

# St Peter's Catholic Primary School

## Inspection report

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<b>Unique reference number</b>	116489
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	395462
<b>Inspection dates</b>	18–19 June 2012
<b>Lead inspector</b>	Liz Bowes

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>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	437
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miriam Smith
<b>Headteacher</b>	Lorraine Phillips
<b>Date of previous school inspection</b>	7 July 2009
<b>School address</b>	Stakes Hill Road Waterlooville PO7 7BP
<b>Telephone number</b>	02392 262599
<b>Fax number</b>	02392 230375
<b>Email address</b>	admin.office@st-peterscatholic.hants.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	18–19 June
<b>Inspection number</b>	395462



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## Introduction

### Inspection team

Liz Bowes	Additional inspector
Val Ives	Additional inspector
Bryan Mercer	Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 16 lessons or part lessons and 16 teachers were observed teaching. In addition inspectors made short visits to phonics sessions (which teach about the way sounds and letters are linked) and listened to pupils reading. Meetings were held with groups of pupils, members of the governing body and the school staff. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at a range of documentation, including improvement planning and records of pupils' progress and attainment. During the inspection 128 questionnaires from parents and carers were analysed, together with those completed by 33 pupils and 16 staff.

## Information about the school

St Peter's is a larger than average-sized primary school. The majority of pupils are of White British heritage. Children in the Early Years Foundation Stage are taught in two Reception classes. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. The school meets the current floor standards which are the government's minimum expectations for attainment and progress. There is an on-site breakfast club, which is run by the school. At the time of the inspection, the headteacher has been in post for just over a year and the assistant headteacher has been in post since the start of the academic year.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not yet outstanding because of inconsistencies in the quality of teaching which affects progress, particularly in Key Stage 2.
- Children enter the Reception classes with skills broadly typical for their age. They make exceptional progress as a result of the excellent provision. As the move through the school, some highly effective teaching of writing and the sounds that letters make (phonics) enables pupils to achieve well above average in both reading and writing. Pupils achieve well overall, although the rate of progress is less rapid in Key Stage2, especially in mathematics.
- Most teaching is good and there are many examples of highly effective teaching in Key Stage 1. In Key Stage 2, the quality of teaching is more variable. Sometimes pupils spend too long sitting passively and this affects progress. Not all activities planned for different abilities in mathematics at Key Stage 2 are transferred successfully into challenging tasks. Teachers' marking throughout the school does not always help pupils understand how well they have done and what they need to do to improve their work.
- Behaviour and safety are good. Respectful and supportive relationships throughout the school enable pupils to develop good levels of self-esteem and confidence. Pupils show good attitudes and enjoy their learning. They have a good understanding of how to keep themselves safe. Their great enjoyment of school life is evident in their high attendance.
- The headteacher's leadership has been the driving force behind the school's significant improvement. Her challenging vision for further development is shared by the governing body and all staff. The leadership of teaching and the effective management of performance are key factors in this improvement. However, the most effective teaching in the school is not shared extensively with all staff in order to develop their own expertise further.

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

- Ensure greater consistency in the quality of teaching, especially in Key Stage 2, so that it promotes equally rapid progress for all pupils by:
  - sharing the outstanding practice in the school with all staff to develop their own expertise further
  - ensuring that activities planned for different abilities in mathematics at Key Stage 2 are transferred successfully into challenging tasks for pupils
  - adopting consistent marking strategies so that pupils are always aware of the level at which they are working how they can improve

## Main report

### Achievement of pupils

An overwhelming majority of parents and carers believe their children are making good progress, and inspection evidence endorses their view. On entry to the Early Years Foundation Stage, children's skills are in line with expectations for their age. The outstanding provision is characterised by excellent teaching which enables pupils to achieve well. For example, in one lesson on writing and matching letters to the sounds they make (phonics), most of the children were able to sound out and then write the word 'mixer' correctly.

In all lessons pupils understand what they are expected to learn and how to achieve success. There are examples of innovative practice, for example pupils in Year 3 were modelling the work that Year 6 had done on descriptive language. In this lesson, pupils were engrossed in their learning and delighted at what they could achieve, they enjoyed using phrases such as 'cold as ice' to create atmosphere in their writing.

By the time pupils complete Year 2 their attainment is above that expected for their age in reading, writing and mathematics. Pupils' love of reading is developed through good teaching of reading skills together with regular support from parents and carers. In 2011 at the end of Key Stage 2, attainment overall was average. Last year's decline has been reversed and there is now clear evidence of rising attainment. Good systems are in place to assess and monitor pupils' progress accurately, which enables the school to identify quickly those pupils or groups of pupils who are in need of additional help. Evidence from the school's assessment data, from lesson observations and from scrutiny of work in pupils' books demonstrates that the rate of progress of pupils through the school is accelerating; however progress in mathematics in Key Stage 2 is slower than in English.

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Pupils are very proud of their work and often demonstrate a genuine enjoyment of learning independently, this has a positive impact on their achievement. This was evident in a lesson when pupils were solving multiplication sentences where they were keen to complete all of the sums. Staff provide extensive learning opportunities, which enable the nurturing of individual children. Pupils who are disabled and those who have special educational needs now make good progress. However, parents and carers have correctly identified that in the past this was not always the case. Pupils needs are now identified early and accurately and effective support is provided, in the classroom, in small groups and individually.

**Quality of teaching**

Teaching is good. Pupils, parents and carers endorsed this view. Key strengths, exemplified in the many effective lessons observed, included: teachers' enthusiasm; brisk pace; effective time management; high expectations of all pupils; effective questioning which challenges pupils of all abilities and a good balance between teacher input and group work. The wide range of activities planned for lessons promotes pupils' spiritual, moral, social and cultural development effectively and there are many opportunities to reflect on others' faiths and cultures. Teachers effectively encourage pupils to undertake their own research, for example, pupils have successfully independently researched some of the countries that are taking part in the Olympics.

Teachers generally use assessment well to monitor the progress of individuals and groups closely. This informs lesson planning well and leads to prompt, focused intervention activities for those pupils who are identified as falling behind. However, in mathematics at Key Stage 2, although activities are planned for different abilities, they are not always transferred successfully into challenging tasks for pupils and this affects progress. The teaching of disabled pupils and those with special educational needs is good, with the highly skilled teaching assistants playing a major part in providing effective support.

Outstanding teaching in the Early Years Foundation Stage is demonstrated by a good use of innovative and stimulating resources for indoor and outdoor learning. Children make excellent progress because activities are challenging, stimulating and matched extremely well to their needs.

When progress is at its most rapid, teachers' questioning is thought provoking and constantly probes and checks pupils' knowledge and understanding. However, the quality of teaching in Key Stage 2 is more variable and the pace of learning can slacken. Teachers' use of marking is also variable across the school. This leads to pupils not always having a secure knowledge of their achievements and an understanding of how they can improve.

**Behaviour and safety of pupils**

Pupils' behaviour over time both during the school day and in breakfast club is good.

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The very large majority of parents agree. Pupils show respect towards adults and are polite and well mannered around the school. In lessons they demonstrate high levels of concentration; they regularly work well together and listen carefully to their teachers and to one another. In intervention sessions pupils often have positive attitudes to learning. Pupils' good behaviour and attitudes contribute well to good progress. For some pupils, good behaviour is a personal challenge but they respond well to the effective support of staff who provide positive role models.

Pupils identify that the school's policies and strategies for rewards and sanctions are fair, and result in a happy and harmonious community. As one pupil said, 'teachers listen to the school council'. As a group they are proud of their contributions, which have included a 'buddy' system, friendship bench and improved playground equipment. Pupils' enjoyment of school is evident in their high attendance and punctual habits. Pupils' feel very safe and are aware of the different types of bullying. The school offers good opportunities to explore issues, including cyber-bullying. Incidents of bullying are rare and pupils are confident that, should they occur, staff deal with them swiftly. Although the vast majority of parents and carers agree with their children, a small minority believe that bullying is not handled effectively. Inspectors investigated this matter and found no evidence to support this view.

### **Leadership and management**

Since her arrival the headteacher has implemented rigorous actions that have had a demonstrable positive impact on both the quality of teaching and pupils' achievement. As one pupil said, 'the headteacher has made lots of good changes since she came'. A cohesive team of leaders and managers at all levels share the headteacher's passion and determination for ensuring that all pupils achieve well in a safe, caring and nurturing environment. Middle managers have a detailed understanding of performance data in their subjects and are now fully involved in developing the school priorities. New teachers become confident practitioners rapidly because of the focus placed on their development. Professional development for staff and performance management are tightly focused on school improvement. There is some outstanding teaching practice in the school and leaders now recognise that this needs to be shared formally with all teachers, in order to develop their practice still further. The school is now working hard to ensure that activities match the ability levels of different groups of pupils. As a result of this pupils' progress has accelerated and attainment has risen particularly in Key Stage 1. However, at Key Stage 2, improvements in the rates of progress have been slower.

The school has a strong capacity to improve due to its thorough self-evaluation, which has highlighted the correct priorities to move the school forward. There is rigorous monitoring of the progress of individual pupils which ensures that any potential underachievement is identified early and addressed swiftly. The strong governing body contributes effectively to strategic planning and ensures that safeguarding policies are fully implemented and that the pupils are safe at all times.

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The good and constantly developing curriculum provides a wide range of rich opportunities for high-quality learning. It contributes particularly well to pupils' spiritual, moral, social and cultural development. The school's approach to working with different communities, such as the link with a school in South Africa and its thematic work on the Olympics, really stimulates pupils' imaginations and enables them to connect with the wider world. By following an inclusive approach, all children can access a wide range of interesting experiences on a daily basis. Equality is promoted well and discrimination of any kind is not tolerated. This ensures that all pupils, regardless of background or ability, have an equal opportunity to succeed.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



20 June 2012

Dear Pupils

**Inspection of St Peter's Catholic Primary School, Waterlooville, PO7 7BP**

I am writing to thank you for the wonderful welcome you gave to inspectors during our recent visit. We would especially like to thank those of you who met with an inspector or completed our questionnaire. We enjoyed talking to you and it was very useful to hear your views. I am pleased to tell you that we consider St Peter's Catholic Primary to be a good school.

Your headteacher, staff and governing body are taking positive action to make certain your school continues improving so that you can achieve your very best in all that you do. We have suggested that to help you do this the school needs to make sure that you all have challenging tasks in your work, particularly in mathematics at Key Stage 2. We are also asking your teachers to make sure that the comments in your books always tell how you can improve so that you can take more responsibility for your own progress. We were impressed with the quality of some of the teaching and we have asked the school to share this outstanding practice so that you can all benefit. You can help your teachers by continuing to work hard.

Thank you again for being so friendly and kind. I wish you every success for the future.

Yours sincerely

Liz Bowes  
Lead Inspector

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