

Saint Peter's Catholic Primary School, Hinckley, Leicestershire

London Road, Hinckley, LE10 1HJ

Inspection dates 16–17 May 2013

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

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils achieve well. Standards at the end of Year 6 are above average.
- Teaching is good, successfully promoting learning as well as spiritual, moral, social and cultural development. In some classes the quality of teaching is outstanding.
- Lessons are interesting, relevant and well prepared. Teachers and teaching assistants are well trained.
- Relationships are good, teachers are encouraging, and pupils are very keen to learn.
- Pupils develop and use basic skills, including reading, writing, mathematics and computer skills well.
- Behaviour and safety are excellent. By the end of Year 6, pupils have very high levels of sensitivity, thoughtfulness, respect and initiative.
- Effective leaders and managers have sustained high staff morale through a time of change. They have increased attendance and improved the quality of teaching, thereby ensuring good achievement overall.
- Governors are effective, well organised, challenging and supportive.

It is not yet an outstanding school because

- The quality of teaching varies across the school. In some classes work is not sufficiently well matched to pupils' needs and is occasionally too easy or too difficult for some.
- Some marking of pupils work does not clearly show them how to improve.
- In some classes introductions and explanations by teachers are too long, reducing time for pupils' active learning.
- Leaders' checks on pupils' achievement focus more on the standards which pupils reach rather than the progress they make each term.

Information about this inspection

- The inspectors observed 24 lessons and part lessons, taught by the nine teachers who were working at the school on the days of the inspection and seven teaching assistants. Five of these observations were done jointly with either the headteacher or deputy headteachers.
- Discussions were held with pupils, governors, a representative from the local authority, leaders, teachers and other staff.
- Inspectors considered the views of parents from the 40 online responses to the Parent View questionnaire and informal discussions.
- They considered 21 responses to the staff questionnaire and the views of pupils, through both informal and pre-arranged discussions.
- The inspectors observed the school's work and looked at a number of documents, including: the school's information on pupils' current progress, pupils' work, leaders' reports on lesson observations, the school's development plan, other planning and monitoring documents, documents relating to safeguarding, and records of behaviour and attendance.

Inspection team

Jo Curd, Lead inspector

Additional Inspector

Alan Jones

Additional Inspector

Full report

Information about this school

- Saint Peter's Catholic Primary School is slightly smaller than most primary schools. It is situated near the centre of Hinckley.
- The proportion of pupils known to be eligible for the pupil premium – in this school, pupils who are known to be eligible for free school meals – is much smaller than in most schools.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus, or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Over the past three years, there have been considerable staffing challenges. The headteacher and other staff have had periods of extended absence and there have been changes of staff, especially in Key Stage 2.

What does the school need to do to improve further?

- Improve the consistency and quality of teaching by ensuring that:
 - work is well matched to pupils' learning needs and is neither too easy nor too difficult
 - sufficient time is allocated for pupils to implement and practise what they are learning
 - teachers' marking of pupils' work clearly shows pupils how they can improve.
- Improve achievement by ensuring that leaders look carefully at the amount of progress pupils make each term, in order to ensure that this is consistently good or better...

Inspection judgements

The achievement of pupils is good

- All groups of pupils achieve well because of good teaching, high expectations and effective support. Children start at the school with a wide range of knowledge, skills and experience which are broadly typical for their age. All groups progress well and, by the end of Year 6, standards are above the national average.
- Children in the Reception class achieve well. They are enthusiastic about, and purposeful in, a wide range of interesting, stimulating activities.
- The proportion of pupils making expected progress across the school is greater than in most schools. Recently, the proportion making more progress than this in Key Stage 2, especially in 2012, was lower because of challenges and changes in leadership and teaching and because leaders tend to focus more on standards which pupils reach rather than the progress pupils make each term. Over time, however, all groups achieve well.
- Pupils achieve well in reading. They read widely and often. Parents often hear their children read at home and teaching assistants often hear them read at school. Reading is incorporated well into a range of lessons and pupils read with enthusiasm, intonation and expression.
- In 2012, results from the phonics check for six-year-olds were lower than the national average, largely because the school's implementation of a new phonics scheme had only been in place for two terms. Staff are now in the second year of the scheme and outcomes of recent tests within school have been far more positive.
- Although it varies, the achievement of disabled pupils and those who have special educational needs, is good overall. Teaching assistants are positive, encouraging and well-focused and use a wide range of approaches and strategies. Tasks in some class are occasionally slightly too difficult and pupils are not always sure of how to proceed.
- Pupils who learn more quickly or easily generally achieve well. Teachers have high expectations and pupils use and develop their skills in a wide range of contexts. Their progress is sometimes slightly slowed, however, because work in some classes is not always sufficiently challenging and marking does not always clearly show them how to improve.
- Pupils known to be eligible for pupil premium funding are progressing well. In 2012, there were too few of these pupils to comment on their attainment.

The quality of teaching is good

- Observations, discussions, work in books and the school's checks on teaching indicate that the quality of teaching varies but is good overall. . Consequently, progress fluctuates but achievement is good across the school.
- Teaching in the Early Years Foundation Stage is good. The teachers are highly experienced and effective. Staff are deployed well. They are skilled and knowledgeable about the Early Years Foundation Stage.
- Teachers usually adapt their approaches to meet different pupils' needs well. One parent

reported how well the school had helped her different children progress in reading, by providing suitable books, challenge and support. In some classes however, work is not sufficiently varied and activities are occasionally either slightly too difficult or too easy for some.

- Lessons are generally well prepared, interesting and relevant. Occasionally, introductions or explanations from teachers are too long which reduces the time pupils have to actively implement or practise their learning.
- Pupils are positive about learning and how they are taught. One, reflecting the views of others, said, 'Teachers are brilliant and make learning fun.' For example, pupils in a class in Key Stage 1 enthusiastically used construction kits to build and learn about three-dimensional shapes. One said, 'Can we really do more in Golden Time?' (Golden Time is the time each Friday when pupils are rewarded by being able to choose their own activities.)
- Teachers successfully help parents understand the school's approach to teaching, for example, through weekly visits to the Reception class and workshops on mathematics, reading and homework, so that they can help their children's learning at home.
- Marking is generally useful in showing pupils' progress in their learning and what to do next. It varies between classes, however, and does not always clearly show pupils how to improve.

The behaviour and safety of pupils are outstanding

- Behaviour and safety are excellent. By the end of Year 6, pupils show very high levels of initiative and are very responsible, caring and helpful. They use what they learn in lessons in a very wide range of activities throughout the school, for example, looking after younger children, writing their own forms of, and prayers for, mass and raising money for charity. These examples successfully strengthen pupils' learning and spiritual, moral, social and cultural development.
- Almost all pupils are rewarded with 'Golden Time' each week and many are given 'star of the week' for work, behaviour or attitudes. Pupils love these rewards and strive hard to receive them.
- Inappropriate behaviour is addressed well. Pupils are always given opportunities to improve their behaviour and start again throughout each day.
- The very few pupils with challenging behaviour make huge improvements due to highly effective behaviour management and very positive relationships. For example, a few pupils who have histories of volatile behaviour, settle, integrate and are keen and able to learn. These, and other pupils, benefit greatly from specific programmes and specialist support from trained assistants. Inappropriate behaviour is addressed very well.
- From the Early Years Foundation Stage, children are taught about relationships and how to respond to each other. Children in the Reception Class expressed their own views in a whole-school act of collective worship. They said, 'Loving one another is not always easy', 'We need to say sorry and forgive other people.'
- Pupils have very positive attitudes towards themselves and others. They talk freely about their faith and beliefs and give high levels of respect to the beliefs of others.
- Discussions and a recent survey show that pupils have a very good understanding of a wide range of bullying, including physical, verbal and cyber-bullying. They are aware that there are

very occasional incidents of bullying and are very clear how to respond to these. They are highly confident that issues are addressed by the school in a way which helps both bully and victims.

- Pupils are very keen to attend school and to learn. Time in lessons is used well for learning as any disruptions are extremely rare. Pupils continue to try very hard even when work is slightly too difficult or introductions go on for too long.
- Attendance continues to improve and is above the national average.

The leadership and management are good

- The senior leadership team is strong, effective and positive. The headteacher and two part-time deputies have worked well together, successfully leading the school through a time of challenge and change. They have maintained good achievement, raised attendance, improved the quality of teaching where this has been necessary and sustained excellent behaviour and safety.
- Leaders and managers have refined assessment procedures. They use data and discussions with staff well to target support and improve the quality of teaching. Their strong focus on standards has ensured that attainment is above the national average. Their focus on progress, however is not sufficiently strong to ensure that this is always maximised for each pupil throughout the school. Consequently, achievement is good rather than outstanding.
- Teamwork is strong and morale is high. All 21 responses to the inspection staff questionnaire were positive.
- Although most parents are very positive about all aspects of the school, a small minority are not. Aspects which parents are positive about include the openness and availability of staff including senior leaders, the breadth of activities and learning and pupils' enthusiasm and enjoyment. Concerns of a few include the extent to which good behaviour is rewarded, disruption of staffing last year and the way individual needs are met. Inspectors investigated these views and found that although provision, including the quality of teaching, varies, it is good overall and that behaviour and safety are excellent.
- Officers from the local authority are very aware of the challenges that leaders and staff have faced over recent years. They have supported leaders and other staff sensitively, skilfully and effectively, particularly in maintaining and extending strengths in teaching over this time.
- **The governance of the school:**
 - Governance is effective. Governors are experienced. All their statutory duties, including those for safeguarding, are met. They are well organised and use their time in and out of meetings well to focus on provision and outcomes for all pupils. They know the school well, including the quality of teaching and how well pupils are achieving compared with other schools nationally, through regular visits and detailed reports. They consider attainment and progress but have a stronger focus on the standards which pupils reach rather than the progress they make each term. They support and challenge leaders and are fully involved in school improvement, building on strengths and diligently tackling any underperformance. They have a clear strategic approach to financial management and oversee budgets carefully and wisely. They know how pupil premium funding is used and the progress of those for whom the school receives the extra funding. They take responsibility for managing the performance of staff and how the school rewards them, aligning salaries closely to teachers' performance and outcomes for all pupils.

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	120211
Local authority	Leicestershire
Inspection number	412468

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Jim Connolly
Headteacher	Jean Connor
Date of previous school inspection	7 May 2009
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