

Our Lady and St Philip Neri Roman Catholic Primary School

Inspection report

Unique Reference Number	100732
Local Authority	Lewisham
Inspection number	285868
Inspection date	26 June 2007
Reporting inspector	Derek Watts

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 on roll	
School	339
Appropriate authority	The governing body
Chair	Mrs R Keegan
Headteacher	Mr R Sullivan
Date of previous school inspection	8 October 2001
School address	208 Sydenham Road London SE26 5SE
Telephone number	020 8778 4386
Fax number	020 8776 5102

Age group	3–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a larger than average sized primary school. Just over a third of the pupils come from a White British background. The remainder come from a range of other ethnic backgrounds including Black African, other White backgrounds, Black Caribbean, and other Black backgrounds. The proportion of pupils who speak English as an additional is language is just above average and a few of these are at an early stage of learning English. Fewer pupils than usual have learning difficulties. The proportion eligible for free school meals is about average. The school is on two sites which are a mile apart.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Our Lady and St Philip Neri Roman Catholic Primary is a good school with outstanding aspects to its work. Pupils achieve well and their personal development is outstanding. Parents are extremely happy with the care and the education provided and they give the school very good support. They are full of praise for the school's community spirit, the teaching, the caring staff and the strong leadership. Typical parental comments include, 'a wonderful school community', 'I am always impressed with the hard work and dedication of the staff' and 'Very pleased with the teaching and my child's progress'.

Good leadership and management is a key factor contributing to the school's success. The headteacher is highly regarded by pupils, parents and staff. He provides outstanding leadership and educational direction. He is well supported by senior staff and subject leaders who all make a valuable contribution to the school's performance. Thorough reviews of practice means that the school has an accurate view of how well it is doing and takes effective action to bring about improvements where needed. An extremely positive atmosphere pervades the school and there is a clear commitment from all staff to providing high quality education and care for all pupils.

Children in Nursery and Reception get off to a good start because of effective teaching and the stimulating range of activities provided. Their personal and social development is particularly good and they acquire good skills in literacy and numeracy. Good teaching and learning enable pupils to make good progress across the school. Teaching is enthusiastic, challenging, and tasks are well matched to pupils' different abilities and needs. Pupils respond very positively to their teachers. By the end of Year 6, standards are above average overall. However, the school identified that in 2006, Year 6 pupils had made better progress in English and mathematics than in science and that not enough pupils were reaching the higher levels. Effective action was taken to tackle this. Pupils have had more opportunities to acquire and apply scientific skills through practical investigations and more pupils are now attaining the higher levels. The school is aware that there is more to do in terms of assessing and recording pupils' scientific skills. Provision for art and design is one of the school's numerous strengths. There is a wide variety of high quality work on display on both sites. A good range of clubs, visits and trips enrich an outstanding curriculum.

Excellent care, guidance and support contribute significantly to pupils' academic and personal development. In this very positive school community, all pupils are valued. Pupils thoroughly enjoy school and this is reflected by their outstanding attendance and keen participation in all activities. High expectations by all staff and outstanding relationships lead to exemplary behaviour. Pupils show an exceptionally good understanding of the importance of healthy lifestyles and how to keep safe. Assessment is used well to set individual learning targets in English and mathematics. Pupils know what they are working on in order to improve in these subjects. The school has recognised the need to extend pupils' individual learning targets to science. Pupils are very well prepared for the next stage of their education.

What the school should do to improve further

- Build on the improvements to investigative work in science by extending the assessment of scientific skills and by setting individual learning targets for pupils.

Achievement and standards

Grade: 2

All groups of pupils achieve well. Children start school with knowledge and skills broadly typical for their age. They make good progress in the Nursery and Reception in all areas of learning. Those at an early stage of learning English make good progress in acquiring language skills. Standards in the 2006 national assessments for Year 2 were well above average in reading and writing and above average in mathematics. These results were higher than usual for two reasons. The school had successfully focused on improving writing and this was a higher than usual attaining year group. Current standards in Year 2 are above average. In the national tests for Year 6 in 2006, results were above average overall. They are well above average in English, above average in mathematics but only average in science. Effective teaching and a very well planned English and mathematics curriculum contribute to the good progress in these subjects. Pupils are now making better progress in science because of the school's positive action. Pupils with learning difficulties make good progress because of the good support provided. Activities and tasks are well tailored to challenge and extend the more able.

Personal development and well-being

Grade: 1

Pupils enthusiastically participate in all aspects of school life. Attendance is well above average and when pupils were asked why this was, one replied, 'We really like this school and don't want to miss out'. Spiritual, moral, social and cultural development is outstanding. In a recent cultural week, pupils acquired a very good knowledge and understanding of African art, costume and cooking. High expectations, outstanding relationships, good teaching and a stimulating curriculum lead to extremely positive attitudes and behaviour. Pupils' excellent understanding of healthy diets and their keen participation in physical activities contributes to their healthy lifestyle. Pupils thrive on additional responsibilities. Those on the school council take their responsibilities seriously and serve their fellow pupils exceptionally well. They have made considerable contributions to improvements to the lunchtime arrangements, outdoor play facilities and to school meals. Pupils also contribute very well to the wider community by raising funds for well known charities. At this school, pupils are extremely well prepared for their future lives because by the time they leave, they possess good skills in literacy, numeracy and information and communication technology (ICT). In addition to this, their personal and social skills are excellent.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with elements of outstanding practice. In the Foundation Stage, teachers provide a good blend of direct teaching and allowing children to explore, work creatively and independently. All teachers have established high expectations of learning and behaviour and have excellent relationships with their class. Classrooms are attractive, stimulating and positive learning environments. Across the school, teachers effectively share the purpose of the lesson with the class, so that pupils know what they are expected to learn. In addition to this, pupils are given specific success criteria to review their own learning. Teachers' instructions, demonstrations and explanations are clear and informative. Pupils are attentive and respond

extremely well to their teachers. They readily share their learning and are given good opportunities to express their ideas and opinions. Teachers use assessment information effectively and match tasks well to pupils' needs. As a result, pupils are challenged well, their interest is maintained and they make good gains in their learning. There are, however, minor shortcomings in the teaching. Occasionally, introductions can be too long and therefore teaching assistants are not fully utilised. Also a few worksheets are over prescriptive which hinders pupils' ability to plan and organise their own work.

Curriculum and other activities

Grade: 1

The curriculum enables all pupils to make good progress and makes an outstanding contribution to their personal development. Provision for English and mathematics is effective and contributes well to pupils' good progress in literacy and numeracy. Opportunities for practical investigation in science in Year 3 to 6 have been extended. Good links between subjects add meaning, interest and relevance to pupils' learning. For example, work on the Aztecs in Years 5 and 6 skilfully incorporates history, literacy, drama and art. The strong provision for art and design is used well to enrich a range of topics. Popular clubs include art, chess, dance and football. Successful residential visits to Bath or York for Year 3 and 4 and to the Isle of Wight for Years 5 and 6 provide challenging outdoor activities and effectively build pupils' social skills. Themed weeks for books, science and mathematics puzzles and problems further contribute to pupils' enjoyment and learning. Healthy lifestyles and personal safety receive very good attention. The Foundation Stage curriculum for children in Nursery and Reception is stimulating, varied and promotes good progress.

Care, guidance and support

Grade: 1

Excellent pastoral care and support contribute extremely well to pupils' personal development. Procedures to ensure pupils' protection and safety are highly effective so pupils are safe and secure at school. Staff know the pupils very well and have established excellent relationships with them and their parents. As parents commented, 'We work as a community and when families are affected by illness, unemployment or bereavement, we all club together' and, 'There is excellent support from the headteacher and all his staff'. Systems for assessing and tracking pupils' attainment and progress are good. Assessment information is used well to plan teaching and to set challenging individual learning targets in English and mathematics. As a result, pupils know what they are working towards in these subjects. There are clear plans to extend this good practice to science.

Leadership and management

Grade: 2

Leadership and management are successfully promoting high quality provision. This is leading to favourable outcomes for pupils. An experienced and respected headteacher provides excellent leadership. Other responsibilities are effectively shared among the teaching force who make a good contribution to the leadership of the school. Staff are committed to the school's aims which includes high expectations of pupils so that each child can achieve their potential.

Good school self-evaluation is accurate and the school takes positive action to bring about improvements. Above average standards and pupils' very positive personal qualities have been maintained since the last inspection. Recent improvements to science provision and to pupils' progress demonstrate the school's good capacity to improve. Senior leaders know there is more to do in assessment and target setting in science. The governors are effective and provide considerable support and constructive challenge. They have a good understanding of the school's performance.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

4 July 2007

Dear Pupils

Inspection of Our Lady and St Philip Neri Roman Catholic Primary School, London, SE26 5SE

Thank you so much for welcoming me into your school and showing me your work. I enjoyed my visit and would like to tell you what I found out. Our Lady and St Philip Neri is a good school and one you can be very proud of.

These things are strengths of the school

- You clearly enjoy school and your attendance is exceptionally good.
- The school is a very positive and pleasant place to be.
- Children in Nursery and Reception get off to a good start.
- Teaching is good which is why you learn so much.
- You are all making good progress and there have been good improvements to science in Years 3 to 6.
- Your artwork is of a high standard and attractively displayed.
- You get on extremely well with other pupils and adults.
- The school provides an outstanding range of learning activities with good additional clubs, visits, visitors and themed weeks.
- Your behaviour is excellent in and around the school.
- Staff know you extremely well; they take great care of you and give you excellent support.
- The school is exceptionally well led by the headteacher who is well supported by other senior staff.
- Your parents are very pleased with the care and education provided and give the school very good support.

There is just one thing the school has been asked to improve

- Teachers should improve the assessment of your science skills and set you individual targets to work towards.

Finally, thank you once again for all your help. I wish you all the best for the future.

With kind regards

Derek Watts

Lead inspector