

# Inspection of a good school: SS Peter and Paul Catholic Primary School

Arkle Drive, Off Woodway Lane, Walsgrave, Coventry, West Midlands CV2 2EF

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Inspection dates:

19 and 20 September 2023

## Outcome

SS Peter and Paul Catholic Primary School continues to be a good school.

The executive principal of this school is Lorraine Stanton. This school is part of The Romero Catholic Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the Catholic senior executive leader, Helen Quinn, and overseen by a board of trustees, chaired by Brendan Fawcett.

## What is it like to attend this school?

SS Peter and Paul Catholic Primary is a school where adults are ambitious for all pupils. They want pupils to achieve well at school. Pupils are warmly welcomed to school each morning. They are happy and safe. Every day, pupils try hard to live the school rule 'to be the person God wants you to be'. Parents and carers are overwhelmingly positive about the quality of education their children receive.

High expectations are set for pupils' behaviour in school. Pupils meet these expectations. They are polite and kind to each other. Pupils are very well behaved during lessons and at social times. Classrooms are busy and industrious places where pupils engage well in their learning. Leaders deal with any incidents of poor behaviour or bullying swiftly and effectively, so that it stops.

The 'Romero child charter' sets out key experiences for all pupils. Older pupils develop teamwork skills and enjoy time for reflection during residential experiences. A range of clubs and activities allow pupils to develop their talents and interests. These clubs include art, football and gymnastics. Trips and visits help pupils to deepen their knowledge of the curriculum. For instance, pupils enjoy visits to a chocolate factory, a Victorian museum and the seaside.

## What does the school do well and what does it need to do better?

The school has designed an ambitious curriculum so that pupils can achieve well. In most subjects, learning is carefully sequenced so that pupils build on important knowledge and skills over time. However, in a small number of subjects, the sequence of knowledge and

skills is not as clear. This means that pupils do not build on and deepen their learning securely in these subjects.

Teachers have the subject knowledge and resources they need to teach the curriculum effectively. This means that new learning can be presented in a way that excites and engages pupils. They closely check on how well pupils are learning the curriculum and clarify any misconceptions quickly. Pupils recall key facts and knowledge during lessons. Reception children have settled quickly into the school routine. Staff plan activities effectively to develop children's early reading, mathematics and communication skills. They are well supported by adults who skilfully engage them in conversations about their learning. Some pupils in key stage 1 do not always have the necessary skills to communicate effectively. This has been exacerbated by the pandemic. However, the school has not focused on developing pupils' oracy skills sharply enough.

Teachers are well trained to teach reading, including phonics, effectively. A wide range of opportunities promote curiosity and excitement about books. For example, 'read and hide a book', the 'reading café', library visits, reading quizzes and the book vending machine all motivate pupils to read. High-quality texts are available across the school. Pupils read and are read to daily. Younger pupils practise their phonics skills when reading books that match the sounds they are learning. Any pupil who has fallen behind in their reading is supported effectively to catch up quickly. As a result, pupils read confidently, with fluency and accuracy.

Right from the start, pupils in need of additional help are swiftly identified. The school works closely with external agencies. Pupils with special educational needs and/or disabilities (SEND) get the help and support they need to be successful in school, for example speech and language support or help from extra adults. As a result, pupils with SEND achieve very well.

The school's work to develop pupils' personal development is effective and allows pupils to broaden their interests and experiences. For instance, pupils learn about the importance of healthy foods. They enjoy opportunities to taste new foods, such as olives, tzatziki and feta cheese, when making a Greek salad. Pupils learn about what life in London was like before the Great Fire so that they can compare life in the past with life today. Visits to a mosque, temple and Sikh school help pupils find out about different religions and cultures, including Hinduism and Islam. This helps them to appreciate and respect others. Opportunities to take on responsibilities in school, such as play leaders and head boy or girl, promote leadership and teamwork skills. The school rules help pupils to learn about right and wrong. Pupils know that they are rewarded for being kind and respectful. A visit from a Member of Parliament and the school council help pupils to understand and learn about democracy. All this means that pupils are well prepared for life in modern Britain.

School staff value the support they receive to help them to manage their workload and well-being. Partnership working with schools across the trust to share planning helps to reduce workload. Weekly well-being breakfasts give staff time to reflect and meet together.

## Safeguarding

The arrangements for safeguarding are effective.

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

#### (Information for the school and appropriate authority)

- In a small number of subjects, the curriculum is not fully coherently planned to build on pupils' prior learning. This means that pupils do not always securely build on their previous knowledge and skills. The school should ensure that the curriculum in these subjects is coherently planned so that pupils deepen their learning over time.
- The school has not fully developed a sharp focus on oracy for pupils in key stage 1. This means that pupils do not always have the skills to communicate effectively. The school should ensure that pupils have further opportunities to develop spoken language and confidence to communicate effectively.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

### How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and](#)

[protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	142217
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10282683
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Brendan Fawcett
<b>Principal</b>	Lorraine Stanton (executive principal)
<b>Website</b>	<a href="http://www.sspeterandpaulcoventry.co.uk">www.sspeterandpaulcoventry.co.uk</a>
<b>Dates of previous inspection</b>	7 and 8 March 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Romero Catholic Multi-Academy Trust.
- The school does not use alternative provision.
- The school provides a before- and after-school club for all pupils.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, design and technology, and mathematics. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of sessions, spoke to teachers, spoke to some children about their learning and looked at samples of children's work.

- The inspector observed children being read to by a familiar adult and reviewed reading resources.
- The inspector reviewed a range of documentation on the school's website.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed children's behaviour in lessons and at other times during the day.
- The inspector held meetings with the principal, the head of school, the special educational needs coordinator, the designated safeguarding leader, curriculum leaders, representatives of the trust and a representative from the diocese.
- The inspector took account of responses to Ofsted Parent View and staff surveys.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

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