

St Peter and St Paul Catholic Primary School

Coppice Drive, Newport, TF10 7HU

Inspection dates

5–6 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The exceptional enthusiasm, drive and vision of the headteacher have transformed the school from a good school with high standards into an outstanding one.
- Leaders, staff, pupils and parents are fully committed to, and rightly proud of, their school.
- Teaching is outstanding. Teachers know their pupils particularly well. They use this information very effectively to ensure that pupils' individual needs are fully met.
- Children make good progress in the Reception class, though resources for the outdoor area are limited. As pupils move through the school, they become excellent readers, writers and mathematicians.
- Teachers and teaching assistants work extremely well together. High quality marking celebrates pupils' achievements and ensures that all pupils know what they need to do next to improve.
- From an early age, pupils enjoy school and this shows in their eagerness to learn and their consistently high attendance rates.
- Pupils' behaviour is exemplary. They have very positive attitudes to their learning and support each other. They feel very safe in school.
- Staff are supportive and caring. With governing body members, volunteers and visitors to the school they create an exceptional place for learning.
- The support for disabled pupils and those who have special educational needs is excellent.
- The headteacher is passionate about ensuring that all pupils do as well as they can and sets very high expectations for staff. Checks on teaching are very thorough and staff get the right training to make sure lessons are high quality.
- School leaders and managers, including the governing body, know exactly what needs to be done to sustain the high standards it has reached.
- Pupils' spiritual, moral, social and cultural development is outstanding. They develop into confident, articulate and reflective individuals who are extremely well prepared for the next stage of their education.

Information about this inspection

- The inspector observed nine lessons, of which three were joint observations with the headteacher.
- Meetings and discussions were held with representatives of the governing body, members of staff, a representative of the local authority and groups of pupils.
- The inspector took into account the 28 responses to the online questionnaire for parents and carers (Parent View).
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than most other primary schools.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- The proportion of pupils from minority ethnic groups is below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- An above-average proportion of pupils join the school at other than the normal time, mid-year and mid-key stage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the use of the outdoor environment in the Early Years Foundation Stage by providing better resources.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils across the range of year groups and abilities make outstanding progress from their broadly typical starting points when they join the school in the Reception class. This exceptional progress was reflected in the high quality of learning in lessons observed during the inspection, and confirmed by the work in pupils' books. Disabled pupils and those who have special educational needs make very rapid progress because their programmes of support and additional help ensure that their needs are fully met.
- Children in the Reception class achieve well because of high quality teaching and the extensive range of stimulating activities provided within the classroom. However, although the Reception class has a directly-accessible, secure and spacious outdoor area with a covered area to allow its use in inclement weather, resources for this outdoor area are limited so it is under-used. This restricts children's opportunities to choose whether to be inside or out and learn to concentrate on their own.
- Outstanding teaching in Key Stage 1 and 2 ensures that pupils make very rapid progress. In Key Stage 1 pupils quickly learn the sounds that letters make, to support their reading and writing, and the mathematics skills they need to complete simple calculations. Pupils in Key Stage 2 continue to build on these excellent achievements and, by the time they leave the school at the end of Year 6, attainment in English and mathematics is very high.
- The small number of pupils known to be eligible for the pupil premium make at least good and often better progress. Their needs are fully identified. The school uses the funding very well to provide carefully matched additional adult support, for example through frequent small-group or one-to-one work. This helps eligible pupils to make faster progress. It also allocates extra resources to ensure that they can join in extra activities made available to all other pupils.
- Pupils from minority ethnic heritages and the significant proportion that join the school after the Reception year make just as outstanding progress as their peers. Where pupils' standards are lower when they join the school, in most instances they quickly catch up with their classmates.
- Pupils make particularly good progress in developing their reading skills. This starts by teaching younger pupils to read by linking letters to the sounds they make (phonics). The teaching of reading, through phonics lessons and guided reading activities, continues through all age groups. As a result, pupils throughout the school read exceptionally well and older pupils read fluently and with a good understanding of their texts.

The quality of teaching

is outstanding

- Teaching has improved since the last inspection. Much of it is outstanding and it is never less than good. When there is outstanding teaching and learning this is due to very well planned and resourced lessons, rapid pace and the use of a variety of activities that greatly interest and enthuse pupils. Good links are made between different subjects and to previous learning. This helps to promote pupils' confidence and enjoyment.
- There is a strong focus on getting the learning right in every lesson, with imaginative activities that promote independent learning, challenge and enthusiasm. This, along with an ethos where success is celebrated and pupils are confident to 'have a go' even if they make mistakes, means that pupils love learning and relish challenges.

- In one outstanding mathematics lesson, pupils in Year 5 and 6 made exceptional progress when exploring number facts and relationships. The teacher made very good use of questioning to gauge and guide pupils' understanding. Pupils were given challenges that exactly matched the stage they were at. They enthusiastically shared their ideas and worked independently while the teacher provided support through highly skilled questioning which accelerated their progress.
- Strategies for managing the behaviour of pupils are very effective, with the result that lessons are calm and purposeful. Pupils work hard and remain on task without the need for constant adult intervention.
- Each pupil's progress in reading, writing and mathematics is rigorously checked and tracked as they move through the school. Half-termly meetings about pupils' progress are held to discuss the information gained. These meetings ensure that teachers have an excellent understanding of how well the pupils in their charge are doing and the action they should take to support and help them to reach their challenging targets.
- Regular and thorough marking of pupils' work by teachers ensures that they are praised for their hard work, encouraged to correct any errors and have a very good understanding of the next steps they need to take in order to improve their work.

The behaviour and safety of pupils are outstanding

- Behaviour is outstanding, in class, around the school and in the playground areas. Relationships between pupils and adults are extremely positive. Pupils' attitudes to learning are exemplary and this is a major factor in the excellent progress they make in lessons. They respond very well to the many opportunities planned for them to discuss their ideas with other pupils, either with a partner or in small groups.
- Pupils report that the school has an effective system of rewards and sanctions, which ensures that any unsatisfactory behaviour is dealt with effectively and promptly. Pupils who find behaving well more difficult are sensitively managed and skilfully supported so that, typically, their behaviour improves significantly.
- Pupils say they enjoy being at school and they are enthusiastic about their education. This is reflected in their consistently high levels of attendance. Their punctuality in the mornings is extremely good. They move around the school calmly and quietly. Year 6 pupils said that they will be 'really sorry' to leave the school in the summer.
- Pupils have a good understanding of different forms of bullying, including any that might be encountered through internet sites. They have a good understanding of how to keep safe and say that they feel 'very safe' in school. They say they are confident that any issues they raise will be dealt with promptly. Pupils understand the need to healthy lifestyles and exercise. Through the school council, they demonstrate their pride in the school community and take their responsibilities very seriously.
- Pupils respond extremely well to the school's excellent promotion of spiritual, moral, social and cultural development. They have a very clear sense of what is right and wrong.

The leadership and management are outstanding

- The headteacher provides exceptionally strong leadership. Her high expectations are a major factor in the significant improvements since the last inspection and, as a result, all aspects of the school are now good or better. Thorough checks on every aspect of the school have correctly identified the right areas for further development.
- Staff are well motivated and are committed to improving the school. They share a sense of responsibility and work very effectively together. They regularly take advantage of training to enhance their work.
- Teaching is well led. As a result of regular monitoring and support, teaching is now consistently good or better across the school. Together with careful tracking of pupils' progress, the detailed information about teaching that comes from the monitoring ensures that planning for improvement is founded on good evidence and accurate data.
- The school's promotion of equality of opportunity in all its work is outstanding. It is constantly alert to any variation in achievement and searches for new ways to overcome any weaknesses.
- The school provides outstanding pastoral care for its pupils. The small size of the school ensures that staff know all pupils and families very well. The school's very positive relationships with parents and carers and its excellent links with a wide range of partners contribute significantly to improvements in pupils' achievement and well-being.
- Strong links with local schools help to overcome the potential isolation of a small school and these links enable staff to share their expertise, ensure pupils gain wider experiences and broaden their horizons.
- Local authority support has been helpful to the school. For example, the local authority has helped the school to strengthen the way it checks on how well it is doing, and is providing good support for the newly-qualified teachers on the staff.
- **The governance of the school:**
 - The governing body provides strong support for leaders and managers and challenges them to ensure that the school continues to improve and move forward. It makes certain that safeguarding is secure. It has overseen the arrangements for the use of the pupil premium funding and checked they are working. Governors are aware of the arrangements for making sure teachers' pay is closely linked to their performance. It plays a full part in the school's self-evaluation, monitoring and improvement planning. Governors make sure they are well trained, and understand the data and what it shows about the comparative performance of the school in relation to similar schools. The governing body knows what is happening in the school and is aware that overall provision is exceptional.

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

Unique reference number	123552
Local authority	Telford and Wrekin
Inspection number	403535

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Appropriate authority	The governing body
Chair	David Hill
Headteacher	Carol Morgan
Date of previous school inspection	15 January 2008
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