

Saint Peters Catholic Primary School, Earl Shilton, Leicestershire

Mill Lane, Earl Shilton, Leicester, LE9 7AW

Inspection dates 11–12 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching in the Early Years Foundation Stage does not give enough attention to improving the children’s communication and language skills.
- The proportion of Key Stage 2 pupils making better than expected progress in 2014 was not as high as nationally in writing and mathematics or in writing in 2013.
- Pupils’ spelling skills are not as good as other aspects of their work but staff have introduced resources which are beginning to improve it.
- The most able pupils have not made good enough progress in writing and spelling.
- The advance plan which looks ahead for four years is not broken down well enough to provide a plan for the immediate year to show exactly what needs attention.
- Leaders’ subject action plans are not written with enough information about how the success of the initiatives will be measured.
- Pupils’ progress in Key Stage 2 has not been as good as in Key Stage 1.
- The annual targets for teachers’ performance management are not linked sufficiently to specific data so that success can be easily determined.

The school has the following strengths

- Pupils make good progress in reading throughout the school.
- Pupils’ behaviour is good and their knowledge of safety is outstanding. Staff care very well for the pupils.
- The school develops pupils’ spiritual, moral, social and cultural development well.
- Key strengths in teaching are enabling pupils to make good progress in Key Stage 1, where their attainment is above the national average. Attainment has been rising in Key Stage 2.
- Staff support one another well and are keen to improve teaching quality further by sharing ideas. The senior leadership team gives a good lead in improving teaching quality.

Information about this inspection

- Fifteen lessons or parts of lessons were observed. Two lessons were jointly observed with the headteacher.
- Discussions took place with the headteacher, various members of staff, the school's consultant, a representative from the local authority, three governors, a group of pupils and individual parents.
- Inspectors heard pupils read and observed the teaching of reading skills.
- Inspectors sampled pupils' work in different year groups, examined records of pupils' progress, and read the school's own evaluation of its strengths and weaknesses and its development plan. A range of other documentation was examined, including that relating to safeguarding.
- The views of the 15 staff members who responded to a written questionnaire were taken into account.
- The inspectors looked at the 32 responses on Parent View, the government's website for parents' views about their children's school, and also at the school's own recent parent survey.

Inspection team

Peter Sudworth, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. There is one class for each year group. All children in the Early Years Foundation Stage are full-time.
- Most pupils are White British. The proportion of pupils from ethnic minority heritage and who speak English as an additional language are lower than national averages.
- At around one pupil in five, the proportion of pupils supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those in local authority care, is slightly lower than the national average.
- About one pupil in 12 has a disability or special educational needs. This is below the national average.
- The governing body manages its own after-school care club.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Staffing difficulties in Year 5 and the Early Years Foundation Stage in the last academic year meant that both these classes had a change of teacher at Easter.

What does the school need to do to improve further?

- Improve teaching by ensuring that:
 - tasks are more consistently matched to pupils' abilities
 - pupils are aware of their targets (what they need to improve) and that these are addressed rigorously in the teaching
 - all teachers use questions to probe pupils' understanding and extend their learning
 - staff in the Early Years Foundation Stage intervene effectively to enable the children to make the most of self-chosen tasks to benefit their learning and, in particular, their communication skills
 - checking at regular intervals that the new materials introduced to improve writing and spelling are resulting in pupils' increased rates of progress, including for the most capable pupils.
- Improve aspects of leadership by:
 - providing measureable targets for teachers' annual performance objectives so that leaders and governors know readily whether or not the objectives have been met
 - ensuring that reviews of teaching and learning identify precisely what pupils must do to improve and that these are addressed clearly in annual school subject action plans to accelerate progress further
 - using the long-term school development plan to provide more effectively for improvements that the school still needs to make in the immediate year.

Inspection judgements

The leadership and management requires improvement

- The wording in teachers' annual performance targets does not enable leaders to determine whether or not the targets have been met because they do not include precise measurable criteria. The inclusion of teaching assistants in setting targets is a good feature in this process.
- The school has a four-year plan for its development but no overall plan for the immediate future. Key subjects have annual action plans but these include insufficient detail about the progress to be expected for intended improvements. There is no current plan for the development of the Early Years Foundation Stage.
- The 32 parents responding to Parent View express mixed views about the school. This contrasts with the much more favourable response of parents to the school's annual survey.
- Senior staff provide good advice for other staff. Good teamwork enables staff to learn from one another and is reflected in rising attainment. Staff are tackling spelling and writing with vigour and improvements are beginning to show through in pupils' work.
- Pupil premium money is spent effectively. The employment of additional staff has benefited disadvantaged pupils' progress and ensured that all pupils have equal opportunities. There is no evidence of discrimination.
- The primary physical education and sport grant is used well allowing for extra clubs. Staff are improving their skills in teaching physical education by observing a specialist teacher.
- The curriculum is well balanced, giving good attention to reading, writing and mathematics. The good range of extra-curricular activities develops pupils' interests well.
- Good links with other schools enable teachers to learn from one another. Staff are further supported by training opportunities provided by the school.
- Safeguarding arrangements are effective and meet statutory requirements.
- The local authority has little involvement with the school but has supported with the staffing difficulty which occurred last year.
- **The governance of the school:**
 - The governing body is well organised into committees which meet frequently and have increased members' active involvement. Governors' focused visits have increased their understanding and knowledge of the school.
 - Governors know how the pupil premium fund and sports grant have been spent and their impact.
 - Members ask questions of senior staff and have expertise which enables them to understand the school's data.
 - Governors engage in training courses to support and understand their role.
 - The after-school club is managed well by the governing body.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils usually behave well in class. They indicate that the misbehaviour of a few is quickly dealt with. They behave well around the school.

- Pupils get along well together. They indicate that there is no racism. Pupils are kind to one another. Pupils at the after school club enjoy the activities.
- Pupils understand the democratic elections of pupils to the school council. British values are fostered well in this respect. School council members meet regularly, collect the views of peers and help the school to improve, especially by fundraising. Pupils raise money to support an orphanage in Nigeria.
- Year 6 enjoy roles as 'Trusted Year 6' pupils and help in the dining hall, the school office and by assisting younger pupils. Reading buddies from Years 5 and 6 support pupils in Key Stage 1.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils have an extremely good knowledge of how to keep safe. Pupils take very seriously staff's warnings of the potential danger of the internet. Specialist visitors keep the pupils very aware of road safety. They understand very well the dangers of smoking.
- Pupils report that they have regular fire drills, and that pupils respond sensibly and quickly.
- Pupils understand bullying and state that it is very rare. Should it happen, it is stopped quickly. They feel very confident about talking with staff if they are worried and know that staff will listen and help.
- Attendance is above average.

The quality of teaching

requires improvement

- Teachers have not in the past had high enough expectations of pupils' writing and spelling but they are now tackling this with new resources and checking on the progress made. There are signs of improvement in these aspects but there is further to go.
- It is the school's policy to ensure that pupils know how to improve their work. However, when asked, some pupils are insufficiently aware of what steps they need to take to improve particular aspects of their work. Staff do not consistently provide pupils with specific targets for them to concentrate on to improve their learning. However, regular marking identifies what they have done well and where there are errors.
- Sometimes tasks are not matched well enough to pupils' abilities. More-able pupils are not always challenged enough and questioning is not always sufficiently probing of their thinking. In some lessons seen, all pupils did the same work which did not cater enough for different abilities.
- In the Early Years Foundation Stage, staff do not always provide enough guidance to help the children make the most of their directed and self-chosen tasks by seizing the opportunity to develop their speaking skills.
- In some classes, teachers analyse pupils' most recent learning well and use this analysis to plan the activities for the next day. This helps to sort out any misconceptions. Teachers have clear arrangements to track the pupils' progress across the school and to assess their learning.
- Good relationships between teachers and pupils provide a good atmosphere in which learning can take place. Pupils feel confident to answer. Classrooms are calm.
- Good use is made of modern technology to present new learning to pupils on large screens. This helps to hold the pupils' attention. Year 6 pupils used computers well to find the next number in a sequence and to provide formula for the examples. In this same class, a video clip of ants provided a good stimulus for a writing lesson.

- Teaching assistants are well deployed to work with groups of pupils. This contributes to the good progress made by disabled pupils and those who have special educational needs.
- Teachers make good use of resources to assist the pupils' learning. The library is well organised to interest pupils in books. The teaching of reading is good and the organisation of Key Stage 1 pupils into ability groups to learn phonics (sounds that letters make) contributes well to the pupils' good progress in reading. The teaching of literacy and mathematics shows good features, although occasionally not enough attention is paid to pupils' different abilities.
- Teachers make sure that pupils set out their work properly which helps accuracy; for example, in mathematics. They demonstrate good knowledge of the subjects that they teach.

The achievement of pupils

requires improvement

- The latest unvalidated national results indicate that pupils' attainment in punctuation, spelling and grammar at Key Stage 2 in 2014 was lower than the national average at the higher level. Examination of pupils' books indicates that spelling remains a problem. Key Stage 1 pupils' attainment in writing at the higher level was around the average and not as high as their mathematics and reading.
- The proportion of Key Stage 2 pupils making better than expected progress was lower in mathematics and writing in 2014 than nationally. Pupils' overall attainment in this same year in all subjects combined was broadly average. The proportion of pupils making better than expected progress in writing was also below average in 2013.
- Pupils who are from an ethnic minority and those who speak English as an additional language make similar rates of progress to other pupils.
- Last year's staffing difficulties slowed down the progress of pupils in Year 5, but good recovery is taking place in Year 6.
- Results in both key stages have been improving and are now above average at Key Stage 1. This is reflected in the above-average proportion of Year 1 pupils reaching the expected standard in the national screening check in phonics in the past two years.
- Key Stage 2 most able pupils' results in 2014 were above average in mathematics and reading but below in writing and grammar, punctuation and spelling. At Key Stage 1, the most able pupils did better than similar ability pupils nationally in reading and mathematics and around the average in writing. Overall pupils have achieved well in Key Stage 1 and soundly in Key Stage 2.
- Compared to all pupils nationally, disadvantaged pupils in Year 6 in 2014 made just over half a term's progress better in mathematics, just under half a term's less progress in reading, half a term's progress less in writing and just over half a term's progress less in grammar, spelling and punctuation. Compared to the school's other pupils, they made just over a term's better progress in mathematics, a term's progress less in grammar, spelling and punctuation, and between a half a term and a term's progress less in reading and writing. In 2014, the gap between disadvantaged pupils and other pupils in the school narrowed in writing but widened in reading and mathematics compared to 2013.
- Early attention to pupils' difficulties, planning effective programmes and staff's good deployment of teaching assistants helps pupils who are disabled and those who have special educational needs to make good progress.

The early years provision

requires improvement

- Children generally start at this school with knowledge and skills that are broadly typical for their age. However, their language skills are generally the weakest element of their attainment on entry.

- The percentage of pupils reaching a good level of development at the end of the Early Years Foundation Stage dipped from the average figure reached in 2013 to notably below average in 2014. This resulted from weaknesses in children’s attainment in communication, language and literacy, which stemmed from changes of staffing during the year. These pupils are catching up again in Year 1.
- Children in the current Reception class have made a sound start and progress is better than the progress made by Reception children last year.
- Children’s personal development is a strength in the school’s performance and is founded on the supportive and caring relationships established between adults and children. Children settle quickly, develop confidence and enjoy school.
- An increased emphasis is now being given to the development of pupils’ language skills and this is beginning to have a beneficial impact. However, staff do not always step in sufficiently to develop further their thinking and speaking skills.

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	120210
Local authority	Leicestershire
Inspection number	448678

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	206
Appropriate authority	The governing body
Chair	Brian Underwood
Headteacher	Helen White
Date of previous school inspection	28 January 2010
Telephone number	01455 843840
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