Catholic life. All pupils take an active part in their Religious Education lessons and understand their distinctive nature. Religious Education weeks are responded to very favourably and pupils are very keen to share learning with their peers. The pupils have taken part in the Umbrella Trust retreats at Aylesford and the Good Shepherd Missio Liturgy. All classes visit and attend Mass at Our Lady of the Crays Catholic Church at least once a year.

Pupils' achievements and successes are recognised and celebrated and they are kind and considerate to each other. They know it is important to care for others in their school community and beyond and are active in fund raising for a wide variety of charities.

How well pupils achieve and enjoy their learning in Religious Education

Pupils achieve good standards in Religious Education and make sustained progress during their time at the school. Although pupils enter the school with low levels of religious experience, knowledge and understanding, most leave having met the expected levels of attainment by the end of Year 6. The school should continue working towards building on the currently good standards of attainment with a view to ensuring a depth of provision to maximise opportunities particularly in the context of higher attainers.

Most groups of pupils achieve well; pupils with Special Educational Needs (SEN) are supported appropriately to assist them in reaching their potential. Provision is made for pupils with English as an Additional Language (EAL) enabling them to play a full part in Religious Education lessons and to foster their language skills.

Differentiation within lessons is beginning to offer appropriate levels of challenge for pupils although this is not yet consistent and is currently mainly by outcome. Teachers should now endeavour to broaden the range of activities provided to include opportunities for independent learning and research.

During the lessons observed, pupils were engaged and interested and keen to do well. They were proud of their work and happy to talk about their learning. School data indicates that pupils have attained well in Religious Education over the past two years. Due to pupils' background experiences, they tend not to achieve the higher levels at Key Stage 1 or Key Stage 2. The school should now consider higher achievement as an area for development. Pupils indicated that they clearly enjoy their Religious Education lessons and consider them an important part of their learning. School monitoring shows that pupils have a positive attitude to Religious Education and pupil interviews conducted as part of this inspection validated this.

How well pupils respond to and participate in Collective Worship

The pupils' response to, and participation in, the school's Collective Worship is good. They have a sound understanding of worship in which they participate well, sing joyfully, reflect in silence and pray confidently. Communal prayer is inclusive of all abilities and faiths and pupils are respectful, reverent and participate enthusiastically. They are beginning to prepare and lead worship with increasing confidence and independence as they move through the school, including incorporating scripture, music and religious artefacts. Pupils are at ease in sharing prayer experiences with each other and the worship opportunities they experience are varied and well planned. However, there are not yet sufficient opportunities to independently plan and prepare worship in whole school and parish contexts.

Most pupils have a good understanding of religious seasons and feasts appropriate to their age and ability, and of the difference between Mass and non-sacramental liturgies. A good range of prayer forms are on offer and pupils speak of feeling "comfortable, comforted and cared for" afterwards. They are enthusiastic about growing and learning in a praying community and prayer makes a significant contribution to the spiritual, moral and personal development of pupils irrespective of their background. This year the school held a Reconciliation Service where pupils were given the opportunity to partake in the Sacrament with the parish priest.

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How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

The school is marked by strong distributive leadership that has clearly been developed by the Headteacher to both provide a skills base for the school and professional development for staff. The Headteacher is a very dedicated leader who has developed a multi-talented Religious Education team, thereby tapping into the strengths of individuals. She is to be commended for the way she serves the school community and develops other members of staff in their roles. The Headteacher has recently begun an MA course in Catholic Leadership at St Mary's University, Twickenham.

Since the last inspection Governors and Senior Leaders have undertaken a review of the 'Religious Education' and 'Sex and Relationships' curricula and policies. Following extensive discussions, it was agreed that in order to ensure the pupils at St Peter and St Paul had access to the best educational opportunities and appropriate Catholic advice and guidance, there would be some significant changes to the provision. Following consultation, the 'Come and See' Religious Education curriculum and the 'Journey in Love' Sex and Relationships curriculum were introduced. Evaluation and analysis has demonstrated that pupils are more readily able to access these curricula and it has supported the variety breadth and depth of knowledge of school staff.

After analysis of staff training needs, senior leaders identified the teachings of the Catholic Church as an area for development. The Education Commission has supported teacher subject knowledge by delivering INSET training on site and staff regularly attend CPD sessions and conferences. In the academic year 2015-2016 all INSET days, excluding one, were directed at the development of the teacher's subject knowledge. This has led to improved teacher confidence in teaching the Religious Education curriculum and leading Collective Worship with their pupils.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils

Leaders, governors and managers are good in promoting, monitoring and evaluating the provision for the Catholic life of the school. All who form part of the school community including parents, clergy, governors and children can articulate the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life.

Governors are good in fulfilling their responsibilities. Over recent times, strong and focussed leadership from governors has effectively helped to shape the direction of the school ensuring, at all times, that St. Peter and St. Paul's is a Catholic school serving its local community and mission and aspiring for ongoing improvement.

There are some new governors and a relatively new Chair of Governors. She has already demonstrated strong knowledge of governance and a clarity of vision for the school and the role of governors. She has plans in place to secure appropriate governor training to

upskill the governing body team. Confidence in this tier of management for the future is well placed.

Leaders, governors and managers are good in the way they use monitoring data to evaluate the school's performance, celebrate and plan future improvements. Many opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school. They know, own and live out their Mission Statement. The Self Evaluation Document provides evidence of the school's monitoring, analysis and understanding of the ongoing need for self-challenge. This accurate analysis provides a firm basis to celebrate the school's strengths and outlines areas for development. There is a clarity of understanding of the need for continuing induction and in-service training to enable staff to further understand the Church's mission in education and play their unique part in it.

The quality of Collective Worship is good. It would benefit from more formal monitoring and evaluation by leaders, governors and managers. Leadership at all levels respect difference, value diversity and ensure equal opportunities for all and this is a strength of the school. The prayer, worship and liturgical life of the school reflects and respects the religious diversity within the school.

Parents are involved in a variety of ways in the life of the school through the web-site, newsletters, meetings and attendance at assemblies and celebrations.

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The quality of teaching and how purposeful learning is in Religious Education

Despite lower than average starting points on entry to the school, all pupils are encouraged and enabled to fulfil their potential. Pupils make good progress and achieve well, with the majority of pupils achieving age related expectations by the end of Key Stage 2. All pupils take an active part in their Religious Education lessons and understand their distinctive nature. While the school has identified that the pupils' lack of experience of Catholic celebrations and rites impacts on their learning and progress, they have yet to place an emphasis on the development and reinforcement of religious vocabulary across the school.

Five lessons were seen during the inspection. Most teaching seen by inspectors was at least good. One lesson was deemed to be outstanding. In a lesson on the topic of 'Puberty,' the teacher expertly linked the theme to Religious Education through consideration of support and guidance given by God during periods of change in our lives. This was in turn linked to consideration of who Jesus would have turned to, as he grew up. In another lesson pupils skilfully explored liturgical readings and their place in the Mass and linked actions. This developed in pupils a deeper understanding of Mass, as a sacrifice and celebration, whilst exploring the meaning of scripture. In a lesson on 'Our understanding of what it means to be in communion with Jesus,' pupils were very reflective about how this interacted with their everyday life. One pupil when asked, explained that, "One can be more in communion with Jesus by learning about God and being close to God through prayer." In Early Years, pupils were thinking about 'God's wonderful world.' Excellent, effective use was made of the outdoor environment to support pupils' recognition of the 'awe and wonder' of God's world which he has entrusted to us. A pupil spotted a dead tree and passionately reported that this was still part of God's wonderful world. A lesson with younger pupils on an understanding of why people go to Mass would have benefitted from being more closely related to previous learning on special meals.

Most of these lessons were marked by excellent classroom management, well-paced teaching, strong pupil teacher interaction, clear learning intentions, good questioning and answering and strong teacher subject knowledge. Pupils were fully engaged with high levels of participation. Pupils are well supported by quality interventions from classroom support staff who operate discreetly, whilst providing valuable support to a broad range of pupils.

The extent to which the Religious Education curriculum promotes pupils' learning

The school articulates a strategy to develop a curriculum which is 'fit for purpose' in the new millennium and in meeting the pupils' wide variety of starting points. As a result, pupils respect the distinctive nature of Catholic education and are enthusiastic. The school offers them the opportunity to live a life based upon Catholic values. Displays around the school are of a good standard. All classrooms had prayer focal areas clearly highlighting the liturgical year. However, these would benefit from being less 'busy' and directly linked to the current topic. They could then be further utilised at the start of lessons and provide greater pupil interactivity.

The time allocated for teaching meets the 10% curriculum time requirements. Additional

time is allocated for Collective Worship and hymn practice. In accordance with the school's curriculum map provision, links are made to other curriculum areas so cross curricular links are established.

Using links with the Bromley Catholic Schools' Trust there are age appropriate retreats for pupils. Staff also have the opportunity to further develop their spiritual wellbeing through dedicated religious spiritual days, such as the one held on the first day of the academic year 2016/17 'Encountering Christ the Teacher of Mercy' led by Fr Denis McBride. These opportunities have enabled staff to witness the faith of Catholic teachers and also to widen and deepen their knowledge.

A parent wrote, "I find the school has helped my child to progress with her education including the religious aspects of learning. She can tell me what she has learned at school, makes the sign of the cross and prays before we eat. The school is working very well with parents and keeps them well informed. My child says RE is her favourite subject."

The quality of Collective Worship provided by the school

The quality of provision for Collective Worship is good and central to the life of the school. It underpins and supports the school's explicitly Catholic ethos. Opportunities for 'Prayer and Reflection provide a sense of peaceful space for all to develop their spirituality. Acts of worship are well resourced and planned and prayer forms part of pupils' daily experience. Collective Worship has a clear purpose, message and direction, reflecting the needs, values and experiences of those taking part, with chosen liturgical themes reflecting the Catholic character of the school.

An established pattern of opportunities enables parents, governors and the parish community to join the pupils in worship and prayer. They appreciate the opportunity to attend, comment enthusiastically and speak of the impact on pupils, "teaching them to love and respect Jesus and others and value difference." Age appropriate planning that encompasses the beliefs and backgrounds of all pupils, shows progression as pupils' journey from Reception to Year 6 whilst also recognising the faith journey of every individual.

Staff have a good understanding of the purpose of Collective Worship and the variety of forms it can take. A liturgy observed was well led by Early Years pupils and effectively celebrated the joy of gathering together. It engaged all pupils spiritually and prayerfully and reinforced for them the importance of community. This reflected the school's strong commitment to its own and the wider community.

Leaders and managers' promotion, monitoring and evaluation of the provision for Collective Worship is good. The leadership team is highly skilled in planning and delivering quality experiences of Collective Worship. They provide opportunities for pupils to reflect upon the Church's liturgical year, seasons, rites and symbols through the provision of quality worship experiences in an age appropriate context. Opportunities could now be given to older pupils to design and lead school liturgies.

Liturgical and spiritual development is a priority in on-going professional development and staff response to these opportunities is good. Leaders and managers regularly lead Collective Worship within school and are models of good practice for staff and pupils.

Leaders also ensure that pupils have the best possible Sacramental preparation in accordance with Diocesan policy, supporting the parish based Sacramental programme. The monitoring and evaluation of Collective Worship forms part of the regular review of school performance and is informed by feedback from staff, governors and parents. This would benefit from being more formalised and analytical with findings informing the development process and possible training requirements. Leaders and managers view the school's prayer and liturgical life as at the very heart of its character and seek continuously to develop it throughout the school and parish community.

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