

# St Peter's Collegiate Church of England School

## Inspection report

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<b>Unique Reference Number</b>	104399
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	377078
<b>Inspection dates</b>	9–10 November 2011
<b>Reporting inspector</b>	Robert Barbour HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1020
<b>Of which, number on roll in the sixth form</b>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Preston
<b>Headteacher</b>	Adrian Richards
<b>Date of previous school inspection</b>	20 June 2007
<b>School address</b>	Compton Park Compton Road West Wolverhampton WV3 9DU
<b>Telephone number</b>	01902 558600
<b>Fax number</b>	01902 558596
<b>Email address</b>	speters@speters.org.uk

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<b>Age group</b>	11–18
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 41 lessons taught by 41 different teachers and short visits were made to four other lessons. Inspectors held meetings with school leaders, students, governors and representatives of partner organisations. They observed the school's work and looked at the school improvement plan, school policies, minutes of the governing body and other documentation, and 340 questionnaires completed by parents and carers and questionnaires completed by students.

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

- To what extent do students experience variety of activity in their lessons, and the opportunity to develop independent learning skills?
- How effectively is student progress tracked to make sure that students receive support in a timely fashion?
- How well do middle managers monitor, evaluate and lead in their areas of responsibility?
- How good is progress now in the sixth form? Is there variation between Year 12 and Year 13?

## Information about the school

St Peter's Collegiate Church of England School is an average-sized secondary school situated on the south-western side of Wolverhampton, but serving families from across the city and neighbouring local authorities. The school is over-subscribed. The proportion of students known to be eligible for free school meals is low. The proportion of students from minority ethnic backgrounds is above average, and most of these are of Indian or Black-Caribbean heritage. The proportion of students with special educational needs is low, but the proportion with statements of special educational needs is above average.

The school is a specialist Technology College, a Consultant School, a Leading Edge School and a Gifted and Talented Lead School. It is affiliated to the Woodard Corporation and maintains strong links with St Peter's Collegiate Church. The school has Investors in People status and has received the enhanced Healthy Schools Award. It has been awarded the Artsmark, the Sportsmark and the Black Country award for work with careers advice and management.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

St Peter's Collegiate Church of England School is an outstanding school. The key to its success is the outstanding spiritual, moral, social and cultural development of the students. A strong ethos underpins the school, and leads to the very good relationships between teachers and students and between the students themselves. It leads also to the outstanding way in which the school promotes equal opportunity and tackles discrimination. In its self-evaluation the school leaders are always examining the relative success and participation of different groups within the school. The school has been successful, for example, in raising the attainment of Black-Caribbean students to the same high level as all students.

The attainment of students is high and they feel outstandingly safe in school. Their behaviour is exemplary and they adopt healthy lifestyles outstandingly well and especially in their participation in school sport and extra-curricular activity. They contribute outstandingly well to the school and the wider community. Their attendance is high, their skills in mathematics and English are strong and together these factors support the outstanding development of their workplace and other skills that contribute to their future economic well-being.

These outcomes are achieved by an outstanding curriculum which is adapted to meet the needs and interests of the students very well and provides rich opportunities for students to develop and apply their learning. The creation of four 'Schools of Learning' allows academic departments to be linked together creatively. The care, guidance and support provided by the school are also outstanding. The tracking of students' progress is particularly effective and the timely support that students receive throughout the school is an important factor leading to their outstanding achievement. Teaching in the school is good. Some teaching is outstanding, and is present in each of the Schools of Learning. In the outstanding teaching students experience a rich variety of activity and high quality information on their progress both within lessons and in the marking of their written work. Their progress is both monitored and developed by the teachers' high quality questioning techniques. Where the teaching is good, the variety of activity is still an important feature, but the verbal feedback and marking are not of the same high quality and the questioning is less skilled.

Leaders and managers have been particularly successful in driving improvement in the school and in developing teaching and learning. This applies also in the sixth form which is improving rapidly as a result. The governing body is extremely

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successful in monitoring the school and providing a strategic lead. Relations with partner organisations are close and are outstandingly successful. These partnerships contribute to the wide curriculum that is available both within the normal school day and in regular enrichment on special days and in educational visits. The specialist status of the school has fostered many partnerships. It has had an impact across the school and influenced the development of the school curriculum, as in digital media for example.

The school has improved substantially in its overall effectiveness since the last inspection and this momentum for change continues through high quality leadership. Leaders and managers evaluate the school's performance thoroughly and draw up effective plans to remedy shortcomings. The school's capacity for sustained improvement is outstanding.

### **What does the school need to do to improve further?**

- Increase the proportion of outstanding teaching by:
  - sharing current outstanding practice in teaching and assessment more widely through the Schools of Learning
  - developing further the use of high order questioning skills.

### **Outcomes for individuals and groups of pupils**

**1**

Students enter the school with attainment that is above average. They make good progress in the school and their attainment by Year 11 is high. The proportion of students gaining five GCSEs at grades A\* to C including English and mathematics reached 82% in 2011. The progress that students made in English and mathematics was much higher than would have been expected given their attainment when they joined the school. Students with special educational needs and/or disabilities also make good progress. The needs of these students are well provided for and this starts with excellent transition arrangements with partner primary schools. In class these students' needs are well met in the way their teachers plan lessons and through skilled additional support. School leaders have placed a great deal of emphasis on supporting different ethnic groups to achieve well, and all groups are now high attaining with only very minor variations.

Students enjoy their lessons and work hard. In an outstanding year 10 English lesson, students collaborated with each other to develop their writing styles. The simple but effective resources developed by their teacher enabled them to review and discuss many aspects of their style. They demonstrated great maturity and persistence in reviewing their work. In an outstanding Year 11 science lesson, students worked together to discuss how to extract an anti-cancer drug from a plant in a rainforest. They demonstrated considerable ability to think through a range of relevant issues. Their outstanding behaviour actively supports their learning and is maintained even in the relatively small number of lessons where teaching is less engaging.

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Students take an active role through the school council and are responsible for a dedicated budget. They take responsibility as sports leaders, arranging for example a sports day for a local special school. They take an active part in projects in and out of school, including a whole range at RAF Cosford. A member of staff from there commented on the maturity of the students and how they are developing a whole range of vital workplace skills such as communication and organisation.

A large proportion of students take part in the Duke of Edinburgh Award at all levels. Students participate actively in the spiritual life of the school and its links with St Peter's Collegiate Church. Their cultural development is strong and they take part in a wide range of activities that celebrate both local and international cultures. The range of activities in which students actively participate bring to fruition the school's objective of educating the 'whole person'.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

The curriculum is based on key traditional subjects, but within this structure it is highly innovative. Partnerships with other providers mean that a wide range of courses is available and this range is encouraged by the school's innovative timetable structure. Substantial enrichment through visits and special days enables students to gain wider skills. The clustering of departments into four Schools of Learning is enabling creative cross-fertilisation between subjects, especially in the area of personal and social education. The provision of extra-curricular activity is wide and

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

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students participate at a high rate, especially with the Duke of Edinburgh Award. There were also last year for example three drama productions.

Teachers prepare lessons that are interesting and varied, and in some departments independent learning is fostered well. Relationships between teachers and students are good and result in a climate for learning which is relaxed but purposeful. In English, the quality of the marking of students' work is particularly high. In their written comments, teachers make clear what students need to do to improve their work. In one lesson observed, these comments then formed the basis for students to actively improve their writing. The standard of marking was not as frequent or as helpful in some other books seen. Outstanding teaching observed built on these strengths, was very well planned and was characterised by high quality questioning. In an outstanding design technology lesson in Year 7, the planning was of the highest quality. Plans for the term, the unit of work and the lesson itself were very sharp and resulted in highly purposeful activity as students designed and constructed interlocking puzzles. The teacher also used expert questioning skills to challenge students to think problems through. Rather than simply accepting an adequate answer to a question, he reflected the issue back until, through dialogue, understanding had been reached and shared by the whole class. In some other lessons seen, however, there was no clear protocol for developing questions and some students were able to opt out of participating while others answered out of turn.

The care, guidance and support provided by the school are grounded in the school's pervading Christian ethos. Students themselves feel very well supported. One Year 8 student commented, 'Teachers get to know you and are like an older friend'. The pastoral support for students with special educational needs and/or disabilities is exemplary. Links with external agencies are close and are of great support for vulnerable students. Attendance is closely monitored and is high. Tracking of student progress is highly effective and, with the support offered when students fall behind, is a major reason for the high and improving attainment of students.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Senior leaders have been conspicuously successful in creating a climate of high morale in which staff willingly work well beyond the call of duty. One of the school's partners commented on the contribution that teachers make to joint projects by

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saying 'They don't have to do any of this, but they think out of the box and are always working creatively for the benefit of their students.' This is again testament to the strength of the ethos of the school and its roots in clear spiritual values. Most subject leaders are highly effective, but a few have not had a great deal of experience of evaluating teaching.

Members of the governing body know the school exceptionally well. They know its strengths and its major development needs. Minutes of their meetings, including subcommittees, show insight, effective support and challenge. The head boy and head girl attend governing body meetings, and this gives governors an extra perspective. The governing body is fully involved in evaluating the school and steers its strategic direction outstandingly well.

The procedures for safeguarding are well implemented. Many aspects, such as the Criminal Records Bureau checks on long-serving staff and on all governors, go beyond what is expected to ensure that students are safe. School leaders foster community cohesion well, especially through the activity with partner schools and churches. The annual citizenship day at Lichfield Cathedral provides Year 9 students with important insights into global moral and ethical issues. The school itself is a notably cohesive community.

*These are the grades for leadership and management*

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

## Sixth form

The sixth form operates in close collaboration with two nearby schools and as a result is able to offer a wide choice of courses. The consortium schools have ensured common quality standards throughout their work and as a result of this the attainment of students is improving and their progress is now good through both



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Year 12 and Year 13. Students develop well in their wider skills, taking up the many opportunities for responsibility in school and activity in the wider community. There is also good take up of the Duke of Edinburgh gold award. Students are prepared well for their future education and careers.

The leadership of the sixth form is particularly strong. Leaders and managers evaluate results forensically and ensure that improvement takes place. They are ambitious and work effectively with the consortium partners. All aspects of the safeguarding in respect of a sixth form on several sites are managed very well.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	2
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	1

## Views of parents and carers

A much larger proportion of parents and carers responded to the questionnaire than is normally the case. The questionnaire results are supportive of the school. The responses to the first two questions were particularly strong with almost all parents and carers agreeing or strongly agreeing that the school keeps children safe, and a very large majority agreeing that children enjoyed school.

Some written comments were received. These were evenly split between supportive and critical comments. A number of parents and carers believed that the quality of teaching was too variable, but an equivalent number wrote to say that teaching was consistently good. Inspectors judged teaching to be good and have made recommendations for its further improvement.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's Collegiate Church of England 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 340 completed questionnaires by the end of the on-site inspection. In total, there are 1020 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	167	49	161	47	10	3	1	0
The school keeps my child safe	152	45	177	52	7	2	1	0
The school informs me about my child’s progress	141	42	186	55	12	4	0	0
My child is making enough progress at this school	142	42	163	48	18	5	1	0
The teaching is good at this school	120	35	197	58	7	2	1	0
The school helps me to support my child’s learning	97	29	196	58	22	6	2	1
The school helps my child to have a healthy lifestyle	82	24	218	64	22	6	2	1
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)	114	34	186	55	10	3	3	1
The school meets my child’s particular needs	123	36	181	53	19	6	1	0
The school deals effectively with unacceptable behaviour	118	35	180	53	16	5	0	0
The school takes account of my suggestions and concerns	74	22	205	60	33	10	3	1
The school is led and managed effectively	121	36	198	58	9	3	2	1
Overall, I am happy with my child’s experience at this school	160	47	168	50	6	2	2	1

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 are 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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



11 November 2011

Dear Students

**Inspection of St Peter's Collegiate Church of England School,  
Wolverhampton, WV3 9DU**

Thank you for your help and taking the time to talk to us during the recent inspection.

We have judged your school to be outstanding. You are achieving high standards in your work and are making good progress. This is because of good teaching and the high quality of pastoral support you receive. It is also because you work hard and behave very well. You are also making excellent progress in the development of your wider skills, and these prepare you well for the world of work. Opportunities such as the Duke of Edinburgh Award, school productions and sports teams all help you to develop these wider skills. You are also gaining a wide appreciation of spiritual, moral, social and cultural values that will be an important guide to you throughout your life.

We have recommended that teaching can be even better if your teachers share their best classroom and assessment practice, and involve you more actively when they ask questions.

Your principal and his senior team have achieved a great deal and are working hard to improve the school still further. You can help them by continuing with your hard work, your high standards of behaviour and by continuing to be fully involved in the life of the school.

Yours sincerely

Robert Barbour  
Her Majesty's Inspector

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