

# Inspection of St Peter and St Paul, Catholic Voluntary Academy

Western Avenue, Lincoln, Lincolnshire LN6 7SX

---

Inspection dates: 30 April and 1 May 2024

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Caroline Hewardine. This school is part of Our Lady Of Lourdes Catholic Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, James McGeachie, and overseen by a board of trustees, chaired by Nigel Stevenson.

## **What is it like to attend this school?**

Pupils are happy at St Peter and St Paul, Catholic Voluntary Academy. They are polite and respectful. Pupils say they feel safe here. They enjoy positive relationships with caring staff. Pupils are guided by the school's values to be tolerant and respect differences.

Behaviour has improved in the school. Staff set high expectations for pupils' behaviour. Most pupils behave well in lessons and around school. Bullying is never tolerated and, when it happens, issues are resolved quickly and supportively. A minority of pupils who struggle to regulate their own behaviour receive effective support that helps them to improve.

The school has worked hard to develop an ambitious curriculum that supports pupils to gain the knowledge and skills they need to achieve well. However, the curriculum is not yet delivered consistently well across the school. As a result, too many pupils do not achieve as well as they could. This is reflected in the most recent published outcomes.

Students in the sixth form benefit from personalised academic support and a well-planned enrichment programme that supports their wider development. They value opportunities to contribute to the wider school community.

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

The curriculum at key stage 3 is broad and covers the requirements of the National Curriculum. At key stage 4, pupils choose from a good range of subjects. The majority of pupils study all the subjects that make up the English Baccalaureate. Despite its small size, the sixth form offers a very extensive choice of academic and vocational courses.

In all subjects, the curriculum is well planned. The school has identified precisely the knowledge that pupils will learn. This knowledge is sequenced well so that pupils build on what they have learned previously as they progress. Pupils with special educational needs and/or disabilities (SEND) follow the same curriculum as their peers. The school quickly identifies the needs of pupils with SEND and provides effective support when it is needed. Weaker readers are supported well to develop their reading skills so that they can access the curriculum in full.

Staff have strong subject knowledge. They use this to plan interesting lessons and activities. However, in lessons, staff do not always routinely check that pupils have the prior knowledge they need to make links to new learning. Sometimes they do not check well enough that pupils have understood new knowledge before moving on. As a result, gaps and misconceptions are not identified or addressed quickly.

Most pupils try hard in lessons. However, in lessons, some staff do not have high-enough expectations of what pupils can achieve. Sometimes they accept work that

is of poor quality. Some staff do not routinely provide feedback to pupils to help them improve their work or deepen their understanding. As a result, pupils do not achieve as well as they might.

The delivery of the curriculum is stronger in the sixth form. Staff teach challenging concepts clearly. They question students well and challenge them to think deeply about their learning. Classes in the sixth form are small and staff know the students very well. They provide personalised support that is appreciated by students.

Most pupils attend school well. Staff provide support for pupils and their families to promote good attendance and behaviour. However, despite some improvement, a significant number of pupils are absent too often. Some pupils miss lessons because they are suspended from school. Sixth-form students attend school well.

There is a well-planned curriculum for personal, social and health education. Pupils learn how to keep themselves healthy and safe. They learn about British values and equalities.

Pupils benefit from a detailed careers programme. They have access to information from local employers and education providers as well as personalised careers advice. Sixth-form students are supported to attend university open days. Many go on to aspirational destinations.

The school provides a good range of extra-curricular activities. These include opportunities for pupils to develop their talents in a range of sports and the performing arts. Pupils appreciate these.

The school has improved the curriculum. School leaders are ambitious to continue to improve all aspects of the school's provision. They are well supported by the multi-academy trust. Staff recognise the improvements the school has made. They are happy and proud to work at the school. Staff appreciate the support the school provides them to manage their workload. They appreciate opportunities to develop their expertise.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Too many pupils are absent from school too often. Pupils whose attendance is low do not benefit from the curriculum as well as they could. The school needs to make sure all pupils attend school well.
- Some staff do not always have high-enough expectations for what all pupils can achieve. Sometimes they accept work that is unfinished or of poor quality. Some

staff do not always support pupils well enough to improve their work or deepen their understanding. Pupils do not achieve as well as they could. The school needs to ensure that all staff share high expectations of all pupils and support them to achieve well across the curriculum.

- Some staff do not systematically check what pupils have learned. Sometimes they do not check well enough that pupils are secure in prior learning. They do not routinely question pupils to check that they have understood new knowledge. Gaps and misconceptions are not always identified or addressed. Pupils' learning is insecure, and they do not remember what they have learned. The school needs to ensure that all staff routinely check pupils' learning and address gaps and misconceptions quickly and effectively.

## 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>	139623
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10288344
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	602
<b>Of which, number on roll in the sixth form</b>	50
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Nigel Stevenson
<b>CEO of the trust</b>	James McGeachie
<b>Headteacher</b>	Caroline Hewerdine
<b>Website</b>	<a href="http://www.sspp.lincs.sch.uk">http://www.sspp.lincs.sch.uk</a>
<b>Dates of previous inspection</b>	4 and 5 October 2022, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Our Lady Of Lourdes Catholic Multi-Academy Trust.
- This is a Roman Catholic School. The most recent section 48 inspection took place in April 2016. The next inspection is due in 2024.
- The school uses one registered and one unregistered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team, and other school leaders.
- The lead inspector met with the chief executive officer, the deputy chief executive officer, and the director of performance and standards from the multi-academy trust. The lead inspector also spoke to the chair of the local governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, modern foreign languages, and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons and looked at pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors met with pupils from a range of year groups, including pupils with SEND.
- Inspectors met with a range of teaching and non-teaching staff.
- Inspectors considered responses to Ofsted Parent View, as well as the online survey for staff.

## Inspection team

John Spragg, lead inspector	His Majesty's Inspector
Matthew Sammy	Ofsted Inspector
Damian Painton	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024