

Our Lady and St Philip Neri Roman Catholic Primary School

208 Sydenham Road, London, SE26 5SE

Inspection dates 3–4 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The executive headteacher, ably supported by the head of school, other senior staff and governors, provides strong and effective leadership. Their actions are having a positive impact on raising standards and have ensured that teaching is consistently good.
- Teachers have good subject knowledge and make learning interesting for pupils. Their high expectations ensure that pupils work hard and produce work of a good quality. Consequently, pupils make good and sometimes outstanding progress across the school.
- Provision in the Early Years Foundation Stage is good. Children are happy, inquisitive and confident learners. Teaching meets the needs of all children. From their starting points, children make good progress in all areas of learning.
- The school is well prepared for changes in the way pupils' progress is checked and for the implementation of the new National Curriculum.
- The school's faith promotes pupils' spiritual, moral, social and cultural development exceptionally well. As a result, pupils from different backgrounds work and play harmoniously together. They appreciate each other's cultures and traditions. They are exceptionally well prepared for life in modern Britain.
- The behaviour and safety of pupils are outstanding. Their enthusiasm, initiative and keen participation make a strong contribution to their progress. They are very aware of how to keep safe.
- Pupils are extremely polite and respectful. They enjoy coming to school and attendance is consistently above the national average
- Disabled pupils and those with special educational needs receive very effective support from teaching assistants and make good and sometimes exceptional progress from their different starting points.

It is not yet an outstanding school because

- Overall standards in reading at the end of Key Stage 2 are not as high as in writing and mathematics.
- The gap between the achievement of disadvantaged pupils and others in school has not closed over time.
- Middle leaders are not yet fully involved in all aspects of the leadership of their areas of responsibility.
- Opportunities are missed in Nursery and Reception for children to make accelerated progress in their basic skills.

Information about this inspection

- Inspectors observed pupils' learning in 23 lessons. Twelve of these were jointly observed with senior leaders.
- Inspectors talked to pupils both informally and formally. They heard pupils read and talked to them about their reading habits.
- Inspectors took account of the views of parents, including the 49 responses to the online Parent View questionnaire. They also talked to several parents before school and considered the views of staff as expressed in 18 responses to the inspection questionnaire.
- Discussions were held with representatives from the local authority's advisory service and members of the governing body, including the Chair. Inspectors also held discussions with members of the senior and extended leadership teams, and other staff.
- Inspectors examined information on pupils' progress and the work of a randomly selected group of pupils. They also looked at records of learning of children in the Nursery and Reception. Other school documentation which was considered included the school's own self-evaluation and development planning, the minutes of governing body meetings and information on pupils' achievement. Behaviour logs, policies and information relating to child protection and safeguarding were also scrutinised.

Inspection team

Barbara Firth, Lead inspector	Additional Inspector
Teresa Davies	Additional Inspector
Angela Podmore	Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school based on two sites.
- Three quarters of the pupils belong to a minority ethnic group and approximately one fifth of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- There are two classes in the Reception Year and one in the Nursery Year. All of the children attend the Nursery part-time.
- Just under a quarter of all pupils are eligible for support through pupil premium funding. This is just below the national average. The pupil premium is additional government funding given to schools for disadvantaged pupils who are eligible for free school meals or are children who are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school works closely with Good Shepherd Catholic Primary School. The current headteacher is currently the executive headteacher of both schools. He is a local leader of education (LLE). A new substantive headteacher has been appointed for September 2015. Currently there is a head of school based at the junior site.
- As well as single-age classes in Key Stages 1 and 2, there are three mixed-age classes. There have been some changes in middle leadership since the previous inspection.

What does the school need to do to improve further?

- Move teaching and achievement to outstanding by making sure that the actions taken:
 - to improve the reading ability of more able pupils in Key Stage 2 ensure that their attainment rises still further and more pupils attain the higher levels by the end of Year 6
 - to improve the attainment of disadvantaged pupils firmly close the gaps at the end of both Key Stage 1 and Key Stage 2.
- Make sure that in Reception and Nursery, every opportunity is taken to develop children's reading, writing and mathematical skills by:
 - specifically planning activities to develop and consolidate key skills and taking steps to ensure that all children are encouraged to access these activities when learning on their own.
- Strengthen the role of middle leaders by making sure that they have a good understanding of how pupils are progressing in their areas of responsibility and how well this compares to pupils' attainment and progress nationally.

Inspection judgements

The leadership and management are good

- The executive headteacher and head of school have been successful in building a culture where all pupils are known as individuals and supported to do their very best. They are outstanding role models for all staff and have secured rapid improvements in pupils' attitudes to learning and their achievement.
- Both have tenaciously made sure that the quality of teaching has improved. They regularly check on the impact of their improvement work. They use a wide range of evidence to make sure that their judgements of the quality of teaching and pupil achievement are accurate.
- Leaders have created an effective team of teachers who fully support their vision for excellence. Weak teaching has been eliminated. Teachers' skills have been enhanced and new and talented teachers have been appointed. There is a robust appraisal cycle. Teachers are set challenging targets based on the school's priorities, as well as their individual needs.
- Middle leaders have developed their skills in observation and scrutiny of pupils' work since the last inspection and their role in these areas has increased. Nonetheless, much of the analysis of pupil progress rests with the executive headteacher and head of school. Consequently, middle leaders do not have a robust view on how pupils are achieving in their areas of responsibility as compared to those in other schools nationally.
- Increasingly well-chosen interventions are improving the effectiveness of additional funding used to support disadvantaged pupils. These pupils enjoy the opportunities it provides to take part in trips and extra clubs that others access. The funding buys additional teaching support and subsidises other activities which are beginning to narrow the gap between disadvantaged pupils in school and other pupils nationally. Senior leaders have rightly identified that the difference between the attainment of these pupils and others in school at the end of both Key Stage 1 and Key Stage 2 is not reducing fast enough. Current school information shows that this gap is beginning to narrow.
- The school is very inclusive and staff know all the pupils individually and make sure that their needs are fully met. Consequently, disabled pupils and those with special educational needs have equal opportunities to excel.
- The school will not tolerate discrimination and fosters excellent relationships with parents and carers, and other organisations. Parents who responded to Parent View or who spoke to inspectors during the inspection were very positive about all aspects of the school's work.
- Pupils benefit from a varied range of subjects. They develop a respect for people of other faiths and cultures and have a strong sense of right and wrong, and a good sense of fair play in line with British values. This contributes very well to their spiritual, moral, social and cultural awareness and makes them ready for life in modern Britain. Music is an important feature of the school's work. Many pupils learn instruments and the school boasts a very competent brass band which involves sixty pupils. The children are eager to develop their music skills and all perform with gusto, whether playing an instrument or singing during assembly.
- The school makes good use of the primary physical education and sports premium to develop pupils' skills in a range of sports and to provide a range of after-school clubs. This has had a positive impact in promoting pupils' enjoyment and proficiency in sport. As a result, pupils are being increasingly successful in local tournaments.
- The support from the local authority has been effective in brokering a supportive partnership with Good Shepherd Catholic Primary School. Local authority officers are confident in the school's effectiveness, resulting in a light touch overview.
- The school's arrangements for safeguarding pupils meet statutory requirements. They are extremely effective in keeping pupils safe. All the required checks are carried out on staff new to the school and all staff are kept constantly up to date on the latest guidance. Leaders keep meticulous records of any concerns and work closely with outside agencies to ensure families receive the support they need.
- **The governance of the school:**
 - Governance is effective because governors have a good understanding of the school's strengths and areas to improve. They are aware of the impact of teaching and learning on pupils' progress in different subjects and different year groups. They know how the pupil premium and other additional funding are spent and are beginning to ask delving questions about the impact it is having. They keep a close eye on pupils' progress and how their performance compares with that of pupils in other schools. Governors are clear about the role of the management of teachers' performance in holding teachers to account and developing their skills. They know what the school is doing to reward good teaching and how it deals with any underperformance that should arise.

- Governors involve themselves in the life of the school. An increasing number of them visit on a more regular basis so that they know first hand how it is getting on. They talk to pupils about their learning and look at their books. This puts them in a good position to challenge leaders about all aspects of the school's work.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils, parents and staff agree. Pupils are excited about their learning and keen to share ideas. They talk with enthusiasm about the range of subjects they enjoy and are very proud of the displays of their high quality work. In music, pupils try very hard and are successful in learning different instruments.
- All staff have very high expectations of behaviour and manage pupils extremely well. Pupils show extremely positive attitudes in class. They cooperate very well and look out for one another. They keep up very good levels of concentration when working on their own or with a partner, which impacts very positively on their achievement. Pupils do particularly well in responding consistently to their teacher's comments within the marking of their work.
- Pupils are courteous and polite. Behaviour in assemblies and around the school is impeccable. Pupils take a real pride in their school and the work that they produce. They are particularly proud of their musical achievements and were keen to share these with the inspectors.
- There is a calm and purposeful atmosphere on both school sites. Routines are well embedded and adhered to by everyone, including the youngest children in the Nursery. Consequently, transitions between activities are swift so that minimal learning time is lost.
- At playtime and lunchtime, pupils are well supervised and play together cooperatively. They take a great deal of pride in their school and look after the building and each other very well. Common areas are litter and graffiti-free.
- The school has worked hard to improve attendance with much success. Attendance is consistently above the national average, with fewer persistent poor attenders, which reflects pupils' considerable enjoyment of school. There have been no exclusions over the last two years.

Safety

- The school's work to keep pupils safe and secure is outstanding. Parents are extremely positive about pupils' safety.
- Pupils have an excellent understanding of different types of bullying, including cyber bullying. School records show that there have been no racist or bullying incidents in the last year. Pupils are adamant that this is the case and are very aware of what to do if there was a problem. Discussions with leaders confirm that there are rigorous policies and systems in place to follow up any such incident if it should occur.
- Through assemblies and personal, social and health education, pupils know how to stay safe in a range of situations. This includes when using the road and when exposed to other potential hazards. Pupils also have an excellent appreciation of e-safety. They apply their understanding to everyday situations as they arise.
- School staff work highly effectively with external agencies to support children and their families.
- Any visitors are checked thoroughly before they enter the secure school sites.

The quality of teaching

is good

- The quality of teaching over time and in a range of subjects, including literacy and numeracy, is consistently good and is continuing to improve.
- Teachers have high expectations of pupils' work and behaviour. Pupils have positive attitudes and are wholeheartedly engaged in the activities they are given to do. Teachers ensure that there are good opportunities for pupils to practise their reading, writing and mathematical skills in a range of subjects. This is impacting well on the improved achievement in these subjects across the school.
- The teaching of mathematics is good because teachers have good subject knowledge. They use precise and technical language, expecting pupils to do the same when they are explaining what they have learnt. Pupils were observed confidently explaining how they solved the problems set.
- Pupils gain a deeper understanding of their subjects as a result of careful questioning which makes them

think. They are clear about what they are learning because teachers explain the work well and show them how to succeed.

- Teachers use assessments well to plan interesting lessons which carefully build on what pupils already know and can do. Pupils are encouraged to assess their own and each other's progress and to record what they think in their books. When this approach is used well, pupils are encouraged to reflect on their learning.
- The teaching of writing is good because teachers provide a variety of work to match the capabilities of different groups of pupils. This is especially well done in the mixed age classes. Activities are carefully designed to provide challenge for the varying age groups and abilities within the classroom. Older pupils in these classes told inspectors that they found the work challenging, whilst the younger ones appreciated being exposed to the work of the older age range.
- The impact of teaching on reading is very positive and especially so in Key Stage 1 where phonics is taught well. Leaders recognise that although progress in reading across Key Stage 2 is as expected, more pupils could be attaining the higher levels in reading by the end of Year 6. Older pupils speak enthusiastically about the increased opportunities to read widely across subjects and the different types of literature they are encouraged to read.
- There are now some excellent examples of marking, which was an area identified for improvement in the last inspection. Increasingly, it provides good advice for pupils which they use to improve their work.
- Teaching assistants work closely with teachers to support learning well. They provide good support to pupils, both within lessons and when working with small groups. They are well trained and particularly effective at supporting disabled pupils and those with special educational needs.
- Music is taught exceptionally well at the school. Standards and expectations are very high and the pupils are very proud of their high achievements in this subject.

The achievement of pupils is good

- Attainment has improved since the previous inspection. Pupils' work observed during the inspection, and the school's progress data confirm that most pupils achieve well from their various starting points.
- Children in Nursery and Reception are making good progress. They enter with knowledge and skills below those typical for their age and by the end of Reception, a higher proportion than the national average reach a good level of development. Increasingly, a higher proportion is exceeding expectations.
- The school has successfully eliminated the slower progress pupils were making previously in Key Stage 1. In 2014, standards at the end of Year 2 were an improvement on the previous year and were well above the national average in reading and writing, and above in mathematics.
- The attainment of the Year 6 pupils who left the school in 2014 was well above the national average in writing and mathematics, and an improvement on that attained in 2013. Attainment in reading was similar to the national average.
- From each different starting point, the proportions of pupils who made better than expected progress in writing and mathematics were higher than national figures in 2014. The school is now ensuring that pupils have as many opportunities as possible to accelerate reading across Key Stage 2. As a result, the aim is for progress in reading to be as good as that made in mathematics and writing. Current school information suggests that the school is on track to achieve this through effective initiatives which are making a positive impact on pupils' progress.
- Pupils learn phonics (the sounds that letters make) well. This is seen in the above average results in the phonics screening check in Year 1. Achievement in reading has improved steadily over the last three years so that it is now well above average at the end of Key Stage 1. The proportion of pupils that attain the expected standard by the end of Key Stage 2 is also well above the national average. However, not enough pupils attain the higher levels in reading.
- The most able pupils in the school make at least good progress in writing and mathematics. Their attainment in these subjects is high because teachers prepare a range of well-matched activities which extend their learning effectively. A higher proportion than seen nationally attained Level 6 in mathematics, writing, and English, grammar, punctuation and spelling. Achievement in reading for the most able pupils was in line with that of similar pupils nationally.
- Disabled pupils and those with special educational needs make at least the same progress as similar pupils nationally and there are some examples of excellent progress. Similarly, pupils who speak English as an additional language and those from minority groups make more progress than similar pupils nationally and at least the same as their peers in school.
- In 2014, the progress made, and the standards attained by disadvantaged pupils (those eligible for additional funds) were similar to those of other pupils nationally at the end of Key Stage 1. However, at

the end of Key Stage 2, there was an eight month difference in attainment between these pupils and other pupils nationally. The difference between them and other pupils in school was approximately 12 months overall; 10 months in mathematics, six months in reading and 24 months in writing. As a consequence of the increased focus on the progress of these pupils, the gaps are closing, as confirmed by school records.

The early years provision

is good

- Children get off to a good start because they are well looked after in a caring and stimulating learning environment, both indoors and outside. Parents are happy with the way their children quickly settle into school life.
- Teaching is consistently good and children make good progress from their starting points. Activities cover all seven areas of learning well. Adults use their observations well to plan children's next steps. They are well prepared for Year 1 by the end of Reception.
- The upward trend in achievement is a result of the school's targeted provision to improve children's early literacy and numeracy skills. For example, children make an early and successful start in identifying the sounds that individual letters make, in the daily well-taught phonics sessions. However, there are missed opportunities for children to develop these early basic skills when they are playing independently. Although teachers plan for such activities both indoors and outside, too few children are guided to make the best use of them.
- Children enjoy the range of activities made available for them. They enjoy working by themselves or being led by either a teacher or the other adults in the setting. There are very positive relationships between children and adults with very well established routines. The classrooms are inviting and calm and provide children with a sense of security, making them feel safe.
- Adults model expected behaviour. As a consequence, children from all backgrounds happily play and share together. They are polite and well mannered.
- The acting leader is leading the Early Years Foundation Stage effectively in the absence of the substantive leader, who is currently on maternity leave. She makes sure that staff work well as a team and that there is a concerted effort to work on what needs to be done next. The leadership and management of the school have an accurate understanding of the strengths and areas for improvement.

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	100732
Local authority	Lewisham
Inspection number	453610

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair	Sarah Nolan
Headteacher	Paul Moriarty
Date of previous school inspection	26–27 February 2013
Telephone number	02087784386
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