

St Peter's Catholic Primary School

Sandy Lane, Doncaster, South Yorkshire, DN4 5EP

Inspection dates 14–15 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- Although pupils make good progress in their learning from the time they start school until they leave, the rate of progress is uneven and slower throughout Key Stage 1 and lower Key Stage 2.
- At the end of Year 2, pupils do not reach expected standards of attainment compared to all pupils nationally.
- Teaching does not always help pupils to learn well in all lessons. Too much learning time is wasted in lessons where teaching is weaker.
- In a few lessons teachers spend too much time talking, which reduces opportunities for pupils to learn at a good enough rate.
- In writing lessons, a few teachers do not instruct pupils well enough about precisely what they must do to achieve success in their learning.
- After observing the quality of teaching in lessons, senior leaders do not clearly explain to teachers what they must do to improve their teaching.
- Plans for improvement created by school leaders lack clearly measurable goals for them to check if the school is improving. Despite this, there have been some steady improvements since the previous inspection.
- There is no coherent programme of activities to monitor how well teaching improves learning.

The school has the following strengths

- Children develop skills and abilities at a fast rate in the Early Years Foundation Stage because of effective teaching.
- Pupils also make fast progress in Year 5 and Year 6 because of good teaching.
- Pupils are polite, well mannered and exceedingly well behaved around school at all times. They feel safe and secure.
- When pupils leave Year 6, the proportions making and exceeding the progress expected of them are higher than the national average.
- Governors have a very clear understanding of the strengths and weaknesses within school and are holding school leaders more strongly to account for pupils' achievement.

Information about this inspection

- Inspectors observed 12 lessons or part lessons, four of which were joint observations with the headteacher. In addition, the inspectors listened to pupils read and observed teaching assistants working with pupils both in and out of lessons.
- Discussions were held with groups of pupils, parents, teachers, three members of the governing body and a representative of the local authority.
- Inspectors took account of the 23 responses made by parents to the online questionnaire (Parent View). Information from 16 staff questionnaires was also considered as part of the inspection.
- The inspectors observed the work of the school and looked in detail at its plans for improvement, as well as documents relating to safeguarding, behaviour and attendance.
- A range of other evidence was also scrutinised by inspectors, including pupils' current work in books from all classes and the school's own data and monitoring records of how well pupils progress in their learning.

Inspection team

Declan McCauley, Lead inspector

Additional Inspector

Diane Buckle

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- A smaller than average proportion of pupils are eligible for the pupil premium, which provides additional government funding for children in local authority care, those from service families and those known to be eligible for free school meals.
- An above-average proportion of pupils are supported at school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is lower than average.
- The majority of pupils are of White British heritage.
- 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 quality of teaching to consistently good or better to ensure consistently good progress for all pupils by:
 - ensuring teachers fully explain how pupils can achieve success in lessons, particularly in writing
 - eliminating any wasted learning time in a few lessons
 - making sure all teachers have high expectations of what pupils can achieve
 - matching learning tasks very precisely to the abilities of all pupils
 - increasing opportunities for pupils to direct their own learning
 - using stronger teachers to coach those who are weaker.
- Strengthen the impact school leaders have on improving pupils' achievement by:
 - ensuring all monitoring activities have a clearly planned purpose and timescale
 - making sure plans for improvement are much more measurable
 - clearly identifying what teachers should do to improve their teaching following lesson observations by senior teachers
 - ensuring the literacy and numeracy subject leaders gain a clear overview of the quality of teaching and achievement in their subject, so that they can secure more rapid improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not good because in English and mathematics pupils make slow progress in their learning in Key Stage 1 and lower Key Stage 2. Pupils make much faster progress in their learning in the Early Years Foundation Stage as well as in Year 5 and Year 6 because of strong teaching.
- Children start at the school with knowledge and skills which are broadly in line with those typically expected for their age. They progress well during their time in the Early Years Foundation Stage because of the well-designed learning and development opportunities planned by the Reception class teacher.
- Standards attained by pupils at the end of Key Stage 1 have been below the national average in reading, writing and mathematics for a number of years and remain so. However, pupils' attainment in writing has improved because teachers have worked hard on changing how they teach writing skills and on providing pupils with many more opportunities to write for extended periods of time. Nevertheless, weaknesses in the way writing is taught remain.
- When pupils leave Year 6, the proportions making and exceeding the progress expected of them are higher than the national average, particularly for those exceeding expected progress in English and mathematics. Progress is particularly strong in mathematics.
- Disabled pupils and those who have special educational needs achieve well due to the very effective levels of support they receive in lessons. Any additional support which is required for these pupils is identified rapidly through the efficient monitoring of their progress by the special educational needs coordinator.
- Pupils who are eligible for the pupil premium are making good progress because of the high levels of support they receive and gaps are narrowing between their attainment in English and mathematics when compared to all pupils nationally.
- Pupils learn to read well in school. Younger pupils learn successfully to construct and sound out words using the sounds which letters make (phonics). Year 1 pupils achieve well compared to Year 1 pupils nationally in checks on how well they can sound words out. Older pupils speak with enthusiasm of their love for reading and how teachers encourage them to read for enjoyment.

The quality of teaching

requires improvement

- The quality of teaching within school varies between good to inadequate. Too much teaching is less than good and results in pupils making progress in their learning which is not consistently strong. The weakest teaching was observed by inspectors in classes where evidence from books and the school's records show that pupils make the slowest progress in their learning.
- Teachers who teach well, particularly those at the upper end of Key Stage 2, ensure learning tasks are well matched to pupils' interests and ability levels because they have a sound knowledge of their pupils and high expectations of what they can achieve. In lessons observed in these classes, pupils were exceptionally well motivated and discussed what they were learning enthusiastically with inspectors. In one literacy lesson, pupils were successfully constructing a balanced argument by considering if it was correct for animals to live in zoos. In this lesson, the learning tasks were precisely matched to pupils' ability levels. This is not the case in the weaker lessons, where too often pupils are doing work that is either too easy or too hard for them.
- In better lessons, teachers demonstrate a good knowledge of the subjects they teach. They use questioning very well to assess how well their teaching is helping pupils to learn. Learning progresses at a fast rate in better lessons because teachers carefully plan to meet pupils' specific learning needs. These stronger teachers recognise their skills could be shared with colleagues to support those who are weaker to help them improve.
- Where teaching is less strong, pupils are given little time to direct their own learning because teachers talk for too long and restrict learning opportunities. A few teachers waste learning time

in lessons when they do not manage moves between activities for pupils with enough speed and pupils sit waiting for too long. Teachers do not always have high enough expectations of the work pupils should be producing.

- A few teachers are unclear when instructing pupils about exactly what they expect from them in order to show they have learned well. This is particularly the case when explaining to pupils how to attempt tasks where they write for a specific purpose, such as note-taking.
- Pupils know their learning targets and many can talk about exactly what they need to do to reach or exceed their target level.
- Teachers mark pupils work regularly, although they do not always provide pupils with clear guidance on how specific skills or techniques could be improved.

The behaviour and safety of pupils are good

- Pupils are happy and work well in lessons. Around school pupils are polite, courteous and exceedingly well mannered towards one another, staff and visitors. On the playground, pupils play well together during break and lunchtimes. Older pupils take care of their younger 'buddies' at break times and this caring approach is central to the way in which pupils interact with one another.
- Frequently teachers are complimented on the good behaviour of pupils when they go on school trips and when visitors come into school.
- Pupils from different backgrounds get on well together in school and all pupils are treated equally.
- Pupils talk about their enjoyment of being part of a school community where everyone feels valued and supported. They speak about how important it is that they look after their friends and they enjoy attending school. Levels of attendance are generally in line with the national average and there are no pupils who persistently miss school.
- There are very few instances of bullying and pupils report that these are resolved rapidly when they bring them to the attention of teachers or other adults. This view is supported by school records. Pupils are very aware of the different forms of bullying and what they should do to keep themselves safe. They are particularly aware of how to keep themselves safe when using the internet because of lessons they have been taught in school.
- Parents, pupils and teachers agree this is a school where pupils are kept safe. Pupils say they feel safe and say the level of security on the school site is good.
- Pupils' behaviour and safety are not yet outstanding because occasionally some pupils lose concentration in lessons, when they are not fully engaged in learning by weaker teaching.

The leadership and management require improvement

- Leadership and management are not good because not enough has been done to secure consistently strong progress for pupils throughout the whole school.
- There have been several improvements since the previous inspection. There is now a greater sense of direction in the planning for improving the school further, although success cannot be quantified clearly because of the lack of precise goals against which to measure progress.
- The headteacher is ably assisted by the two assistant headteachers; together they have been instrumental in working with teachers to improve writing standards at the end of Year 2 and ensuring pupils make speedy progress in some year groups.
- Lesson observations are undertaken each term by the headteacher but records of the observations do not precisely identify what teachers should do to improve their teaching so that pupils learn better. A range of other monitoring activities takes place but their impact on improving the school is weak because they are not coordinated sufficiently to secure

improvement.

- Leaders of curriculum areas, particularly literacy and numeracy, lack an overview of the quality of learning and progress in their subjects because they do not get opportunities to observe their colleagues teaching and there is no coherent plan for regular monitoring to take place.
 - The school promotes the spiritual, moral, social and cultural development of pupils well, although the cultural development is the least well developed of these areas.
 - The school works well with parents, particularly of disabled pupils and of those who have special educational needs, to help them support their children in their learning.
 - All pupils are given equal opportunities in school. The curriculum has been designed to meet their needs and is in the process of being developed further to be even more relevant to their interests.
 - The local authority has not been supporting the school in the recent past because no risks had been identified. However, it is in the process of beginning a series of in-depth discussions with the headteacher about how well the school is performing.
 - **The governance of the school:**
 - Governors are very clear on what the strengths and weaknesses are in the school. They have secure plans to tackle underachievement and are holding school leaders more to account for pupils' achievement. This is because they understand what the data about the school's performance are telling them. Governors, particularly the recently appointed chair of the curriculum committee, have astutely identified where the quality of teaching is weaker and the negative impact this is having on some pupils' progress. Governors monitor the school regularly and are in the process of increasing the level of accountability of teachers. Governors have a good understanding of the management of teachers' performance and are currently undertaking a review of how this system is working in school in order to sharpen teachers' impact on pupils' achievement.
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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	106760
Local authority	Doncaster
Inspection number	403024

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	204
Appropriate authority	The governing body
Chair	Alex Prior
Headteacher	Paul Storey
Date of previous school inspection	2 October 2007
Telephone number	01302 369143
Fax number	01302 739413
Email address	admin@stpeter.doncaster.sch.uk

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