

St Peter's Catholic Primary School

Inspection report

Unique Reference Number	125714
Local Authority	Warwickshire
Inspection number	359927
Inspection dates	10–11 November 2010
Reporting inspector	Edward Wheatley

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Mary Grayling
Headteacher	Maria Murphy
Date of previous school inspection	19 November 2007
School address	Augusta Place Warwickshire CV32 5EL
Telephone number	01926 427497
Fax number	01926 427497
Email address	admin3542@we-learn.com

Age group	4–11
Inspection dates	10–11 November 2010
Inspection number	359927

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. Inspectors saw five teachers in five lessons. Meetings were held with staff, representatives of the governing body, the school improvement partner and pupils. Inspectors observed the school's work, looked at documentation about pupils' progress and school development planning, evidence of self-evaluation and considered questionnaires from 50 parents and carers as well as 57 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The effectiveness of the school's work to improve pupils' progress in writing.
- The progress made by pupils from minority ethnic backgrounds..
- The quality of provision in the Reception class, especially the transition arrangements for children joining Reception.

Information about the school

This is a small school. Children come from mainly White British backgrounds and the great majority are from Catholic families. A small minority come from other backgrounds, and other languages spoken include French, Portuguese, Polish, Italian, German and Punjabi. The proportion of pupils with special educational needs and/or disabilities is below average, but varies considerably between year groups. The school has national Healthy Schools status and the Activemark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The ethos for learning is extremely good and reflects the Christian and family values that permeate the whole school. The attainment of pupils is above average and rising. In reading and mathematics, attainment is particularly high. Pupils speak well and their writing is frequently detailed and expressive. However, spelling is often inaccurate due to carelessness, and untidy handwriting masks the high quality and detail of what is written. Pupils' progress is good and steadily improving, though more slowly in writing than in other areas. Pupils with English as an additional language make good progress. In the Reception class, children make good progress overall, and improving progress in their language and literacy skills.

Parents have good reason to be happy with the school. The great majority are pleased with the quality of education and care the school provides. One parent wrote that the decision over which class to place a child in was taken 'by consultation with us, looking at my child's attainment, age, maturity, and friendship groups. This is typical of how the school knows each child and how they are individually treated.'

Pupils love school and their attendance is excellent. They feel entirely safe and make their own decisions about safety, for example, about being safe cycling and about staying safe around the school building. Their behaviour is excellent and they are enthusiastic about all activities, and especially about their increasing success at football! Pupils have an outstanding grasp of the importance of exercise and healthy eating and are critical of any food they feel is not healthy. Pupils' contributions to the school and wider community are good, especially in taking responsibilities, involvement in the Christian life of the school and in caring for each other. They have an excellent understanding of the values and beliefs of other cultures and show respect for other traditions. Their attendance is outstanding and they are well prepared for the next stage in their education.

Teaching is good. Lessons are well planned and work is nearly always matched to the needs of individual pupils. Occasionally, learning activities leading on from planning do not obviously ensure that pupils fully grasp what is expected of them, especially in spelling and writing. Where there is outstanding practice, the teacher sets out exactly what is expected and links it to pupils' targets. Pupils then grasp what is expected of them and really enjoy trying to achieve well. The quality of support is good, enabling pupils to express their understanding and knowledge, and develop confidence in their own abilities. The curriculum is good, with increasingly imaginative ways of engaging pupils' enthusiasm and many opportunities for them to reinforce their literacy skills. Provision for information and communication technology (ICT) is good and supports pupils' development in English and mathematics. The range of visits and visitors enhances the curriculum effectively and the wide range of out of school activities is well supported.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The quality of care, guidance and support is excellent. Built on excellent relationships with families, the staff provide outstanding support for pupils, backed by a very wide range of links with external agencies and services. The quality of support is underpinned by the strong Christian ethos of the school. All forms of unacceptable behaviour are dealt with extremely well. Pupils know what is expected of them and are confident in asking any adult for help. They play an important part themselves by telling staff if anyone is troubled by anything, and looking after upset pupils. Arrangements for children to transfer smoothly from the nursery schools they attend to the Reception class are exceptionally good.

Leadership and management are good. The headteacher provides clear direction for improvement and she is well supported by all staff. Staff new to leadership roles are rapidly gaining the skills they need to contribute to improvement. Self-evaluation is good, and the school has an accurate understanding of its strengths and weaknesses. Standards and attendance are rising, and teaching and the curriculum are improving. The capacity for further improvement is good and there has been good progress in addressing issues from the previous inspection. The governing body is supportive, well informed and provides a high level of challenge through its own monitoring and evaluation.

What does the school need to do to improve further?

- Raise attainment and improve progress in writing, by July 2011, by ensuring:
 - pupils have examples of good quality handwriting to copy or try to improve on
 - pupils are given approaches to check that their spelling is consistently accurate
 - teachers' expectations of accurate spelling and neat handwriting are always fully clear to pupils.

Outcomes for individuals and groups of pupils

1

Children join Reception with attainment that is broadly in line with national expectations for their age. Pupils find learning fun and they work hard to do well. The school exceeds its challenging targets and many pupils reach high standards. Pupils have an extraordinarily wide vocabulary and understanding of how it can be used. For example, older pupils asked to give alternative words for 'said', provided many words showing their understanding of the need to demonstrate the mood and feelings of the word in the circumstance of the text it was in. They write well, with feeling, in complex sentences, and make accurate use of speech marks when they need to. However, spelling is careless even when words are displayed, though pupils often recognise their mistakes when asked to check. Similarly, they also know that their handwriting is sometimes rushed and careless, and then even they find it hard to read. Numeracy skills are good, and pupils carry out mental calculations confidently and competently, reinforced by practical activities that ensure they use addition, subtraction, multiplication and division. Pupils of all abilities make good, and sometimes better, progress. Pupils with special educational needs and/or disabilities make good progress due to effective support that encourages them to become effective independent learners. Pupils with English as an additional language rapidly gain a wide vocabulary and learn to speak and read well.

Pupils' attitudes to school are exceptional and they invariably work hard. They value learning and behave extraordinarily well and do not tolerate even rare distractions. They

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

are very considerate towards each other, for example, hugging someone who falls over. They take their responsibilities very seriously and school council members interview staff and meet with pupils from other schools to discuss and improve their effectiveness as school council members. Pupils' spiritual, moral, social and cultural development is outstanding. For example, they have a very strong view of what is right or wrong, they have excellent social skills and are fascinated by some of the things they learn in art and science.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers make sure work is challenging and usually pupils know what is expected of them and how work helps them reach their targets. The pace of work is fast and ensures that pupils give it their full attention and interest. Assessment is accurate and marking increasingly gives pupils a clear idea of how well they are doing, how to improve and of the next steps in their learning. Teachers and teaching assistants encourage pupils to speak and explain their understanding and this contributes well to learning. For example, the theme of remembrance was used well to promote individual writing in one class, and pupils produced sophisticated pieces of writing showing they could explain their and other people's thoughts. Occasionally, the focus on developing pupils' vocabulary and ability to write and speak articulately omits to encourage accuracy in spelling and appropriate handwriting.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Teachers' imaginative use of themes to engage pupils' interest and enthusiasm are effective and improving. For example, in developing a good understanding of the Romans, one class imagined their classroom was occupied by Roman soldiers. Literacy and numeracy are well embedded in all subjects and computers are used well across the curriculum. Drama, music, and visits, for example, to celebrate the life and work of Shakespeare and to examine different building styles, enrich the curriculum. A link with a school in France contributes well to developing pupils' learning of French. The personal, social and health education programme is well planned to support pupils' growing self-confidence and maturity.

The school provides exceptional pastoral care, based on excellent relationships with parents and carers. Transition from Reception into Year 1 and from Year 6 to the next school is very good, with the great majority of pupils going on to the Catholic Secondary School. Strategies to improve attendance are very effective. Support for pupils with identified special educational needs and/or disabilities is sensitive, and reviewed regularly with full involvement of parents and carers. The school provides particularly sensitive care and support for pupils whose circumstances make them vulnerable and links with external agencies, including the church, are exploited effectively to support pupils and where necessary their families.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All staff have leadership responsibilities and they are well supported to carry them out effectively. Staff feel appreciated and energetically seek ways to improve their teaching and to contribute to school improvement. Some members of the governing body observe lessons and their evaluations contribute effectively to setting school priorities. Parents and carers are exceptionally well informed and the school provides many opportunities for them to learn how to contribute to their children's progress. As a result, the great majority of parents and carers support their children's learning through listening to reading and encouraging them to write at home.

Safeguarding requirements are fully met. The views of the governing body, staff, parents and pupils are taken into account to ensure the school is safe and secure. Pupils make valuable suggestions about the safety and security of the school site, particularly in relation to its position on a main street. Partnerships with external agencies are used effectively to promote pupils' well-being, and links with several secondary schools contribute especially well to gifted and talented pupils' learning in science, mathematics, art and sports. The school promotes cohesion well, both in its own community and the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

local area. It is developing its promotion of community cohesion by increasing pupils' awareness of other cultures and societies around the world. The school works well to ensure pupils receive equal opportunities. Efforts to eliminate all forms of discrimination are extremely effective, helped by the school's work to value and respect different people in the school and beyond.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

By the time children join Year 1, their attainment is above average overall, though a little below average in literacy. Recent work to provide more opportunities to engage in writing activities in the outside area is leading to increased progress in developing literacy skills. Children enjoy learning and adults provide many opportunities for them to develop their independent learning skills and imagination, which they do most effectively. For example, in the role play area, when asked to book a ticket to fly to New York, a child responded with, 'Yes, but you might not want to go there, there are lots of man eating whales!' Children are kind, mainly because they have good role models in the adults who work with them. In an activity in which the Reception class received a toy baby giraffe, children were remarkably thoughtful about how it should be treated. Children's progress is closely monitored and information is used effectively to plan teaching. Relationships with the nurseries that children come from and with their parents and carers are outstanding and ensure a smooth settling in period. Children are well cared for and leaders have a good grasp of the effectiveness of provision and are involved in planning further improvements.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About half the questionnaires were returned and in these parents and carers are generally very positive in their views of the school. A very small number feel that poor behaviour is not dealt with well enough, that the school does not meet all of their children's learning needs, or keep them well enough informed about progress. Inspectors saw only very good management of behaviour. They found effective systems to keep parents and carers informed about children's progress and saw teaching that meets the needs of pupils well. A small proportion of parents and carers also feel that they are not kept well enough informed about school activities, and expressed concern that leaders do not take their opinions into account when making decisions. However, inspectors found that the school has effective means to keep them informed and, where appropriate, their views are considered when taking decisions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	62	18	36	0	0	0	0
The school keeps my child safe	38	76	11	22	0	0	0	0
My school informs me about my child's progress	25	50	23	46	1	2	0	0
My child is making enough progress at this school	24	48	22	44	1	2	1	2
The teaching is good at this school	27	54	21	42	1	2	0	0
The school helps me to support my child's learning	24	48	22	44	3	6	0	0
The school helps my child to have a healthy lifestyle	29	58	16	32	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	44	24	48	0	0	0	0
The school meets my child's particular needs	23	46	26	52	0	0	0	0
The school deals effectively with unacceptable behaviour	23	46	21	42	3	6	0	0
The school takes account of my suggestions and concerns	18	36	25	50	3	6	1	2
The school is led and managed effectively	24	48	22	44	3	6	1	2
Overall, I am happy with my child's experience at this school	29	58	21	42	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 November 2010

Dear Pupils

Inspection of St Peters Catholic Primary School, Leamington Spa, CV32 5EL

Thank you for making us so welcome when we visited your school. You told us a lot about your school and why you think it is good, and we agree it is a good school.

You make good progress right through the school, and your progress is improving.

Teaching is good, and there are lots of activities to make learning fun, to help you become independent learners and to use your imagination.

The headteacher, staff and governing body work well to help the school improve.

The school is very safe. You say that you feel safe, and most of you have a pretty good idea of how to stay safe yourselves.

Your behaviour is excellent. You treat each other extremely well and with great consideration.

The school takes exceptionally good care of you.

You know how important it is to stay healthy and to take part in physical activities, which most of you do.

You carry out any responsibilities you have very well.

In order for the school to be even better, we are asking your teachers to do the following things:

- to improve your attainment and progress in writing by making sure you have good examples of handwriting to imitate or try to do better than
- to show you how to check that your spelling is always accurate, and make sure that you fully understand that you should always try to spell accurately and write neatly.

You can all help by checking your own spelling and by always trying to write neatly.

Yours sincerely

Edward Wheatley

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.