

St Peter's Collegiate Church of England School

Compton Park, Compton Road West, Wolverhampton, West Midlands WV3 9DU

Inspection dates

5–6 July 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The recently appointed principal, other leaders and governors are successfully leading improvements at the school. Standards had declined since the previous inspection but are now improving.
- New systems provide staff with detailed information about how well pupils are doing. Teachers use this to improve pupils' progress.
- There have been recent changes to the structure and membership of the governing body. Governors effectively support and challenge leaders.
- Pupils are polite and considerate. They demonstrate very high levels of respect and care for others. Pupils play an important part in the school and the community. Their conduct embodies the school's Christian ethos.
- Pupils' attainment is well above the national average in a range of subjects. Pupils' progress overall is similar to the national average but some variation exists between subjects and for some pupils, including the most able.
- Attainment in the sixth form is high. Students have ambitious aspirations, and a high proportion achieve appropriate destinations at university, on apprenticeships or in employment after Year 13.
- Teachers know their subjects and pupils well. Pupils value and enjoy their learning. However, not all teachers consistently meet leaders' expectations in the classroom.
- Leaders are aware of variations in standards between subjects. As middle leaders' skills develop, these differences are starting to diminish, but some remain.
- Leaders' systems to analyse pastoral information are not sufficiently developed.
- Some students have started 16 to 19 study programmes which were not suited to their starting points. This contributes to a number not completing their studies. Some parts of students' non-qualification activities do not match their aspirations and interests.

Full report

What does the school need to do to improve further?

- Strengthen teaching by ensuring that teachers consistently:
 - plan activities that challenge the most able pupils
 - apply school policies and procedures for teaching.
- Strengthen leadership and management by:
 - sharpening leaders' analysis of information to identify issues and trends, and using the results to inform strategic planning
 - ensuring that all middle leaders have appropriate expertise in monitoring the impact of teaching, learning and assessment, and checking these skills are being used effectively to improve outcomes.
- Improve 16 to 19 provision by:
 - ensuring that students embark on appropriate academic courses that are well matched to their ability, interests and aspirations
 - improving teaching and raising standards in the weakest subjects
 - ensuring that all students undertake well-planned, high-quality non-qualification activity.

Inspection judgements

Effectiveness of leadership and management

Good

- The new principal, leaders and governors are ambitious for pupils and for the school. New appointments and changes to leadership structures have strengthened the capacity of leaders to develop the school further. Staff say that they are inspired by the principal's approach and share his vision for the school. They feel revitalised and renewed, and this contributes to their high levels of commitment and hard work. Pupils comment about how accessible the principal is to them, and his interest in their work and success.
- Leaders make sure that the school's curriculum is enhanced by a wide range of extra-curricular activities. Pupils value the opportunities they have to participate in sports and arts clubs. The curriculum is further enriched by trips and visits which support learning. The number of these opportunities has increased dramatically this year. High-quality enrichment provides pupils with a range of new experiences that serves to widen their horizons.
- Leaders now have a wealth of information about pupils' performance and use it successfully to understand every aspect of achievement. Leaders apply this information well to inform intervention programmes and decisions about setting pupils' targets. Teachers are starting to use this information to inform the learning activities that they plan.
- A strong team of leaders is committed to improving the school through high-quality training and development opportunities. Leaders aim to enhance teachers' skills and remove inconsistencies in the impact of teaching. Teachers at the school welcome and value the opportunity to further improve their teaching skills. Colleagues who aspire to become school leaders are encouraged to do so because they are able to undertake nationally recognised leadership qualifications.
- Leaders use the Year 7 catch-up funding well to support the very small number of pupils who enter the school with low attainment in English and/or mathematics. Additional sessions focus on developing pupils' skills and confidence. The funding successfully helps pupils catch up with their peers.
- Additional funding for pupils who have special educational needs and/or disabilities is used to provide support in class and extra interventions. The school's special educational needs coordinator monitors the effectiveness of these sessions through the school's tracking systems. Rates of progress for current pupils who have special educational needs and/or disabilities are increasing. Interventions are more successful now than in the past. The use of this additional funding is effective.
- Leaders plan carefully to ensure that pupil premium funding provides effective additional support to tackle the barriers faced by disadvantaged pupils. These include a programme to accelerate pupils' reading. Although there are differences in the rates of progress between disadvantaged pupils and other pupils in Year 11, they have diminished for other pupils.
- Leaders have introduced new systems this year to manage the performance of staff. Targets set are closely linked to school improvement priorities and professional

expectations, and include pupils' progress. Staff comment that the new system is rigorous and challenging, but supportive and developmental.

- Leaders have recently evaluated how well the school's curriculum meets pupils' needs, interests and aspirations. As a result, changes have taken place to the options process so pupils can study for a more appropriate range of qualifications this year. Consequently, the positive impact of leaders' decisions on pupil outcomes is yet to be seen.
- Middle leaders understand their roles and responsibilities and clearly focus on improving outcomes for pupils. In the past, their skills have been underutilised. Some lack the expertise to successfully hold staff within their areas to account for pupils' progress. This has contributed to variation in outcomes between some subjects. Middle leaders have strong capacity to develop their skills and support senior leaders' work to improve the overall effectiveness of the school.
- Leaders have a realistic view of how well the school is doing. They collect evidence that informs and supports their judgements. Leaders' systems to track and monitor aspects of their work are new and still developing. Leaders' priority has quite rightly been to develop and embed these systems. Less focus is placed on evaluating the impact of actions on areas such as behaviour and attendance than on pupils' academic outcomes. Leaders are not entirely clear about how effective some of their actions are, and so cannot use their evaluation to inform future plans.

Governance of the school

- There have been several recent personnel and organisational changes to the governance of the school that have strengthened this aspect of leadership. Governors bring a wide range of professional experience, which they are able to use to inform and enhance their work. A recent audit of governors' skills has informed additional training. The governing body is now in a secure position to support and challenge leaders, and to monitor the impact of work to improve the school's overall effectiveness.
- Governors are able to interpret and evaluate the clear information they receive from the principal and other leaders. They meet regularly with leaders and visit the school. Governors have a realistic view of the school and are aware of what needs to be done to improve relative weaknesses.
- Governors are aware of how additional funding that the school receives is used and the overall impact it has on improving rates of progress for groups of pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that there are effective safeguarding systems in place. They work tirelessly to make sure that safeguarding is central to the work of the school. For example, staff and governors receive regular training, and as a result they are very clear about the school's safeguarding procedures. Leaders create a culture where safeguarding remains at the forefront, and so there is a high degree of vigilance.
- The school's designated safeguarding lead is well supported by several deputies. This

means that there is sufficient capacity to deal promptly and appropriately with any referrals made. Leaders keep detailed records of the actions they take, and their impact.

- Leaders ensure that strong and effective links exist with external agencies that provide specialist support to pupils when required.
- Pupils say that they feel safe at school. Parents agree that pupils are safe and that they are well cared for. However, a small number of parents feel the school does not respond as well as it could to their concerns.

Quality of teaching, learning and assessment

Good

- Teachers are knowledgeable and enthusiastic about their subjects. They share their enthusiasm and knowledge with their pupils. There is a very positive climate for learning within classrooms. Pupils are very keen to learn and are eager to do well. They enjoy their lessons and make good progress. Pupils value highly their peers' contributions to lessons.
- Teachers mostly identify and use well opportunities to develop pupils' literacy and numeracy skills across the curriculum. For example in science, teachers use subject-specialist words when they are talking to pupils. Teachers highlight these key terms and make sure pupils understand their meaning. Pupils are confident in using technical scientific language in oral and written responses. Pupils benefit from opportunities to develop skills in extended writing in many subjects.
- Teachers make sure that they develop pupils' spiritual, moral, social and cultural understanding in lessons. For example, in history, pupils consider how censorship may affect the public's perspective of political leaders during times of conflict.
- Teaching assistants are used effectively in lessons to target pupils identified for additional support. They use additional resources and materials well to make sure pupils can participate in the lesson alongside their peers.
- Staff encourage pupils to become self-confident and independent learners through developing skills as well as knowledge and understanding. In many lessons, teachers plan activities that develop pupils' confidence. Sometimes teachers do not promptly address pupils who are not as fully involved as their peers. As a result, these pupils' progress is affected.
- Teachers carry out regular formal assessments and know their pupils well. However, teachers do not consistently use this information effectively, so on occasion, activities are planned which are not at appropriate starting points for pupils. This is particularly the case for high prior attaining pupils. As a result, some learning tasks are not as challenging for the most able pupils and this limits their progress. Teachers' use of other aspects of the school's teaching and learning policy can also be inconsistent. For example, some do not prepare learning objectives as leaders expect.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show extremely high levels of tolerance and respect for each other and value equality of opportunity. They appreciate diversity and readily welcome those who are different from themselves. Pupils' attitudes reflect the Christian ethos of the school.
- Pupils play an active part in the life of the school. Opportunities to develop leadership skills abound, including the opportunity to become a school ambassador or being a part of the spiritual council. Their personal development benefits from participation in a wide range of extra-curricular and enrichment opportunities. Opportunities include sport, performing arts and study clubs. Pupils regularly raise money to support charities. At the time of the inspection, pupils were very much looking forward to participating in activity week at the end of term.
- Leaders' records show there are very few incidents of inappropriate or abusive language. Pupils are clear that conduct which is discriminatory or prejudice-based is unacceptable. Pupils say that bullying is uncommon, and should it occur, that adults at the school will deal with it promptly and effectively.
- Pupils benefit from high levels of care and support. Pupils recognise that there are adults in school they can talk to if they have problems or feel that they are at risk.
- Pupils' personal, social and health education is comprehensive and effective. Pupils have good levels of understanding about how to keep themselves safe. For example, they learn about the potential risks from using electronic communication or holding radical views.
- Pupils and their parents make good use of the many opportunities available to access careers information, advice and guidance. Leaders' information is supplemented by impartial, independent careers guidance. Pupils now make well-informed decisions about the next steps in their education. As a result, the proportion of pupils who successfully move onto further education, training or employment after Year 11 is high.
- Pupils know how to be good citizens through their contribution to the school and wider community, and through the school's work to promote fundamental British values. Leaders make sure that there is a comprehensive and effective programme to ensure pupils' spiritual, moral, social and cultural development through the taught curriculum and through a range of additional enriching experiences. However, staff do not consistently meet leaders' expectations to develop this aspect of the curriculum in tutor time.

Behaviour

- The behaviour of pupils is good.
- Relationships between pupils and staff are excellent. Pupils are courteous, polite and respectful to visitors, adults and each other. Pupils maintain high standards of behaviour when not directly supervised by staff. Pupils are aware of the consequences

of their actions and are clear about the school's behaviour systems.

- Pupils' conduct around the school when moving between lessons and at social times is orderly and calm. They are positive about recent changes to the structure of the school day. Pupils respond promptly to staff's instructions. Pupils demonstrate that they are proud of their school by wearing their uniform neatly and correctly, and keeping the school site tidy and free from litter.
- Leaders make sure that the small number of pupils who are educated elsewhere behave well and are safe.
- In lessons, pupils listen carefully to their teachers, and to contributions from their peers. They know their education is important, and are keen to learn. However, occasionally in lessons some pupils do not fully engage with activities which are not directly supervised by their teachers. Sometimes, staff are too tolerant of this behaviour. Teachers feel that pupils' behaviour is positive in school and that leaders' consistent approach to managing behaviour supports them in implementing the school's behaviour policy.
- Attendance is consistently well above the national average for secondary schools. However, disadvantaged pupils and pupils who have special educational needs and/or disabilities are absent more often than other pupils. Leaders are aware of this, but do not routinely analyse patterns in attendance for different groups of pupils.
- Rates of exclusion have increased gradually in recent years, although they remain below the national average. The proportion of pupils excluded from school for a fixed period of time this year has decreased. Leaders carefully consider permanent exclusion in response to incidents that merit it, and use this sanction only as a last resort.
- Leaders routinely collect information about pupils' behaviour. However, the ways they use this information are not yet fully developed. As a result, leaders do not fully analyse pupil behaviour patterns nor use this information to greatest effect.

Outcomes for pupils

Good

- The proportion of pupils who achieve at least a grade C in English and mathematics is much higher than the national average. Pupils' attainment across a range of subjects including religious education, health and social care, product design and physical education was much higher than for all pupils nationally in 2016.
- The proportion of pupils who are entered for, and achieve, the English Baccalaureate is higher than the national average. Pupils are well prepared for the next stage of their education, training or employment.
- GCSE results in 2016 show that pupils' overall rates of progress were similar to that of all pupils nationally. Rates of progress in mathematics, science and humanities were similar to those seen nationally. Overall rates of progress in subjects that contribute towards the English Baccalaureate were similar to the national average although pupils made less progress in modern foreign languages than other pupils nationally.
- Recently, high prior attaining pupils have made less progress in a range of subjects than pupils with similar starting points nationally. Leaders' analysis of current pupils' progress demonstrates that specific interventions for pupils in Year 11 have

successfully addressed this. As a result, leaders expect the progress of high prior attaining pupils in Year 11 to be stronger this year. However, high prior attaining pupils in other year groups continue to make a little less progress than they should, across a range of subjects.

- In 2016, disadvantaged pupils' progress was lower than that of other pupils, particularly for those who also had high prior attainment. Also, the proportion of disadvantaged pupils who achieved the English Baccalaureate was lower than for other pupils. The impact of the pupil premium funding has improved, so that the progress of current disadvantaged pupils across a range of subjects and in most year groups is much better. Differences for younger pupils have almost disappeared.
- The progress of pupils who have special educational needs and/or disabilities that are supported by the school is improving. Differences between these pupils and their peers are reducing.
- The very small number of pupils who complete their education away from school are achieving well. They are supported effectively to make good progress that prepares them well for the next stage of their education.

16 to 19 study programmes

Requires improvement

- Leaders have, in the past, allowed students to start courses that are not appropriate to their ability or previous academic outcomes. This has resulted in a number of students leaving the sixth form before the end of Year 13. Leaders ensure that these students are supported to find alternative courses or suitable training or employment. Leaders have now addressed this situation by ensuring that entry requirements are appropriate.
- Some elements of students' study programmes have not been as well planned as others. For example, some students are taking subjects inappropriate to their starting points, and personal, social and health education has been poorly planned. Students feel safe at school, although their understanding of ways to keep themselves safe and healthy are not as well developed as they should be.
- Teaching on vocational qualifications is effective and results in students making good progress. Teaching over time on academic courses is variable. In 2016, students made slow progress in several subjects including mathematics, geography, chemistry and physics. Leaders' monitoring information indicates that there is improvement for current students in geography and physics. Despite this, progress varies considerably between subjects. Overall, leaders expect outcomes in summer 2017 will be similar to last year.
- Leaders know the sixth form well. They are aware of its relative weaknesses and have plans in place to rectify them. Teachers and students have welcomed leaders' planned changes to the curriculum to increase the amount of lesson time for subjects. However, it is too soon for these plans to have a demonstrable impact.
- Leaders track students' attainment regularly. Leaders identify students who are underachieving and put strategies in place to support them. This has led to some improvement in progress in some subjects, but not all.
- Students who start the sixth form without a grade C or above in GCSE English and/or mathematics retake these important qualifications. Students are well taught and are

much more successful in improving their grades than students nationally.

- High attainment, aspiration and effective and helpful careers information, advice and guidance supports students to move on successfully after sixth form. Students who complete Year 13 gain places at university, on apprenticeships or in employment. Students have the opportunity to participate in work experience. This is well planned and appropriate to students' career aspirations.
- Students participate in a range of activities that successfully develops their employability skills. These include voluntary work, helping younger pupils and charity work. A large number take part in music and performing arts activities. However, sporting opportunities are limited in the sixth form, especially for girls. Students develop good study skills and use independent study time well.
- Sixth formers' behaviour is exemplary and their attendance is high. They are excellent role models for younger pupils.

School details

Unique reference number	138852
Local authority	Wolverhampton
Inspection number	10038708

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.

Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,052
Of which, number on roll in 16 to 19 study programmes	210
Appropriate authority	The governing body
Chair	Mr Geoff Cresswell
Principal	Mr David Lewis
Telephone number	01902 558600
Website	www.speters.org.uk
Email address	speters@speters.org.uk
Date of previous inspection	9– 10 November 2011

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- St Peter's Collegiate School is a slightly larger than average-sized secondary school which has a sixth form.
- Pupils enter the school with levels of prior attainment which are above the national

average. There are very few pupils who have low levels of prior attainment.

- A below-average proportion of pupils are supported by the pupil premium.
- Just over half the pupils are White British. Pupils of Indian or Black-Caribbean heritage comprise the largest minority ethnic groups. This is much higher than the national average. An above-average proportion of pupils speak English as an additional language.
- An average proportion of pupils have a statement of special educational needs or an education, health or care plan. An above-average proportion of pupils have special educational needs and/or disabilities supported by the school.
- A very small number of pupils attend alternative provision at The Orchard Centre in Wolverhampton.
- The school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 11 and by the end of 16 to 19 study programmes, in 2016.
- The school's last section 48 inspection of its religious character took place in March 2017.
- The principal started at the school in September 2016. The previous principal left the school after one year as substantive principal.
- An interim executive committee was created to take on the responsibilities of the governing body in February 2016. Many new governors joined the governing body when it was reconstituted in September 2016. The current chair of the governing body was appointed in May 2017.

Information about this inspection

- Inspectors observed teaching in 32 lessons. Lessons covered a wide range of subjects and year groups. Inspectors visited an assembly and form time. Inspectors evaluated pupils' behaviour in class, between lessons and at social times.
- Inspectors reviewed pupils' work in lessons.
- Inspectors held meetings with senior and middle leaders, including those with responsibility for safeguarding, members of the governing body and a representative from Lichfield Diocesan Board of Education.
- Inspectors evaluated leaders' analysis of responses from 74 parents to Ofsted's online questionnaire, Parent View. Inspectors took into account the views of staff, meeting with them, for example, to provide feedback after observing lessons.
- Pupils met formally with inspectors on three occasions. Inspectors conducted many informal discussions with pupils during lessons and at social times.
- Inspectors reviewed a variety of documentation including the school's website, school policies, self-evaluation and action plan documents, and information about attendance, behaviour, outcomes, teaching and learning.
- This inspection was carried out following complaints made to Ofsted which raised serious concerns. Her Majesty's Chief Inspector decided that an inspection of the school should take place to follow up the whole-school issues that were raised. Inspectors sought to establish whether standards and the quality of learning, leadership and management including governance and the contribution made by the school to the well-being of pupils were acceptable.

Inspection team

Rob Hackfath, lead inspector	Her Majesty's Inspector
Alun Williams	Her Majesty's Inspector
Gwendoline Onyon	Ofsted Inspector
Graeme Rudland	Ofsted Inspector
Lois Kelly	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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