

# St Peter's Catholic Primary School

Prospect Road, Marlow, Buckinghamshire, SL7 2PJ

**Inspection dates** 27–28 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The leadership of the school has not ensured that teaching is consistently good.
- Pupils do not make sufficient progress in writing and mathematics.
- The outdoor area, to support children's learning in the Early Years Foundation Stage, has not been developed well enough to promote all areas of learning.
- The governing body has not evaluated the school's performance sufficiently critically and tackled underperformance soon enough.
- The measures by which the school development plan can be evaluated are not precise.

### The school has the following strengths

- Pupils and visitors to the school are made to feel welcome.
- Pupils make good progress in their reading.
- There is some good teaching on which the school can build.
- Marking of pupils' work has improved considerably.
- Pupils have a positive attitude to school, behave well and have a good understanding of personal safety.
- Good systems, robustly implemented, ensure that pupils are kept safe.
- Senior leaders have correctly identified the key areas for development.
- Newly appointed middle leaders are clear about what has to be done to bring about improvements.
- Good support is offered to teachers new to the school.
- A willingness to work with external providers to bring about improvements.

## Information about this inspection

- Inspectors observed 14 lessons of which two were joint observations with the headteacher. In addition, the inspection team made a number of other shorter visits to lessons.
- Meetings were held with members of the governing body, staff, groups of pupils and the local authority representative.
- Inspectors observed the school's work and looked at a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. They heard some pupils in Years 2 and 6 read.
- Inspectors took account of the 53 responses to the online questionnaire (Parent View) to inform the inspection process.

## Inspection team

David Wynford Jones, Lead inspector

Additional inspector

Christine Bennett

Additional inspector

## Full report

### Information about this school

- St Peter's Catholic is slightly smaller than the average sized primary school.
- The large majority of the pupils are of White British heritage. There are small numbers from a range of other backgrounds.
- Very few pupils speak English as an additional language. None is at the early stages of learning English.
- The proportion of pupils supported on school action, school action plus or who have a statement of special educational needs is well below the national average.
- Very few pupils are known to be eligible for free school meals.
- The proportion of pupils known to be eligible for additional funding (Pupil Premium) is well below the national average for primary schools.
- The proportion of pupils joining or leaving the school part-way through the school year is broadly similar to the national average.
- The school meets the government's current floor standards which set minimum expectations for pupils' attainment and progress.
- Approximately a third of the teachers were new to the school at the beginning of this term.
- The two assistant headteachers assumed their responsibilities on the 1 September 2012.

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

- Accelerate pupils' progress in writing and mathematics by:
  - making more effective use of assessment data to challenge performance and matching the work more closely to pupils' needs
  - providing pupils with more opportunities to write at length and in different subjects to consolidate their skills
  - ensuring pupils undertake more investigative and problem solving activities in mathematics.
- Improve the quality of teaching by:
  - raising the expectations of what all pupils of different abilities can achieve
  - making sure that teachers plan precisely what they want pupils to learn in each lesson
  - ensuring that all lessons proceed at a quick pace and pupils make a greater contribution to their learning.
- Ensure the Early Years Foundation Stage outdoor area is used effectively for learning as a natural extension of the classroom.
- Improve leadership in the school by:
  - developing the roles and responsibilities of senior and middle leaders in monitoring and evaluating the quality of teaching
  - ensuring the governing body evaluates the performance of the school more rigorously
  - refining the school development plan to include precise and measurable outcomes by which the actions can be evaluated.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children enter the Early Years Foundation Stage with levels of knowledge and skills above those expected for their age. They settle quickly, work together well and make progress in line with expectations. Their progress in writing and mathematics is impeded by the underdevelopment of the outdoor area to promote these skills.
- Pupils' progress in Years 1 to 6 is variable. This is because of inconsistencies in the quality of teaching. Overall, pupils' progress is broadly in line with expectations. They reach above average standards by the end of Year 2 and Year 6 in reading, writing and mathematics. Pupils in the current Year 2 and Year 6 are on track to reach similar standards.
- Pupils make good progress in reading. Most have a good understanding of phonics (the sounds that letters make) and use these skills well when reading aloud. The vast majority are keen readers and receive good support from home.
- Progress in writing and mathematics is inconsistent. More-able pupils do not make enough progress in writing by the end of Year 2. In Years 3 to 6, it tends to be pupils of average ability who do not make as much progress as they should. In mathematics, it is variable in both key stages. This is because the expectations of what pupils can achieve are not sufficiently high and pupils are not given sufficient opportunities to undertake investigations and to solve problems.
- The attainment of pupils known to be entitled to free school meals, for whom additional funding is available through Pupil Premium, is similar to their peers.
- The progress of most groups, including disabled pupils, those with special educational needs and those for whom English is an additional language, is broadly similar to their peers.

### The quality of teaching

### requires improvement

- Teaching requires improvement. However, the school does have some good teaching on which it can build. No outstanding or inadequate teaching was observed during the inspection.
- There is a lack of consistency in teachers' planning. Some lessons are planned in detail and include the expected outcomes for pupils of different abilities. This reflects the emphasis the teachers have placed on using assessment information to plan the work and to challenge all groups of pupils. However, this level of planning is the exception rather than the rule.
- Teachers routinely share the purpose of the lesson with the pupils. Satisfactory use is made of the electronic whiteboards to support learning. In some classes voice recording equipment and digital cameras are being used well to enhance the lesson.
- Where teaching is good, pupils work with sustained concentration, the lessons proceed at a quick pace, and the tasks are interesting and sustain the pupils' interest. Pupils are fully involved and are clear about the measures for evaluating the outcomes of their work. For example, in a Year 5 mathematics lesson, the teacher used subject specific terminology confidently. Pupils were able to demonstrate their understanding of terms which included multiples, square numbers, factors and prime numbers, and worked together well to solve a mathematical riddle.
- In some lessons, the pace is too slow and the teacher's expectations of what the pupils can achieve are too low. Teacher talk tends to dominate and pupils are not given sufficient opportunities to take part in the lesson as active participants.
- Most teachers have secure subject knowledge. Reading is taught well, but teachers do not routinely reinforce basic writing skills or encourage pupils to write at length in other subjects. There are insufficient opportunities for pupils to undertake mathematical investigation. However, there is some evidence to show that this is increasing.

- Marking has been improved. Pupils' work is marked regularly. There are many examples of good developmental marking which provides pupils with clear guidance to improve their work. Pupils' writing and mathematical targets are to be found in the front of their books in nearly all classes and pupils are encouraged to evaluate their own learning. Older pupils make written comments, to which the teacher responds. This good practice is being extended to other classes.
- Teaching assistants work well with pupils needing extra help, for example disabled pupils and those with special educational needs. However, they do not always play an active role during the start and the end of the lesson.

### **The behaviour and safety of pupils are good**

- Pupils behave well in lessons and around the school. They have a positive attitude towards learning. They are courteous and polite to visitors and show respect and tolerance for each other. Their attendance is above average
- Pupils have a good understanding of keeping themselves safe. For example, they are fully aware of the potential dangers when using computers to access the internet.
- Pupils are aware of different types of bullying, including: physical abuse, name-calling and cyber-bullying. They say that they are confident that should a rare incident occur it will be dealt with quickly and fairly by the staff. There has been no reported incident of racist behaviour since the last inspection.
- Pupils are developing their spiritual, moral and social development well. Their understanding of other faiths, values and cultures is less well developed.
- Very occasionally, pupils' behaviour slips, especially when lessons fail to capture their imagination and involve them fully in their learning.

### **The leadership and management require improvement**

- The newly formed leadership team works together well and, coupled with an improving governing body, provides the school with the capacity to improve further.
- Policies are in the process of being updated and procedures reviewed. There is a commitment from the governing body and staff to develop their respective skills. Governors and staff are keen to attend courses in order to improve the outcomes for pupils.
- Based on a realistic evaluation of the school's performance, senior leaders have correctly identified the key areas for improvement and have introduced effective strategies to support teachers new to the school.
- School improvement priorities are recorded in the reasonably detailed school development plan. However, the plans do not spell out precisely enough the intended impact of each initiative on pupils' progress and attainment.
- The recently appointed assistant headteachers are enthusiastic and want to develop their respective roles and responsibilities. They know what needs to be done but have yet to make a significant contribution to the development of the school, for example in improving the quality of teaching and in the sharing of good practice.
- Historically, too little use has been made of pupils' attainment and progress data to robustly challenge teachers on the quality of their teaching and its impact on pupils' learning. This is now being addressed through regular pupil progress meetings.
- The small amount of additional funding (Pupil Premium) to close the gap in pupils' performance is being allocated and monitored appropriately by the headteacher. The details and the impact of the additional resource have yet to be reported to the governing body.
- Systems and paperwork to support the monitoring and evaluation of the performance of all members of staff are detailed and have been reviewed recently by the governing body. The discussions with teachers are leading to a sharper focus on the needs of individual pupils. However, the process has still to include those who are not teachers.
- Parents and carers are kept well informed. The easily accessible website provides helpful information to all who visit. The large majority of parents and carers who entered their

views on Parent View are supportive of the school.

- The school fully meets the statutory requirements for safeguarding pupils and provides pupils with a good range of opportunities to learn how to stay safe.
- Support has recently been commissioned from the local authority. A full review of the school's performance was undertaken. This helped senior leaders in identifying the school's strengths and weaknesses and possible ways forward. Further support is being considered.
- **The governance of the school:**
  - The governing body is developing well. There is increasing evidence of challenge to senior leaders. The governing body has ensured improvements in the building, for example in the creation of a music room and in the recent erection of a canopy for the Early Years Foundation Stage.
  - Until recently the governing body has not focused sufficiently on following up anomalies in pupils' progress, especially in writing and mathematics and has not ensured that the measures for evaluating the impact of the school development plan are sharp enough.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	110473
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	401128

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

<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>	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dennis O'Connor
<b>Headteacher</b>	Amanda McCluskey
<b>Date of previous school inspection</b>	5 October 2009
<b>Telephone number</b>	01628 472116
<b>Fax number</b>	01628 488123
<b>Email address</b>	office@stpetersrc.buck.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.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 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 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 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 St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

