

St Peter and Paul Catholic Primary School

Arkle Drive, Off Woodway Lane, Coventry, CV2 2EF

Inspection dates 12–13 June 2014

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		Requires improvement	3
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

- Teaching is not consistently good in all classes resulting in too much variation in how quickly pupils learn.
- Some teachers' expectations of pupils are too low. Activities do not always provide the right amount of challenge for all the pupils and so do not ensure that all pupils make as much progress as they should.
- A new system for tracking pupils' progress has been recently introduced. It is not yet fully effective in enabling teachers and leaders to use it to inform planning or monitoring.
- There is some low level disruptive behaviour which affects learning in some classes. Not all pupils have positive attitudes to learning.
- The quality of marking is inconsistent across subjects and across the school. It does not clearly tell pupils how to improve.
- Teachers do not always ensure pupils respond to marking in order to improve their work or increase their understanding.
- Expectations of the presentation of pupils' work are not consistently high across the school.
- Teachers who lead some subjects and aspects of the school's work have not had enough impact on raising pupils' achievement.

The school has the following strengths

- The new headteacher has a clear understanding of the school's strengths and weaknesses. He has already made changes which have improved teaching.
- Pupils in the Reception class make good progress and are well equipped with the skills needed for Year 1.
- Improvements to the teaching of phonics (letters and the sounds they represent) are improving pupils' reading and writing.
- The gap in standards between pupils known to be eligible for free school meals and those who are not is closing.
- Pupils enjoy school and feel safe. Pupils from all backgrounds get on together very well.
- Attendance has improved this year.
- Governors are providing good support and challenge to the school, and this is improving under the guidance of the new headteacher.

Information about this inspection

- Inspectors observed 12 lessons, of which six were joint observations with the headteacher or deputy headteacher. Small groups were observed working with teaching assistants. Inspectors also observed an assembly.
- The work in pupils' books from all year and ability groups was looked at and taken into account.
- Inspectors listened to some pupils read from Years 1, 2 and 6.
- Discussions were held with: the headteacher, the Chair of the Governing Body and two other governors, the leader responsible for English, the special educational needs co-ordinator, and the leader of the Early Years Foundation Stage.
- A telephone discussion was held with a representative from the local authority.
- A meeting was held with a group of pupils from Key Stage 2. Inspectors also spoke informally to pupils at break and lunchtimes.
- Inspectors took account of the 25 responses to the online questionnaire (Parent View), the 16 responses to the staff questionnaire, and the school's own surveys of parents' and pupils' views.
- A number of school documents were examined. These included: the school's records of pupils' progress and achievements; records of incidents of poor behaviour, exclusions and bullying; safeguarding documents; attendance information; the school's website; minutes from governing body meetings; and the school's self-evaluation documents and development plans.

Inspection team

Michael Appleby, Lead inspector

Additional Inspector

Richard Kentish

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. There is one class in each year group from Reception to Year 6.
- An average proportion of disabled pupils and those who have special educational needs are supported through school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium (additional funding which in this school supports pupils known to be eligible for free school meals) is above average.
- The proportions of pupils from minority ethnic groups and pupils who speak English as an additional language are well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up appointment in January 2014. The deputy-headteacher was the Acting headteacher for the Autumn term 2013.
- During the inspection, four of the seven permanent teachers were absent due to illness.
- A privately run breakfast and after-school club take place in the school but they are subject to separate inspection.

What does the school need to do to improve further?

- Improve teaching so that it is good or better in all classes by ensuring that teachers:
 - have high expectations for the work of pupils of all abilities and the way it is presented
 - make greater use of tracking information that shows what pupils need to learn next and plan lessons that allow the next steps in learning to be achieved as quickly as possible
 - make clear to pupils' through marking their work what they need to do to improve, and ensure that pupils respond to their guidance.
- Improve pupils' behaviour by:
 - ensuring that incidents of low level disruption are managed consistently well in all classes in line with the school's behaviour policy so a positive climate for learning is established in all classes
 - developing in pupils a more positive attitude to learning.
- Improve leadership and management by:
 - further developing the leadership of English, mathematics and special educational needs
 - making sure that teachers who lead subjects and aspects of the school's work collect and use information about pupils' progress to hold staff to account.

Inspection judgements

The achievement of pupils requires improvement

- Achievement requires improvement because the progress made by pupils in different year groups is uneven. The evidence collated by looking at pupils' work and the school's own data shows that the progress made in different classes in writing and mathematics varies too much.
- By the end of 2013, the attainment of Year 6 pupils known to be eligible for free school meals was about 18 months behind that of their classmates in reading. It was eight months behind in writing, and two years behind in mathematics. Inspection evidence shows that gaps between the standards reached by eligible pupils and others in current year groups have narrowed and in some cases closed entirely.
- In 2013, the attainment of Year 6 pupils eligible for free school meals in the test of English grammar, punctuation and spelling was below the national average for that group and below other pupils in school.
- Pupils' attitudes to learning do not always enable them to make as much progress as they should. This is shown in the quality and quantity of work done in their books. There is too much difference between the standards of work produced by pupils in different classes. The standards of presentation, handwriting and correct number formation have not shown improvement over the year.
- In 2012 and 2013, standards in Key Stage 1 were broadly average for reading, writing and mathematics. Standards at the end of Year 6 in reading and mathematics were similar to the national average in 2012 and 2013. Standards in writing improved from average in 2012 to significantly above average in 2013.
- In 2013, pupils who reached the end of Year 6 had made good progress in writing and mathematics during their time in Key Stage 2. They had made the expected amount of progress in reading.
- At the end of Year 6 in 2012 and 2013, the achievement and progress of the most-able pupils were average when compared with similar pupils nationally. Evidence collected in this inspection for this group of pupils shows that progress this year is good in reading, writing and mathematics.
- Over the last three years, the standards reached and the progress made by disabled pupils and those who have special educational needs have been in line with similar groups nationally in reading, writing and mathematics. In the current year, this group of pupils have made progress in line with their classmates in some classes, but less than expected progress in others.
- The work of the current pupils in school and the school's tracking data show progress in some year groups is good and standards are rising.
- Children's knowledge and skills when they first enter school are typically below those expected, especially in their use of language and in the early skills of literacy and mathematics. Children make good progress in the Reception Year. Their skills in listening and speaking, and also in reading, writing and number work are developed well so that their attainment by the end of the year reaches the level expected for their age.
- The results of the Year 1 check on reading were broadly average in 2012 and 2013, except for

those pupils eligible for the pupil premium where the proportion achieving the standard was lower than their classmates. During the current year, the improvements to the teaching of phonics and support for reading has improved standards.

- Pupils who speak English as an additional language achieve as well as other pupils.
- Last year, the school used its pupil premium funds to provide targeted teaching in reading and writing for eligible pupils which resulted in an improvement in their achievement and progress.

The quality of teaching

requires improvement

- Teaching has not been good enough over time to raise pupils' achievement. Standards have remained much the same over the past three years. There have been differences in the achievement of different groups of pupils in the school which were not resolved.
- Teachers have not ensured that all pupils have tasks that build on their previous learning, knowledge and skills. There is evidence in pupils' books that skills have been taught and learned and practised, but then easier tasks given for them to do later in the term.
- There is too much variation in the current teaching of writing and mathematics throughout the school as seen in lesson observations and pupils' work. Work in pupils' books shows that expectations are not consistently high enough across the school for what pupils can achieve. In some classes, teachers use worksheets for mathematics a lot which do not allow pupils to improve their recording skills and which offer a low level of challenge.
- Not enough teaching in lessons is set at a challenging level for all pupils which results in them not making the progress of which they are capable. For example, in a Year 6 lesson all pupils were using the same given totals to create price charts. This was not challenging for the most-able pupils who quickly completed the task, while less-able pupils struggled with the calculations.
- Marking is mostly done regularly, but it is not consistently good in all year groups. It does not give pupils clear guidance on how to improve and too often teachers do not ensure that pupils correct their work or respond to the guidance.
- In Reception, learning journals and comprehensive assessment data are used very effectively to plan appropriate and targeted-learning activities for children which results in good progress.
- Recent improvements to the assessment procedures and training to improve understanding of progression are helping teachers to plan tasks that move pupils' learning forward more quickly. Regular tracking of progress and better targeting of support using the pupil premium funding is resulting in the pupils eligible for free school meals making progress that is equal to or better than other pupils.
- Writing standards improved in 2013 and pupils made good progress due to an effective programme of training and monitoring that was put in place.
- The deputy-headteacher organised training and set challenging performance targets regarding pupils' progress in the Autumn term. The new headteacher has built on this approach and it is beginning to improve the quality of teaching.
- Where teaching assistants are used well they are involved in planning, delivering and assessing learning to support small groups and to help those pupils who need extra help. This is not the

case in all classes. Sometimes they are not actively involved throughout the lesson.

The behaviour and safety of pupils requires improvement

- The behaviour of pupils requires improvement. Some disruptive behaviour was seen in lessons and also reported by pupils in their meeting with an inspector. The school's behaviour policy is applied correctly in most cases but not always. The pupils said that these incidents have affected their learning in lessons.
- A small number of pupils reported that bullying takes place sometimes, but not very often, and that it is mostly but not always dealt with successfully by the teachers. This view was not shared by the headteacher or governors, who had not had any reports of bullying.
- Pupils know how to keep themselves safe and are aware of potential dangers of the internet and in other circumstances. They have a sound knowledge of the different types of bullying and know what to do if it happens.
- Of the 25 responses to Parent View, all agree that their children are safe at the school and most agree that their children are happy, make good progress and are well looked after. Although most agree, a few parents feel that the school does not deal effectively with bullying or respond well to their concerns.
- Around the school, pupils are polite and respectful to each other and adults. Pupils say they enjoy coming to school and feel safe.
- The school's work to keep pupils safe and secure is good. Leaders make sure that access to the building is secure and that all staff are rigorously checked for their suitability.
- Attendance has improved this year to above average because of the effective actions taken, such as the introduction of class charts and rewards, the employment of a Learning Mentor and an Educational Welfare Officer.

The leadership and management requires improvement

- Subject and other leaders have not been effective enough in raising standards in their particular areas of responsibility, including in English, mathematics and for disabled pupils and those who have special educational needs. Leaders have not been rigorous enough in checking the impact of teaching on the learning and progress that different groups of pupils are making over time. This is improving as subject leaders are given the tools and time to carry out more checks on teaching and learning and to give advice and support to colleagues.
- Weaker teaching has been identified and support and guidance have been given to help teachers improve their skills and effectiveness. Although teaching has improved, it is not yet good.
- In September the acting-headteacher introduced a new assessment system to measure and record the progress made by pupils. The senior leaders meet regularly now with each teacher to help them identify pupils who are underachieving and are capable of making better progress. These developments have not yet improved teaching enough to secure consistently good progress across Years 1 to 6.
- During his first term in post the headteacher has created an inclusive but focused team approach to improving achievement and teaching. Teacher accountability for their pupils

progress has been established by the use of regular and accurate pupil assessment, book trawls and lesson observations.

- The management of teachers' performance is now closely linked to how much progress the pupils make. Leaders regularly observe lessons and look at pupils' work and use this information to give teachers guidance on how to improve.
- Procedures for keeping pupils safe and secure are effective and all statutory requirements are met. The ethos of the school is friendly, warm and welcoming.
- Pupil premium funding has been used effectively to provide additional resources. Governors have reviewed the impact it had last year and have agreed targeted expenditure for this year to further close the gaps between those pupils who are eligible and other pupils.
- The school has made good use of the primary school sport funding to widen opportunities for pupils to take part in sports activities and to improve teachers' expertise in teaching physical education. Pupils commented on the increase in the number of sports activities and teams that have been introduced over the past year.
- Staff and pupils are benefiting from the employment of a sports coach which has had a significant impact on the quality and quantity of physical education and sports taking place. The school recently won the Catholic Schools' Football competition – their first trophy in a long time.
- The local authority has provided appropriate support to the school since its previous inspection. The headteacher is appreciative of the training and support given to him during this induction period of headship. Also, the support given to the headteacher by the staff of the Romero schools network has enabled the school to move forward quickly.
- Pupils' spiritual, moral and social development is promoted very strongly throughout the school and is evident in the harmonious relationships, pupils' understanding of right and wrong, and the ability to reflect. An example of this was in a Year 6 lesson where the pupils reflected on the information they had collected about the lives of 'street children' in Brazil. Opportunities for cultural development are not as well developed.
- **The governance of the school:**
 - The new headteacher has worked hard to create an open and positive relationship with the governors which they recognise and value. Under the new leadership governors have been actively encouraged to be more involved in the life and management of the school. Governors have made more monitoring visits, received reports about actions taken and pupil progress, and had discussions with staff and pupils. Governors know how the school's results compare with similar schools and with schools nationally. Minutes of meetings confirm that governors challenge the headteacher about pupils' progress and the school's expenditure. Recent training demonstrates that governors are keen to improve their skills so they can support and challenge more effectively. Governors manage the finances diligently including the way they monitor the use of the pupil premium and the primary sport funding. They are fully aware that the progress of pupils supported by pupil premium funding needed to improve and have taken decisions to make sure this happens. Governors are aware of the quality of teaching from the revised school self-evaluation and headteacher reports. They are using school and nationally published information to assess the achievement and progress of different groups of pupils in the school. They have used the performance management policy and procedures to ensure there is a clear link between teachers' performance and pay increases.

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	103717
Local authority	Coventry
Inspection number	444224

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	201
Appropriate authority	The governing body
Chair	Pat Garner
Headteacher	Kevin Shakespeare
Date of previous school inspection	23 March 2010
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