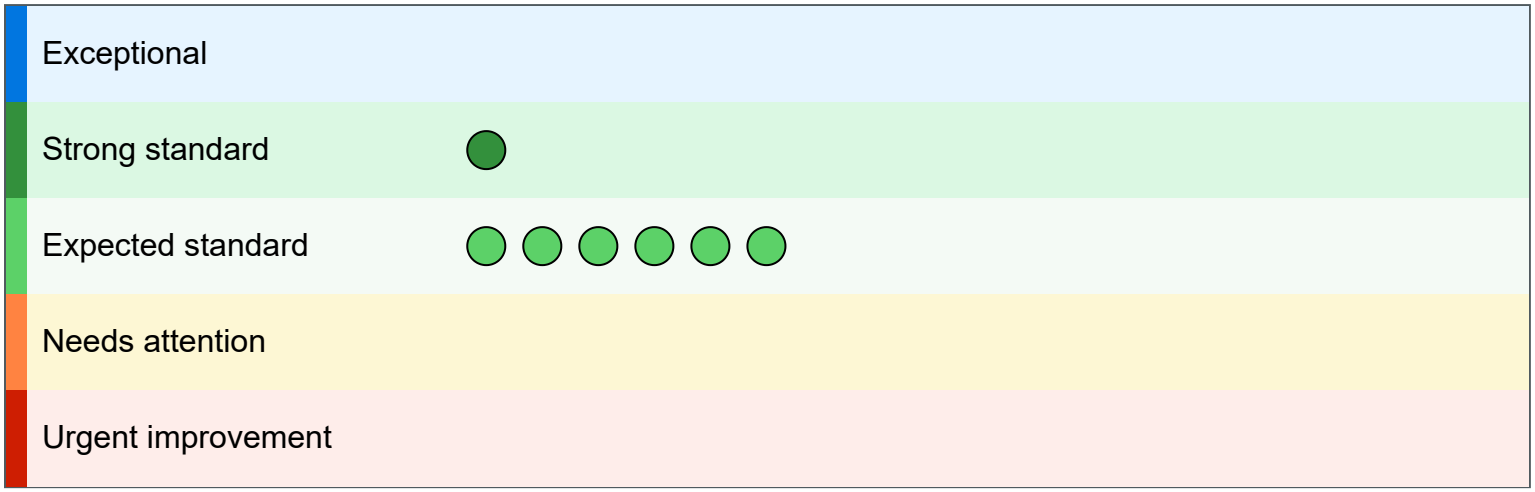
St Peter and St Paul Catholic Primary School

Address: St Paul's Wood Hill, Orpington, Kent, BR5 2SR

Unique reference number (URN): 141158

Inspection report: 22 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils achieve well across the curriculum. They are well prepared for the next stage of their education. At the end of key stage 2, pupils typically achieve above national averages in reading, writing and mathematics. This has been sustained over time. Disadvantaged pupils also achieve above national averages.

Pupils develop the important knowledge and skills they need to succeed. Outcomes in the phonics screening check are broadly in line with national averages. Pupils who need extra help with reading receive additional teaching and develop increasing fluency. Older pupils apply their knowledge confidently across the curriculum. For example, in Year 6 history, pupils produce high-quality work and demonstrate detailed knowledge. They use timelines accurately to explain chronology and draw on prior learning to answer demanding questions.

Pupils with special educational needs and/or disabilities achieve well from their starting points. Appropriate adaptations help them to access the same ambitious curriculum as their peers.

Expected standard

Attendance and behaviour

Expected standard

Over time, pupils' attendance is broadly in line with national averages. Leaders know pupils and families well. They use this knowledge to identify barriers and provide tailored support. This helps to improve attendance for pupils and groups they work closely with. Leaders also work with parents and carers to reinforce the importance of regular attendance.

Pupils are polite and respectful towards adults and each other. Lessons are typically calm and orderly. Pupils follow routines and respond appropriately when staff reinforce expectations. At social times, pupils play positively together and show care for others. Older pupils and playground leaders help younger pupils to join in with games. They also help ensure no one is left without someone to play with. Pupils say that bullying is rare. They are confident that adults deal with concerns when they arise.

Leaders adapt behaviour and attendance support when pupils need something different. This includes targeted adult help, calm spaces and individual arrangements for pupils with additional needs. These approaches help pupils remain engaged in school and learning.

Curriculum and teaching

Expected standard

Leaders have designed a well-sequenced curriculum. They know its strengths and where greater consistency is needed. Curriculum plans set out the knowledge and skills pupils should learn over time. This helps teachers build on what pupils already know. Teachers typically use their subject knowledge and questioning to deepen pupils’ understanding. They generally check for misconceptions and adapt teaching when needed.

In the older year groups, teaching is often highly effective. For example, in Year 6 mathematics, pupils work with confidence and independence. They can explain how to solve more-complex problems involving square and cube numbers. Pupils show their working clearly and can identify and correct their own errors. This level of effectiveness is not, however, consistent across all groups and subjects.

Leaders have prioritised pupils' literacy and numeracy. Phonics is taught effectively by well-trained staff. Pupils who need extra help receive targeted small-group teaching. Leaders are also strengthening pupils' spelling, handwriting and number knowledge. Staff make suitable adaptations for pupils with special educational needs and/or disabilities. This helps them access the same curriculum as their peers.

Early years

Expected standard

Leaders have a clear understanding of the strengths of the early years and where further improvement is needed. They have designed an appropriate curriculum that develops the knowledge and skills children need for future learning. Children settle well, behave positively and learn to play and work alongside one another. Staff know children well and make suitable adaptations for those with additional needs.

Phonics is taught effectively. Children learn to recognise letter sounds and use this knowledge to read and spell words. Staff identify children who need extra help and provide targeted activities. Children develop early mathematics, fine-motor and writing skills through practical experiences. These include using dough, drawing and painting. They also take part in music activities using percussion instruments and follow instructions carefully. Most children achieve well from their starting points and are prepared for Year 1.

Children are safe, happy and well cared for. Staff help them to understand and manage their emotions. Leaders recognise that communication and language remains an important priority. Adults use questioning effectively, but opportunities to extend children’s vocabulary and communication are sometimes missed. Leaders are taking appropriate action to strengthen this aspect of the provision.

Inclusion

Expected standard

Leaders know pupils well and quickly identify barriers to learning. They have high expectations for pupils with special educational needs and/or disabilities and for disadvantaged pupils. Staff typically use their knowledge of pupils and the training they receive to make suitable adaptations to the curriculum. This ensures pupils can access it. Teaching assistants are deployed well and give pupils precise help when they need it. Visual prompts and other resources also help pupils access learning. Some pupils receive targeted interventions. These help pupils access learning and participate fully in school life.

Leaders monitor the additional help pupils receive. They review individual learning plans and track the impact of interventions against pupils' targets. They regularly adapt support in response to pupils' progress and changing needs. This helps pupils make progress and ensures that support remains appropriate.

Leaders work closely with parents and carers. They also seek advice from external professionals, including speech and language specialists and the local authority. This helps staff respond appropriately when pupils' needs change. Pupil premium funding provides targeted academic support and helps disadvantaged pupils access clubs, trips and other experiences.

Leadership and governance

Expected standard

Leaders have high ambitions for the school and are committed to building on its strengths. New leaders have joined the school this academic year. They have quickly developed a detailed knowledge of the school's strengths and the areas they want to develop further. Leaders are taking focused action to embed what is working well and to build further on the school's successes.

Governors understand the school's priorities and provide appropriate support and challenge. They scrutinise information carefully. They also consider how well resources are meeting pupils' needs. Governors understand their statutory responsibilities and carry them out appropriately. For example, they challenge leaders about how well the school responds when pupils with additional needs experience difficulties with behaviour or learning. They are also active in the school community. Governors join staff at meetings with parents and carers. This helps strengthen attendance, behaviour and pupils' engagement with school.

Leaders prioritise developing staff expertise. Staff have access to professional learning linked to the school's priorities. This includes phonics, writing and inclusion. Newer staff receive appropriate guidance and mentoring. Staff value the support they receive. Leaders also take practical steps to manage workload and support staff wellbeing.

Parents and carers speak positively about the school and the support their children receive. Leaders and governors value relationships with the community. Leaders work closely with the trust and external professionals. This helps them draw on wider expertise to support pupils and strengthen the school's work.

Personal development and wellbeing

Expected standard

The school provides a coherent programme for pupils’ personal development and well-being. Pupils learn about relationships, equality and democracy. They also learn how to keep themselves safe online and offline. The school's focus on virtue supports pupils' spiritual, moral, social and cultural development. Pupils explore qualities such as respect, kindness, honesty and resilience. They consider what these mean and how they can demonstrate them in their own lives.

Pupils take part in a wide range of opportunities beyond lessons. These include sport, music, educational visits and many leadership roles. Pupils value these experiences and take their responsibilities seriously. They can stand for roles such as school councillors, house captains, prayer leaders and playground leaders. Pupils vote for some of these positions, which helps them to understand how democracy works. Playground leaders support pupils who may not have someone to play with at break or lunchtime. One pupil said he was 'proud to be a play buddy' because he liked helping others. This helps pupils to feel included and part of a school community. Leaders also take steps to ensure pupils with

additional needs and vulnerabilities can participate fully. Pupils clearly benefit from these opportunities. Leaders are continuing to strengthen how they track participation and how they evaluate which experiences make the greatest difference.

Pupils receive effective care for their emotional well-being. They know the adults they can turn to, including teachers and support staff. Staff use approaches including calm spaces and sensory circuits to help pupils recognise and manage their feelings. This helps pupils feel safe, regulate their emotions and re-engage with learning.

What it's like to be a pupil at this school

Pupils are happy at school and feel that they belong. Pupils describe adults as kind and caring. They know who they can speak to if something is worrying them. Pupils understand how to keep themselves safe, including online. They know that unkind behaviour is not acceptable. They trust adults to help them when concerns arise.

From the early years, children learn how to work and play alongside others. They settle into routines and develop positive attitudes to learning. As pupils move through the school, they show kindness and respect towards others. Older pupils help those who are new to the school. Pupils take pride in looking after one another. As one pupil explained, 'Respect is a very big value in our school.'

Pupils enjoy learning and achieve well. By the end of primary school, outcomes in reading, writing and mathematics are consistently above national averages. Pupils who need extra help receive it. This enables pupils with barriers to learning to take part successfully in lessons and wider school life.

Pupils value the many opportunities available to them. Many learn to play a musical instrument and take part in choirs. Others enjoy sport, creative activities and a wide range of clubs. Educational visits broaden pupils' experiences and extend their learning. Pupils have a voice in shaping school life. They take on roles such as school councillors, house captains, prayer leaders and playground leaders. Pupils take these responsibilities seriously. They know that their views matter. Pupils are proud to contribute to their school community.

Pupils' attendance at school is broadly in line with national averages. Pupils are encouraged to attend regularly and make the most of school life. They leave primary school with positive attitudes, confidence and a secure foundation for the next stage of their learning.

Next steps

- Leaders should continue to ensure that highly effective teaching is embedded across subjects and year groups, so that errors and misconceptions in pupils' foundational knowledge are identified and addressed swiftly.
- Leaders should continue to refine the early years curriculum, particularly communication and language, so that children develop secure knowledge and skills across all 7 areas of

learning.

- Leaders should refine their approach to tracking pupils' participation in enrichment opportunities, so that they can evaluate which experiences have the greatest impact and ensure the wider offer remains accessible to all pupils.

About this inspection

This school is part of St Oscar Romero Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer, Clare Verga, and overseen by a board of trustees, chaired by Allison MacQuire.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders, staff and pupils. The lead inspector met with the interim chief executive officer, chair of governors and another member of the governing body.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. It is in the Diocese of Southwark. Its last section 48 inspection was in February 2024.

The school currently uses no alternative provision.

This inspection took place from 22 to 23 September 2026.

Headteacher: Margaret Ryan

Lead inspector:
Joseph Sparks, His Majesty's Inspector

Team inspectors:
Robin Bosher, Ofsted Inspector
Sophie Powell, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

222
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.67%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.60%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

19.82%

Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	61%	Above
2024/25 (final)	82%	62%	Above
2023/24 (final)	81%	61%	Above
2022/23 (final)	88%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	97%	74%	Above
2024/25 (final)	89%	75%	Above
2023/24 (final)	100%	74%	Above
2022/23 (final)	100%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	72%	Above
2024/25 (final)	89%	72%	Above
2023/24 (final)	85%	72%	Above
2022/23 (final)	94%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	73%	Above
2024/25 (final)	93%	74%	Above
2023/24 (final)	93%	73%	Above
2022/23 (final)	94%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	71%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	100%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	S	63%	S
2023/24 (final)	100%	62%	Above
2022/23 (final)	100%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	33%	58%	Below
2022/23 (final)	86%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	83%	59%	Above
2022/23 (final)	86%	59%	Above

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	68%	-1 pp
2024/25 (final)	S	69%	S
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	71%	66%	5 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	100%	80%	20 pp
2024/25 (final)	S	81%	S
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	100%	78%	22 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	78%	-6 pp
2024/25 (final)	S	78%	S
2023/24 (final)	33%	78%	-44 pp
2022/23 (final)	86%	77%	8 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	89%	80%	9 pp
2024/25 (final)	S	81%	S
2023/24 (final)	83%	79%	4 pp
2022/23 (final)	86%	79%	7 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	5.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	15.5%	13.0%	Close to average
2023/24 (3 term)	14.6%	14.6%	Close to average
2022/23 (3 term)	15.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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