



DIOCESE OF BRENTWOOD

Inspection Report

Name of School: SS Peter & Paul Primary School

LEA: Redbridge

Inspection Date: 28th February 2018

Reporting Inspector: Pamela Brannigan

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: 4 - 11
Gender of pupils: Mixed
Number on roll: 453
Appropriate Authority: The Governing Body
Date of previous inspection: November 2012

School Address:
Gordon Road
Ilford
Essex
IG1 1SA

Tel. No. 020 8478 1267
Headteacher: Mrs S. Johnson
Chair of Governors: Ms S. Ramsay

Information about the school

SS Peter and Paul Catholic Primary School is two form entry with nursery in Ilford in the London borough of Redbridge and part of the diocese of Brentwood. The school serves the parishes of SS Peter and Paul and SS Mary and Erconwald in central and south Ilford. There are currently 453 pupils aged 4-11 on roll as well as 22 in the nursery on a part time basis. The majority of pupils are from a wide range of ethnic minority backgrounds with a higher number than average speaking English as an additional language. Almost 44% of pupils are Catholics with the remainder coming from other Christian denominations, other faiths or none. Nearly 71% of the teachers are Catholics and five have the CCRS or similar qualification, with five more currently on the course. The proportion of pupils with special needs is below the national average.

Key grades for inspection

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

Overall effectiveness of this Catholic school

Grade 2

SS Peter and Paul is a good Catholic school with several outstanding features. These include the extent to which pupils contribute to and benefit from the Catholic life of the school and the commitment and effectiveness of leadership. Pupils achieve well and enjoy religious education. The quality of pupils' learning and progress in religious education is good as are the standards of attainment. The quality of the prayer and collective worship provided by the school is very good. The strong Catholic ethos is evident in the daily life of the school and pupils are given opportunities for spiritual and moral development through the curriculum and the wider life of the school. Pastoral care is very good and shared with the priest from the local parish and all staff. Relationships within the school and with the parishes are good and pupils feel well cared for and supported in their learning. Parents are very happy with the Catholic life of the school although a small number would like more information about religious education homework.

The school has a very good capacity for sustained improvement. The last inspection in 2012 identified a number of areas linked to religious education and leadership which have been fully addressed. The headteacher has a clear vision for future development and she is supported in this by her deputy and senior leadership team. Together with the new subject leader they have produced a wide ranging action plan to sustain effectiveness and put in place further improvements. New teachers are given guidance and well supported as they familiarise themselves with the religious education curriculum and the school's assessment procedures. Regular, rigorous monitoring is ensuring consistency in provision with teaching that is relevant and appropriate to children's needs.

The quality of self-evaluation is very good. The school documentation is accurate and gives a comprehensive analysis of the Catholic life of the school and religious education. The curriculum which follows the 'Come and See' programme enables pupils to make connections between faith and their own lives. The governing body includes members who have a wide range of expertise and a good knowledge of the daily life of the school. Systems are in place to develop and strengthen initiatives which are leading to very good outcomes for all pupils.

What the school should do to improve further:

- Continue to implement areas identified in the religious education action plan especially those linked to changes in assessment.
- Continue to offer support to colleagues new to the school and Catholic education.

Outcomes for pupils

Grade 2

Pupil achievement and progress in religious education are very good. All pupils spoken to said they enjoy religious education and the range of activities involved. Pupils observed during the inspection worked well together and had a good knowledge of the Catholic faith appropriate to their age and abilities. Their attainment and progress are closely monitored through termly assessments and careful tracking. Lessons observed were well planned with a range of cross curricular activities especially in

Early Years and Key Stage 1. Across the school workbooks are well presented and show pupils' progress and coverage of the curriculum. Marking is positive and the best examples help pupils make the 'next steps' in their learning. Pupils from other religious backgrounds are encouraged to share their faith's values and practices with their class.

Pupils make an excellent contribution to the Catholic life of the school. They respond very well to opportunities to understand the needs of others in school and the wider community. Last year pupils raised funds for the Advent Shoebox appeal, Anchor House homeless shelter and Cafod. Pupils are given responsibilities to support the life of the school as school council members, members of the Liturgy team and as house leaders. There are excellent links with the local parish through a 'Parish Fun day' hosted by the school as well as with a Christmas Carol service and an Easter production to which families and parishioners are invited. Regular Masses in school or church are held where pupils compose bidding prayers, act as altar servers, readers and offertory. The pupils' Liturgy team helps to prepare Mass and assemblies, sometimes choosing hymns and readings. The parish priest from SS Peter and Paul comes in frequently in his role as vice chair of governors and as an additional teaching resource. Pupils show consideration and respect for adults and each other. Behaviour is very good and pupils benefit from the pastoral care which is a priority for all members of staff. They value the sense of security, friendship and community created within the school. Pupils are also aware of the support available to them and know where to go when they need help. They are familiar with the school's mission statement, 'We show our love for God by the way we treat each other. Together we follow Jesus by learning and sharing our gifts' which is said as part of class prayer times and is on display throughout the school. A recent innovation is an aspiration to become a 'Rights Respecting' school and assemblies on this theme are enabling pupils to become aware of children throughout the world who are denied basic rights.

Prayer and collective worship are an integral part of school life. Pupils understand the importance of prayer and participate with reverence and respect. The cycle of celebrations is linked to the Church's liturgical year and enables pupils to understand how faith is part of their everyday lives. They respond positively to opportunities to develop their faith journey through writing their own prayers and sharing them with their class. A prayer room and a prayer garden are available during the lunch break for pupils and members of staff. Pupils are involved in the preparation for Masses and assemblies and have a good grasp of religious terminology appropriate to their ages. They learn the traditional prayers of the Church and are familiar with Catholic devotions including the Stations of the Cross, the Corpus Christi procession, the Crowning of Our Lady and the Rosary. Preparation for the sacraments of Eucharist and Reconciliation in Year 3 are parish based with support from the school. Reconciliation services are held in school in Advent and Lent. A retreat day to Walsingham House for Year 6 pupils for a time of reflection and prayer is planned for later this year.

By the end of Key Stage 2 standards of attainment meet and sometimes exceed diocesan expectations and all groups make good progress. Teaching assistants make a good contribution to the learning of individuals and groups of pupils. School leadership gives religious education the same importance as other core subjects and uses staff meeting time and in-service sessions to support teachers.

Leaders and managers

Grade 1

School leadership is outstanding in the way leaders are highly committed to promoting every aspect of its Catholic life. The headteacher and her deputy demonstrate outstanding leadership of the school through the way they communicate a clear Catholic vision to the whole community. They are supported in this by staff and the governing body who are also committed to providing the best possible environment for the pupils. Parish links are fostered by invitations to school masses and other celebrations. Catholicity is evident in displays around the school and in the classroom prayer areas. Leaders take every opportunity to explore scripture and its message for people today. This was illustrated by a Key Stage 2 assembly led by the assistant headteacher who explored the transfiguration along with pupils who played the role of witnesses. Pupils were fully engaged and eager to question and participate. It contributed very well to their understanding of the gospel.

The governing body includes members who have a wide range of expertise in Catholic education. They are well placed to monitor the school's provision for prayer and worship as well as religious education. A termly 'Governors Day' includes opportunities to carry out learning walks, pupil and staff interviews

and receive subject leaders' reports. In addition, governors visit the school regularly to participate in Masses and attend assemblies and other celebrations. One governor is part of the 'Rights respecting' steering committee. The link governor for religious education has termly meetings with the subject leader to monitor the progress of the action plan enabling her to report back to the whole governing body. All governors have accessed training provided by the diocese to enable them to evaluate aspects of the religious life of the school and to challenge and support effectively. They also join staff for an annual retreat day at Aylesford Priory.

The new subject leader supported by the deputy headteacher has produced a targeted action plan for religious education. Together they hold training sessions for all staff and support them to ensure that all pupils achieve well through differentiated tasks. They monitor teaching, learning and pupils' progress through lesson observations and workbook scrutiny followed by advice to individual teachers. They have also led sessions about other faiths to ensure all staff are able to support pupils who come from different backgrounds. Assessment is being revised to replace levels with age related end of year expectations in line with diocesan policy. School leaders show strong support for staff development and teachers are encouraged to improve their qualifications through diocesan and in-service training.

School leaders make every effort to ensure that SS Peter and Paul is a welcoming community where everyone is respected and valued. The school offers a range of extra-curricular activities as well as Breakfast and After School Clubs and participates in local community events including music festivals and sporting occasions. There are good links with other diocesan schools including the Catholic secondary schools to which many pupils transfer at the end of Key Stage 2. Understanding of other faiths and cultures is supported by talks, assemblies and a visit for year 5 pupils to a local Moslem school during their study of Islam. Provision for spiritual development ensures that pupils are able to reflect on their own lives and experiences. Parents are kept well informed about their children's welfare and progress through termly curriculum letters, workshops, meetings, the school website and regular newsletters. They are overwhelmingly supportive of the Catholic life of the school. One parent wrote, 'Christ is at the centre of the school and this is evident in not just the teaching but the practices of school life.'

Provision

Grade 2

The quality of teaching and learning in religious education is good. During the inspection, all lessons observed were good or outstanding. Leaders give new teachers effective guidance and support to enable them to tailor activities and tasks to the needs and abilities of individual pupils. Teachers are also given the opportunity to observe model lessons from senior leaders and good practice is disseminated throughout the school. Pupils are given an excellent start in Early Years which is built upon as they progress through the school. Lessons are planned with clear learning intentions and differentiated activities. Pupils make good progress and behaviour for learning is very good. Teachers respond well to pupils' comments and questions and encourage independent learning. Engaging tasks enable pupils to work with enthusiasm and interest. Effective support by teaching assistants is a feature of many lessons. Marking is positive and there are 'next steps' comments and suggestions of ways to improve. There is evidence that current good standards are likely to be maintained or further improved.

The quality of the religious education curriculum is good. At least 10% of curriculum time is devoted to the subject. The programme 'Come and See' enhanced by 'Journey in Love' enables pupils to explore the teachings of Jesus and make links to their own experiences. A recent innovation is the introduction of 'Reciprocal Reading' sessions which give opportunities for small groups to explore bible stories and the gospel in greater depth. Resources are good and there are plans to purchase more sets of Bibles to enable pupils to have better access to scripture. Other faiths are taught well. Religious education displays around the building emphasise the importance of faith to the work of the school. The curriculum enables pupils to become aware of their responsibility for each other and their environment. It contributes well to their spiritual and moral development.

Provision for prayer and worship at SS Peter and Paul is very good. Assemblies and liturgies are well planned and contribute to pupils' spiritual development. They include visual presentations, Bible readings, drama, singing and music. Pupils are involved in collective worship in their classrooms and are given opportunities for personal reflection. Each classroom has a prayer focus with religious artefacts and a display board which often includes children's work. Feast day Masses are celebrated

throughout the year and the traditions of the Church are explored with pupils. Parents, families and parishioners are invited to many celebrations and pupils visit the local church to lead a Carol Service at Christmas. The local priest supports the school through Masses and classroom visits. Key Stage 2 pupils have the opportunity to receive the sacrament of Reconciliation at Advent and Lent and there is an Ash Wednesday service for the whole school.

The school is constantly seeking to develop practice to improve outcomes for pupils. The leadership team is currently reviewing assessment procedures to prepare the school for changes envisaged later in the year. There is evidence that good outcomes for pupils are likely to be maintained or improved as the school consolidates and builds on current good or outstanding practice in all areas.

The inspector would like to express her thanks and appreciation to all members of the school community for their welcome and openness during the inspection.