

St Peter's Catholic Primary School

Sandy Lane, Doncaster, South Yorkshire, DN4 5EP

Inspection dates 17–18 March 2015

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

Summary of key findings for parents and pupils

This is a good school.

- From their below-average starting points, pupils make good progress in reading, writing and mathematics by the time they leave school.
- The quality of teaching is good. Clear explanations inform pupils about what is expected of them and allow them to set to work swiftly and with purpose. As a result, they make good progress.
- Teaching assistants provide good support to pupils who need extra help with their work.
- Pupils behave well. They say that they feel safe and are well cared for. Pupils have positive attitudes to learning which make a good contribution to the progress they are making.
- The curriculum promotes strong personal development for pupils, with highly effective experiences that promote their spiritual, moral, social and cultural development.
- Leadership, including governance, has a strong focus on developing good or better teaching. This has had a positive impact on overall improvements in the quality of teaching and pupils' achievement since the previous inspection.
- The headteacher and governors have a good understanding of how well the school is doing and what needs to be done to improve achievement for pupils further.

It is not yet an outstanding school because

- Leaders and managers have not ensured that attainment gaps between boys and girls have closed. In addition, progress in the Early Years and in Year 1 requires improvement.
- Pupils do not have enough opportunities to apply their skills in mathematics in other subjects.
- Mathematical problem-solving and investigations in mathematics are not used well enough to strengthen pupils' skills.
- Questioning does not always challenge pupils sufficiently well to think deeply about what they are learning.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons and small-group sessions. Two observations were undertaken jointly with the headteacher.
- An inspector spoke with a group of pupils about their learning in lessons and their safety in the school. An inspector also listened to some pupils reading.
- Meetings were held with the members of the governing body. In addition, inspectors held meetings with school staff, including middle and senior leaders.
- Inspectors also looked at the school's review of its own performance, its development plan, school policies and the minutes of the governing body meetings. Inspectors considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at pupils' work in lessons and analysed samples of pupils' books.
- There were 22 responses to the online questionnaire (Parent View) which were analysed by inspectors. Inspectors spoke with parents at the start of the school day and observed part of a session where parents were being given information on how the school teaches mathematics.
- Inspectors also considered responses from the 17 questionnaires completed by staff.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Sue Vickerman

Additional Inspector

Full report

Information about this school

- The school is smaller than an average-sized primary school.
- Overall, there are more boys than girls in the school, although the proportions vary considerably across year groups.
- The proportion of pupils known to be eligible for support through the pupil premium is below average. (The pupil premium is additional funding for disadvantaged pupils)
- The majority of pupils are White British. Most pupils speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school holds the Healthy School award and also has Active Mark.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school is currently being supported by Local Leaders in Education (LLE) from Bentley High Street Primary School Teaching School Alliance.

What does the school need to do to improve further?

- Improve the quality of teaching so that all is at least good or better and standards of attainment increase, especially for boys, by:
 - making sure that the work set challenges all levels of ability, particularly the least able in the Early Years and Year 1
 - ensuring that questioning is always used skilfully to challenge and deepen pupils' understanding
 - providing clear and precise improvement points that relate specifically to a subject when marking work
 - ensuring that pupils respond effectively to the guidance given to them in marking
 - creating more opportunities for pupils to use their mathematical skills in a wide range of subjects
 - developing greater opportunities for mathematical problem-solving and investigation
 - making sure assessment in the Early Years clearly identifies next steps in learning, to target provision better.
- Increase the impact of leadership and management by:
 - ensuring that early years provision and pupils' progress in Year 1 are good
 - raising boys' attainment to close gaps in attainment between boys and girls across the school.

Inspection judgements

The leadership and management are good

- The headteacher and the governing body have developed a strong sense of purpose among all of the staff. The headteacher has given more staff responsibilities for leadership in order to help drive forward his ambitions for the school.
- Leaders have an accurate view of the school's strengths and its areas for improvement. They have improved the quality of teaching and middle leadership successfully through well-thought-out use of sharing best practice in school and targeted use of external support.
- There is a much improved system for checking on pupils' achievement. This allows the headteacher to hold teachers and subject leaders to account at 'pupil progress meetings' and to identify areas for improvement. However, more challenging targets are required to ensure that boys make stronger progress and attain as well as girls.
- There is a strong focus on developing good or better teaching. The staff are unanimous that leaders do all they can to improve teaching. Senior leaders and subject leaders have clearly identified where improvements need to be made. They are using Leaders in Education from another school to strengthen teaching and noticeable improvements have been seen in progress, especially in the early years.
- Systems to check on the performance of teachers are thorough and identify the skills that they need to improve. Teaching assistants have a performance review system to establish their training needs and this is helping them provide good support to pupils. This is a good example of the school's commitment to equality of opportunity.
- The curriculum provides exciting opportunities for pupils across a wide range of subjects and helps them to enjoy school and make good progress. They enjoy studying the development of democracy in Ancient Greece, famous Britons such as Florence Nightingale and listening to visiting speakers. There are many opportunities for them to write at length and to use their good reading skills to support their learning.
- The promotion of pupils' spiritual, moral, social and cultural development is a strength of the school. The school council is voted into office by all pupils and this process supports a good understanding of democracy. 'World faith days' held twice a year, and the displays around school, support pupils' good understanding of other faiths and tolerance and respect for others. The school fosters good relationships and tackles discrimination through a good programme of personal, social and health education. As a result, the school is a harmonious, multi-cultural community that is preparing pupils well for life in modern Britain.
- During the inspection, pupils participated with enthusiasm in sporting activities. The primary school sport funding is used well and managed very effectively to increase participation in sport. Pupils were keen to tell inspectors about hockey tournaments and multi-sports competitions and how much they enjoyed them.
- Parents are very positive about the work of the school. An inspector joined a large group of parents who were finding out how the school teaches 'number work' so they can support their children at home. This is a strong example of parents and the school working in partnership.
- Since the previous inspection, the local authority and the diocese have worked well with the school to improve its overall effectiveness. The local authority's representative knows the school well and has supported governors in strengthening their challenge to ensure that the school is improving. She has also supported the development of subject leaders and helped the school to establish partnerships with other schools to improve the quality of teaching. The local authority is confident that the school provides a good education for its pupils.
- **The governance of the school:**
 - Governors have a strong understanding of how well the school is doing. They visit the school to see the work of the pupils and are beginning to link closely with subject leaders.
 - Governors use their standards and effectiveness committee to challenge the headteacher to ensure that there is good progress throughout the school. They have good knowledge of national performance measures and of how the school compares with them.
 - Governors check the school's improvement plan and they know the quality of teaching throughout the school and what is being done to improve it, where necessary. They have supported the use of external experts to improve teaching and leadership and this has helped the school to improve its effectiveness.
 - They check the school's budget, approve the use of pupil premium funding and know its impact in detail. Governors understand the arrangements linking teachers' performance to pay and ensure that teachers receive salary increases only if their pupils reach their achievement targets. They use their expertise well and check that the school's arrangements for safeguarding meet statutory requirements.

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

- The behaviour of pupils is good.
- Pupils are keen to learn and follow the instructions of their teachers. They are hard working and generally make good progress in their lessons. There are occasions when they do not respond to the comments their teachers give them to improve their work and this slows their progress.
- The vast majority of pupils' work in books is neat and tidy as they take great pride in its presentation.
- Pupils are exceptionally polite and courteous. They show good levels of respect for each other and for the school environment. The performance of Irish dancing, given by pupils in assembly, was highly appreciated and watched with great interest by all pupils.
- Pupils get on well together at lunchtimes and playtimes. They are very active in their play and enjoy using the equipment that is available to them. Play leaders from Year 6 and 'mini leaders' from Year 2 arrange activities and encourage others to join in. They are very proud of their leadership, which is highly respected by all.
- Pupils enjoy school and are proud of it. Uniform is worn with pride and pupils are dressed smartly.
- Pupils are generous in their giving to charity and support others who are less well off than themselves. They support the local hostel for the homeless, CAFOD in its international work and Red Nose day.

Safety

- The school's work to keep pupils safe and secure is good.
- Records show that bullying is exceptionally rare. Pupils know that it is not tolerated by the school. They know what to do should it occur and are confident that it is dealt with very swiftly.
- Pupils have a good understanding of internet safety. The school promotes this well through assemblies and computing lessons that are linked to pupils knowing how to stay safe.
- Attendance has improved strongly since the last inspection and is now average. Almost all pupils attend regularly and are punctual to school.
- The school educates pupils well in assessing risk and pupils have a clear understanding of how to keep themselves and others safe. There are presentations from the local police force, the fire service and a road safety organisation to strengthen pupils' understanding of how to keep safe. During the inspection, Year 6 pupils took part in a 'Crucial Crew' event to engage in assessing how to keep safe in a variety of potentially dangerous situations.
- All pupils spoken to by inspectors said they are happy and safe at school. Parents and staff are unanimous in saying children are safe at school. Inspectors found that pupils are well cared for and supervised well throughout the school day.

The quality of teaching is good

- Overall, the quality of teaching is good, with some that is outstanding.
- Pupils are given clear and concise explanations about what is required of them and what is to be learnt. They know what they have to do to achieve well. Consequently, pupils make good progress.
- Teachers plan and develop lessons that have a range of activities and capture pupils' interest. As a result, pupils respond well and work hard. However, work set is not always pitched appropriately and is not challenging enough for all groups of pupils to make better than good progress.
- Good relationships and the way teachers use praise to encourage and motivate pupils is a strong feature in all lessons. For example, children in Reception focused well on their work, responding positively to encouragement and were keen to write sentences about what they liked and enjoyed.
- Questioning is used well to involve pupils and to search out what they understand. Good examples of highly challenging questioning were seen in a Year 5 mathematics lesson, where pupils were investigating factors, square numbers and prime numbers. Pupils were challenged to think deeply about what they were learning, share ideas and draw conclusions about their findings. However, questioning is not always of this depth and, as a result, pupils sometimes do not benefit from it as much as they should.
- Pupils' work is marked regularly and supports their good progress. Most marking is of high quality and provides guidance for pupils to improve their work. However, there are occasions when subject-specific suggestions for improvement are not precise enough for pupils to understand how to make their work better. As a result, they do not adjust their work effectively to ensure that they make improvements to support stronger progress. There are occasions when pupils do not improve their work and progress

slows, even when the points for improvement are clear.

- Literacy is supported well across a wide range of subjects. There are many opportunities for pupils to read well in order to support their learning. This makes a good contribution to pupils' strong progress in reading. Leaders have set the development of writing as a key priority for the school and now there are good opportunities for pupils to write extensively in many subjects.
- An analysis of pupils' work shows that they use computers skilfully to present their projects and they take pride in their work. It also showed that there is good progress in the development of number skills and a range of other mathematical calculations. However, whilst teaching of mathematics is good overall in its impact on pupils' achievement, there are too few opportunities for pupils to strengthen their problem-solving and investigation skills in mathematics and to use their mathematical skills across a wide range of subjects.
- Highly skilled learning support assistants make a good contribution to pupils' learning. They are organised well and support pupils effectively. They work skilfully with individuals or groups of pupils, both inside and outside the classroom.

The achievement of pupils is good

- Overall, from attainment on entry below that which is typical for their age pupils make good progress in reading, writing and mathematics to reach average standards by the end of Year 6. This is because the overall impact of teaching on pupils' achievement over time at the school is good, and sometimes better.
- Since the last inspection, achievement in the school has been improving because of the efforts of leaders to improve the quality of teaching. Subject leaders and senior leaders are checking on pupils' progress more carefully and more often to take action to prevent pupils from falling behind.
- In 2014, standards at the end of Year 2 were average in reading, writing and mathematics. This showed strong improvement on the previous year because of better teaching overall. Those pupils leaving Year 6 made good progress in reading, writing and mathematics. Girls made exceptional progress in reading and writing. As a result, standards were average in mathematics, writing, English grammar, punctuation and spelling and above average in reading. Standards reached by girls were higher than by boys because of their higher starting points and stronger progress made in reading and writing.
- In comparison to similar pupils nationally, the few most-able pupils reach standards that are better in mathematics, English grammar, punctuation and spelling and similar standards in reading and writing. They are challenged particularly well in Years 5 and 6 to reach these standards.
- Throughout the school, the progress being made by boys and girls is similarly good. However, boys start with lower attainment than girls and this gap is not closing. Boys are not challenged strongly enough by the work set for them to enable this gap in attainment to close.
- Scrutiny of pupils' work by inspectors and school progress information show that overall pupils are making good progress. However, pupils' progress in Year 1 requires improvement. This is because, although the most-able pupils are making good progress, others, especially the least able boys, are not challenged well enough and expectations are not high enough for them to progress well.
- Good leadership and skilful support by teachers and teaching assistants help the few disabled pupils and those with special educational needs to make the same good progress overall as their peers.
- In 2014, the small number of disadvantaged pupils were a term ahead of non-disadvantaged pupils both in school and nationally in reading and a term behind in mathematics and English grammar, punctuation and spelling. In writing, disadvantaged pupils attained equally as well as non-disadvantaged pupils, both in school and nationally. Gaps in attainment for disadvantaged pupils in comparison to non-disadvantaged pupils have closed well, because of the good support they receive from additional teachers and teaching assistants. Disadvantaged pupils make good progress from their starting points.
- Reading is given a high priority in school. A well-stocked library provides a wide range of reading materials, including comics, to ensure that all pupils take an interest in reading. Parents say that their children read to them every evening. In the most recent screening check at the end of Year 1 in 2014, pupils' skills in linking letters and sounds to read words were above those expected nationally and by the end of Year 6 standards are above average in reading. There are good opportunities for pupils to read in many subjects and this is helping with pupils' good reading development.

The early years provision requires improvement

- Children behave well and are safe and happy in the Reception class because they know what is expected

of them and respond well to the instructions given by adults. Children are cared for well by adults who are vigilant in ensuring children's safety. Parents have opportunities to see the work of their children at this early age.

- The majority of children enter Reception with skills that are below those typical for their age, with others having skills that are typical. Their physical development is good and this continues to improve through effective outdoor play. Children's skills in writing and mathematics are underdeveloped, especially for boys, on entry to Reception.
- Over time, children's progress has not been good across early years and by the time they finish their Reception Year, their skills remain below those typical for their age, particularly for boys. However, school information and an analysis of children's work indicate that skills are improving and more children are on track to be closer to those typical for their age by the end of this academic year.
- There are no children identified with disabilities, with special educational needs or who are disadvantaged.
- More recently, leaders and managers have started to identify the needs of each child more precisely and this is helping staff to begin to support better progress. Also, a more rigorous system for checking on children's progress is helping staff to identify those who are falling behind.
- School information and an analysis of children's work show that, overall, children are making typical progress. However, inconsistencies in teaching and variable expectations lead to the least able pupils, particularly boys, making less progress than they should, while the most able make good progress. Leaders have not ensured that assessment identifies what the next steps should be for children to move forward more quickly.
- Therefore, although improving, teaching and leadership and management over time require improvement in early years, as does children's 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

Unique reference number	106760
Local authority	Doncaster
Inspection number	453701

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	208
Appropriate authority	The governing body
Chair	Peter Foster
Headteacher	Paul Storey
Date of previous school inspection	14 March 2013
Telephone number	01302 369143
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