

Saints Peter and Paul Catholic Primary School

Inspection report

Unique Reference Number	104479
Local authority	Knowsley
Inspection number	377090
Inspection dates	2–3 November 2011
Reporting inspector	Paul Bamber

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	291
Appropriate authority	The governing body
Chair	George MacKenzie
Headteacher	Joanna Mousley
Date of previous school inspection	21 February 2007
School address	Moorfield Tower Hill Kirkby Liverpool L33 1DZ
Telephone number	0151 477 8205
Fax number	0151 477 8206
Email address	saintspeterandpaul.de@knowsley.gov.uk

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 rates 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 123 4234, or email enquiries@ofsted.gov.uk

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

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons taught by 11 teachers. The inspectors held meetings with a group of parents and carers, groups of pupils, members of the governing body and staff. They observed the school's work, and looked at a range of documentation, including that relating to safeguarding, pupils' attainment and progress and performance management. Eighty-one parent and carer questionnaires were analysed as well as those from staff and Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by all groups of pupils to see if they are making good progress, especially in Key Stage 1 and those pupils with special educational needs and/or disabilities.
- The degree to which pupils acquire the basic skills of writing and mathematics.
- How much the school has improved the outdoor provision in the Early Years Foundation Stage since the last inspection.
- The effectiveness of the school's promotion of community cohesion.

Information about the school

This is larger than the average-sized primary school. A much higher than average proportion of pupils is known to be eligible for free school meals. Most pupils are of White British heritage with a much smaller than average proportion speaking English as an additional language. A much higher than average percentage of pupils has special educational needs and/or disabilities, including those with a statement of special educational needs. Recently the number of pupils leaving or joining the school at points different from the normal time of transfer has increased significantly. The school has Healthy Schools status and the Sportsmark.

The current headteacher was appointed in March 2011 after a period when she was acting headteacher. The governing body manages the breakfast- and after-school clubs.

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. Some aspects of its work are outstanding. The excellent quality of the care, guidance and support pupils receive and exemplary safeguarding practice, contribute significantly to pupils feeling extremely safe, to their good behaviour and to the very positive ethos evident throughout. Pupils' overall spiritual, moral, social and cultural development is outstanding and reflects the school's denominational status. The very close and highly-effective links with a range of partners make a telling contribution to pupils' learning and well-being. Parents and carers are very positive about the school's work, with a comment such as, 'the school has an outstanding ethos, all staff are extremely friendly and helpful', summing up the views of many.

Children have an excellent start in the Early Years Foundation Stage, progressing extremely well from overall low starting points, especially in their ability to communicate, orally or otherwise, and in their mathematical understanding. Because they are well-taught and the curriculum effectively meets their needs, pupils continue to make good progress through both Key Stages 1 and 2. The highly-effective provision for those pupils with special educational needs and/or disabilities results in their outstanding progress from their starting points. By the time pupils leave Year 6 their overall attainment is broadly average. It is no higher because they have relative weaknesses in aspects of writing and in mathematics.

Leaders and managers have a generally accurate picture of the school's performance as a result of secure self-evaluation procedures. Subsequently, they identify appropriate priorities for improvement and then take effective action to secure those improvements. The extremely rigorous way in which leaders track pupils' progress and then implement interventions to arrest any underachievement, is a major factor in the school's outstanding promotion of equality of opportunity. Leaders acknowledge that an area that needs particular improvement is in enhancing its promotion of community cohesion. Good improvements since the last inspection and the maintenance of previously effective aspects of the school's work indicate that there is a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment in writing and mathematics by:
 - improving the accuracy of pupils' use of punctuation, their spelling and their handwriting
 - enabling pupils to have a better understanding of fractions and of how to tackle mathematical problems
 - limiting the use of worksheets and providing pupils with more opportunities to work independently and to investigate.

- Promote community cohesion more effectively by forging close links with communities that have diverse contexts from the pupils' own, both in the United Kingdom and abroad.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school. There are lots of smiling faces in lessons and around the school. They are very keen to learn, cooperate harmoniously as 'talking partners' and take pride in their own and their classmates' successes. They eagerly contribute ideas when asked and effectively participate in question and answer sessions. Pupils enjoy, when given the opportunity, actively participating in lessons, especially in using information and communication technology (ICT) equipment linked to the interactive whiteboard. This was evident in a Year 1/ 2 lesson in which pupils learnt a great deal about how to change fonts, and in a Year 4/ 5 lesson in which pupils made good gains in their knowledge of homophones. Pupils are aware of their individual learning targets and keenly work towards achieving them.

Overall, pupils make good progress and achieve well from their generally low starting points. The school is ambitious for them to attain even higher standards but currently, relative weaknesses in pupils' punctuation, spelling and handwriting, and in their grasp of fractions and their difficulties in solving mathematical problems, are preventing them from attaining higher levels in writing and mathematics. The precise and early identification of the needs of pupils with special educational needs and/or disabilities and the highly-effective support they receive result in them making outstanding progress. These pupils take enormous pride in their excellent achievement and contribute fully to school life. Pupils who speak English as an additional language, the increasing number who join the school mid-term or mid-way through a key stage and those who are known to be eligible for free school meals, make good progress and achieve well. More-able pupils make good progress overall but their achievement in writing is weaker.

Pupils relate exceptionally well to their peers and adults. They have a strong sense of spirituality and of morality, constantly seeking fair play and equal consideration for all views, however different from their own. Although pupils' spiritual, moral, social and cultural development is outstanding overall, their knowledge and understanding of cultures other than their own is the weakest element of this aspect. Pupils effectively adopt healthy lifestyles by eating sensibly and participating in regular exercise. They

make a positive contribution to the school community through assuming a range of responsibilities. The school council members are proud of their role in the appointment of the current headteacher, for example. Pupils reach out into their own community, involving themselves in local events and functions. Pupils' evident well-being reflects how safe they feel in school and they appreciate the good behaviour of their peers. Their acquisition of average basic skills and their average attendance indicate that they are satisfactorily-prepared for the next stage of their education.

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	3
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	1
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Good overall, the quality of teaching ranges from satisfactory to outstanding. In the very best lessons, learning proceeds at a very brisk pace and is extremely purposeful. Teachers' expectations are high, learning objectives made crystal clear and very accurate assessments of pupils' learning are used to set tasks that very effectively match pupils' needs. These strengths were used to excellent effect in a Year 2 lesson in which pupils used speech bubbles to retell the story of Red Riding Hood's adventures. Common strengths in teaching that promote pupils' good-quality learning and achievement, include the good use of information and communication technology, warm relationships and effective behaviour management. Where teaching is no better than satisfactory, there is often an overuse of worksheets and teacher-direction, limiting pupils' independent learning and opportunities to investigate. Marking is regular and helpful, enabling pupils to understand how they are doing and how to improve, although on some occasions there is a lack of rigour in requiring pupils to improve their handwriting.

The curriculum meets pupils' needs well. It is particularly strong in meeting the needs of pupils with special educational needs and/or disabilities and in promoting pupils' personal development. A recent focus on matching what is taught to pupils' specific interests has raised achievement amongst groups who have been less easy to motivate in the past. For example, in a Years 5/6 mathematics lesson on decimals, boys were fully engaged in comparing Formula One Grand Prix qualifying times.

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

Pupils enjoy visits linked to the topics they study and older pupils gain considerably from residential visits that enhance their social and independent skills. They speak warmly of opportunities to learn a musical instrument, to learn to speak Spanish and to participate in performances.

The outstanding care, guidance and support provided are major strengths of the school and underpin the good progress pupils make, both academically and personally. Parents and carers are fulsome in their praise for this aspect of the school's work, with many writing comments saying how much the school has done to support them and their children. This is especially evident from those whose children have special educational needs and/or disabilities. The school's excellent partnerships with external support services and close links with families, facilitated by the very effective work of the school's learning mentor, contribute significantly to how well those pupils whose circumstances make them potentially vulnerable, achieve and progress. There are extremely effective procedures for induction, transition and transfer. The systems to ensure regularly attendance have been successful in improving attendance from low to average.

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?

The senior leadership team, ably led by the headteacher, has a clear, shared ambition to improve the school's performance, particularly in raising pupils' attainment beyond broadly average. These ambitions and the actions to be taken to achieve them are clearly articulated in plans for improvement. There is effective evaluation of pupils' and staff performance. All staff are fully committed to the school's aims and play an active part in achieving them. There is a keen focus on the most important priorities and sustained excellence in the management of the care, guidance and support provided for pupils and their families. Through regular and thorough evaluations of the quality of teaching and learning, and subsequent and appropriate training, leaders have secured improvements in those areas of performance previously identified as weaknesses.

The governing body is well-led by an experienced and knowledgeable Chair. Its overall effectiveness is good, with particular strengths in budget and personnel management, and in ensuring that safeguarding procedures are of the highest quality. The governing body is very supportive of the school's work and is involved in setting whole-school priorities. It acknowledges that to make governance outstanding as the school judges, the role of the link governor needs clarifying and strengthening.

The school engages well with parents and carers, helping them to support the school's work and keeping them well-informed. Parents and carers find the

breakfast- and after-school clubs very useful. The excellence of the partnerships with local schools, outside providers, the church and with support services plays a very significant role in enhancing pupils' academic achievement and well-being. The school tackles any discrimination with fierce determination and ensures, through its very detailed monitoring systems, that all are given equal opportunities to succeed and to avail themselves of all that the school provides. Safeguarding requirements are fully met. Policies and procedures are very clear and readily accessible to all staff who follow them diligently on a day-to-day basis. They are reviewed systematically and there is very effective delegation of responsibilities. All adults who work with the pupils are appropriately vetted and all staff have high-quality, regular training. Through the curriculum pupils acquire distaste for racism, bullying and discrimination and they are very aware of potential risks to their physical and emotional well-being.

The school has yet to establish links, either in the United Kingdom or abroad, with staff or pupils who live in contexts diverse from their own. This means that despite the school's harmonious community, its overall promotion of community cohesion is no better than satisfactory. Given pupils' good outcomes and the efficient management of resources, value for money is good.

These are the grades for the 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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children thrive in this excellent setting. They make outstanding progress overall, especially in their personal, social and emotional development, in their knowledge and understanding of the world and in their physical and creative development. Children know very well how to stay safe and healthy as a result of very effective teaching and welfare arrangements. There is a wealth of high-quality resources with which children can play and work, both indoors and outside. The right balance is struck between children choosing their own activities and adults directing them. The setting is well-staffed with very experienced and highly-competent practitioners who give children every chance to flourish. Children's obvious delight in performing on the outside music stage and exploring the safari tent was a joy to behold. The setting is led and managed extremely well. There is a very effective system for assessing children's progress and recording their learning journeys. Leaders have transformed the outside provision since the last inspection to the extent that it is now an

exemplar of good practice. They are highly ambitious for further improvement despite the current excellent practice. The strong relationships with parents and carers ensure that children settle in to the Nursery class very quickly and that parents and carers are genuine partners in supporting their children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

Of those parents and carers who responded to the questionnaire or who met with inspectors, the overwhelming majority was very positive about all aspects of the school's work. The aspects they were most positive about were how much their children enjoyed school, the good quality of teaching, how safe the school kept their children, how well the school was run and how happy they were with their children's overall experience. In the tiny majority of concerns there was no discernible pattern. Nevertheless, all individual issues raised were investigated and discussed with the school while preserving anonymity.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Saints Peter and Paul 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 291 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	70	23	28	0	0	1	1
The school keeps my child safe	61	75	18	22	0	0	2	2
The school informs me about my child's progress	50	62	28	35	3	4	0	0
My child is making enough progress at this school	54	67	25	31	1	1	0	0
The teaching is good at this school	58	72	22	27	0	0	0	0
The school helps me to support my child's learning	51	63	27	33	2	2	0	0
The school helps my child to have a healthy lifestyle	49	60	30	37	2	2	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)	47	58	26	32	2	2	0	0
The school meets my child's particular needs	49	60	29	36	3	4	0	0
The school deals effectively with unacceptable behaviour	36	44	41	51	1	1	1	1
The school takes account of my suggestions and concerns	40	49	36	44	2	2	0	0
The school is led and managed effectively	44	54	36	44	0	0	0	0
Overall, I am happy with my child's experience at this school	54	67	27	33	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 November 2011

Dear Pupils

Inspection of Saints Peter and Paul Catholic Primary School, Liverpool L33 1DZ

I would like to thank you very much for the warm welcome you gave the inspection team recently. It was lovely to see so many smiling faces and to have so many of you saying 'hello'. Particular thanks go to those of you who met with the inspectors to share your thoughts about the school.

You go to a good school that enables you to learn well and make good progress because it provides you with good teaching. Some things that it does that are outstanding. These are how well you are cared for and supported and kept safe; how well those of you who find learning more difficult than most progress; your spiritual, moral and social development and how well the adults who run the school make sure that you all have an equal opportunity to do well and enjoy all that the school offers. Also excellent are the partnerships the school has with other organisations outside school that help you with your learning, and the start that the children have in the Nursery and Reception classes. We were also impressed with your behaviour and how well you all get on together.

Part of my job is to suggest ways in which the school can be better. I have asked the headteacher and the governing body to make sure that:

- your spelling, punctuation and handwriting improve
- you get better at understanding and using fractions and can solve mathematical problems more easily
- you use worksheets less and do more independent work and investigations.

I have also asked the school to link you up with children who live in circumstances different from your own in other parts of this country and overseas. You can all help with some of these, particularly by trying your very best to spell correctly and to make your handwriting as neat as you can in all your work.

Thank you again for your welcome.

Yours sincerely,

Paul Bamber
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 123 4234**, or email enquiries@ofsted.gov.uk.