

# SS Peter and Paul Catholic Primary School

Dimbles Hill, Lichfield, WS13 7NH

**Inspection dates** 30–31 January 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement throughout the school is good and pupils are well prepared for secondary school.
- Good teaching provides pupils with work that is both interesting and relevant. Relationships in lessons are always positive.
- Teaching assistants give valuable support, especially to disabled pupils and those who have special educational needs, those who speak English as an additional language and those eligible for the pupil premium.
- Pupils are very happy and feel very safe in school. Their behaviour in class and around the school is good. Pupils are keen to learn and enjoy taking responsibility.
- Leaders' checks on the quality of teaching and pupils' achievement are frequent and rigorous. Plans to improve the school and the training given to staff have been successful. The school is well placed to improve even further.
- The governing body provides a good level of challenge and support to the headteacher and staff. It makes sure that the school meets all legal requirements.

### It is not yet an outstanding school because

- Teachers occasionally give pupils work that is either too easy or too hard.
- Progress in writing is not as quick as it is in reading and mathematics because pupils' spelling and punctuation are not always accurate enough.

## Information about this inspection

- The inspector observed the teaching in all classes. He visited 12 lessons taught by five teachers as well as sessions for small groups of pupils led by teaching assistants. The headteacher joined him for one of these visits.
- The inspector held discussions with pupils, the headteacher, other teachers and two governors. The inspector had a telephone conversation with a representative of the local authority.
- The inspector heard some pupils read and looked at a range of evidence, including records of pupils' progress, safeguarding documentation, records of behaviour and the results of the school's checks on the quality of teaching. He also examined the work in pupils' books.
- The views of 26 parents, analysed through the Parent View website, were considered. The inspectors also took account of the views of 12 parents with whom he talked at the school gate and the school's recent survey of 90 parents.

## Inspection team

Gerald Griffin, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage. The remainder come from a wide variety of minority ethnic backgrounds.
- The proportion of pupils from Eastern European backgrounds, mostly from Polish homes, is growing rapidly. These pupils often start school with little or no English language skills.
- The number of pupils who join or leave the school other than at the usual time is above average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, those in the care of the local authority, and those with a parent in the armed forces) is above the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve teaching from good to outstanding by making sure that pupils are not given work that is too easy or too hard for them
- Raise progress in writing by improving pupils' accuracy of spelling and punctuation.

## Inspection judgements

### The achievement of pupils is good

- Children start school with levels of knowledge, skills and understanding that are below that expected for their age. Children make good progress in the Reception class to reach attainment that is a little below average in most areas of learning. Their physical development is average. The most able children do well. For example, the inspector saw that they could already accurately write a short recipe for making ice cream.
- In 2013, attainment in English and mathematics at the end of Year 2 was average as it was at the end of Year 6 when pupils left school.
- The number of pupils known to be eligible for the pupil premium is very small and it is not appropriate to report on their individual attainment as that would risk identifying individual pupils. The inspection looked closely at their progress in English and mathematics and found this to be as rapid as their classmates. This shows the school uses the pupil premium money effectively.
- Pupils who arrive part way through the school year get a very warm welcome and quickly settle into school, which helps them to also make good progress.
- The Eastern European pupils who speak English as an additional language make rapid progress in gaining English language skills because of the very effective help they receive. For example, these older pupils are often given notes in their home language to help them follow the lesson. They work next to pupils, who speak their home language and are proficient in English, who explain words to them that they do not understand.
- Pupils enjoy reading and do so regularly. Pupils' skills in phonics (linking letters to the sounds they make) are well developed. The results of the phonics screening check at the end of Year 1 in 2013 were below the national average, reflecting the ability of this small cohort. This year they are predicted to return to average, as they were in 2012.
- Progress in mathematics has improved over the past two years because pupils are now much better at solving mathematical problems. This is helped by their improved speed and accuracy of their calculations.
- When writing pupils use a wide range of vocabulary to express their ideas clearly. Progress in the subject is good but not as rapid as it is in reading and mathematics. This is because pupils make more mistakes in their spelling and punctuation than they should do.
- Disabled pupils and those who have special educational needs work hard in lessons. They make similar progress to their peers because of good teaching by well-qualified adults who know their needs well. Occasionally their progress slows when they find their work too difficult.
- The more able pupils make good progress throughout the school. For example, a group in Year 3 were seen expertly using a programme to plan and write a computer game.
- However, there are times when the more able pupils are not fully stretched. For example, occasionally pupils repeat calculations that they can easily solve.

**The quality of teaching is good**

- Teaching is nearly always good and, in some lessons, it is outstanding. Teachers have high expectations. They plan work, including homework, that is challenging and deepens pupils' knowledge and understanding.
- Teachers' questions make pupils think deeply and demand answers of more than a few words.
- Work that teachers plan is relevant and engaging and, as a result, relationships are very positive. Pupils enjoy lessons and work hard.
- In the Reception class, teachers plan a good balance of adult-led and child-chosen activities that cover all the areas of learning. Children mostly have clear challenging targets for their work. They work well, both on their own and also cooperatively with other children. Teaching prepares children well for more formal learning in Year 1. In lessons seen during the inspection, children worked hard both inside the classroom and outdoors.
- Staff in the Reception class make good use of regular and accurate assessments of each child's skills to plan challenging next steps in their learning. Their assessments of the standards on entry and those attained at the end of the year have recently been checked for their accuracy by the local authority.
- Teachers plan many opportunities to develop pupils' spiritual, moral, social and cultural awareness. For example, older pupils have reflected maturely about opposing points of view while reading a poem, 'The Highwayman'.
- Teaching assistants give valuable support, especially to disabled pupils and those who have special educational needs, those who speak English as an additional language and those eligible for the pupil premium. For example, they know their needs well and keep notes on pupils' progress, which are used by the teacher for future planning.
- Marking provides pupils with clear guidance about how to improve their work. Where the marking is at its most effective, pupils show the teacher they have understood their comments by correcting errors.
- Teachers normally provide work that is suitable for the different levels of ability in the class in the class. This means that all pupils mostly make at least good progress. However, sometimes, teachers plan work that does not fully stretch everyone. When this happens, pupils find their work either too hard or too easy.

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

- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe in school. Their knowledge of how to keep themselves safe is very well developed. For example, older pupils precisely know how to keep themselves safe when using the internet.
- Behaviour in lessons and around the school is good, and this is confirmed by the views of parents, pupils and the school's records of behaviour.
- Bullying is very rare, and pupils are confident that staff would resolve any incidents effectively.

Older pupils understand its different forms, such as cyber-bullying, and how to respond to them. Pupils feel very well looked after and supported by adults.

- Pupils mostly have positive attitudes towards learning. They need little or no supervision when they are working independently. Most pupils take care that their work is neatly presented and try hard. Most older pupils take an appropriate level of responsibility for the quality of their work and progress. Occasionally pupils do not listen carefully enough to their teacher's instructions and are slow to start their work.
- Pupils are keen to accept responsibilities in school. In the Reception class, children take responsibility for collecting the resources they need for their chosen activities. Older pupils enjoy taking responsibility, too. For example, they are keen to help younger pupils at break and in the dining room. Several of them support the learning of younger pupils.
- Attendance is average this term, a significant rise over recent years. Nearly all pupils have a good attendance record, which reflects their enjoyment of learning.

### **The leadership and management** are good

- The dynamic headteacher sets the school challenging targets which ensure that it improves year on year.
- Subject and other leaders are effective in checking standards of teaching and progress in their areas.
- The leader of the Reception class has successfully trained teaching assistants in the skills of accurately assessing children's capabilities and planning work in all areas of learning.
- Teaching is improving because leaders make rigorous checks on its effectiveness and the quality of learning. The follow-up actions from these observations successfully tackle any weaknesses and improve teachers' skills. For example, successful training has improved the teaching of problem solving in mathematics.
- Leaders' plans have proved successful in improving attendance, which has been low in the past. Their work with families to emphasise the need for good attendance and punctuality has significantly reduced the level of persistent absence.
- The school has made good use of support from the local authority and consultants, especially in confirming standards across the school.
- The way subjects are taught strongly promotes pupils' spiritual, moral, social and cultural development. For example, the school provides many opportunities for pupils to reflect on right and wrong, their feelings and respect for others. The school provides a good range of sports and other clubs and educational visits to broaden pupils' experiences and raise ambition.
- Pupils have two lessons of physical education a week that they thoroughly enjoy. These make an important contribution to their healthy physical development. Leaders are spending the new primary school sports funding. For example, it will be used to improve the teaching of physical education, pay for coaches to broaden the range of after-school sports clubs and increase pupils' participation in school games.

- The very large majority of parents expressed positive views about their children's progress, the quality of teaching and leadership of the school. The school provides popular courses for parents so that they can support their children's education at home.
- Leaders have a very clear commitment to combating discrimination and promoting equality of opportunity. This is shown in the good progress made by all groups of pupils from all backgrounds. The school fosters excellent relationships with outside agencies and other schools to improve pupils' life chances even more.
- School leaders at all levels are always thinking ahead so that they can make the school even better. For example, they have already introduced plans to provide more time for pupils to learn to spell and punctuate accurately. This was seen in a Year 2 and 3 class where pupils were learning how to punctuate a dialogue. It is too early to judge the success of these plans.
- Child protection training for staff is thorough, and leaders implement child protection policies rigorously. The school completes all statutory checks on the suitability of staff to be employed.
- **The governance of the school:**
  - The governing body has an accurate picture of how well the school is doing compared with other schools through their regular visits to see the school at work and their clear understanding of data on pupils' progress. They use this information well to ask the school searching questions about its performance. For example, they are taking a keen interest in attendance and the success of the school's plans to improve it. The governing body has a strong focus on staff training and is keen to improve its own skills. Governors check that the management of teachers' performance is rigorous. Only those teachers who have met the challenging targets set by the school, including those for pupils' progress, are considered for pay increases and promotion. Governors make sure that the school is spending the pupil premium funding on those eligible for it and that it brings benefits through higher achievement.

## 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>	124375
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	441175

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	129
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Ash
<b>Headteacher</b>	Teresa Cotter
<b>Date of previous school inspection</b>	26 September 2014
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