

Inspection of a good school: Saint Peter's Catholic Primary School, A Voluntary Academy

London Road, Hinckley, Leicestershire LE10 1HJ

Inspection dates:

14 and 15 May 2024

Outcome

Saint Peter's Catholic Primary School, A Voluntary Academy continues to be a good school.

The headteacher of this school is Luisa Rinaldi-Oxley. This school is part of St Thomas Aquinas 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 (CEO), Neil Lockyer, and overseen by a board of trustees, chaired by Sarah Noon.

What is it like to attend this school?

Pupils say they are proud and happy to be part of this inclusive school. Parents say they appreciate the nurturing environment. Staff greet pupils each morning on the playground and help to sort out any queries.

Pupils say they feel safe in school. During acts of worship the school's respect charter is shared. Pupils say that the scriptures and quotations help them learn how to be respectful; they know that 'being mean isn't funny'. Pupils are keen to help each other. At lunchtime, play leaders proudly organise games for the younger children who learn from their Year 6 role models.

Pupils say teachers make learning fun. They enjoy reading and listen avidly as teachers read to them during daily story times. Teachers expect pupils to do well. They make sure that there are activities to challenge pupils to think hard. Help is available so everybody can learn. This is reflected in the results pupils achieve.

Pupils and staff build strong relationships, they talk of the school as a family. Pupils are keen to follow the school's rules. They know that the traffic light system will be used, if needed, to remind pupils how to behave. They say this rarely needs to happen.

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

The curriculum identifies the key knowledge and skills that pupils should learn in each subject and each phase. This key knowledge is ordered logically so pupils can build on what they know. For example, in mathematics pupils begin in Reception to put numbers in order from 1 to 10. By Year 5, pupils are using number lines to understand and record negative numbers. Extra resources are provided to help all pupils learn. Challenges are available for pupils if they complete a task successfully. In a small minority of foundation subjects the curriculum is not as well developed, and some pupils do not develop their knowledge and skills to the same level as they do in other subjects.

Key learning sheets summarise the important knowledge and vocabulary that pupils need to remember. This knowledge is regularly revisited in 'flashback 4s' and quizzes. Staff work alongside pupils during lessons to check that pupils are learning. If pupils are unsure, teachers go over that knowledge to help them remember. For example, in phonics children in early years are reminded how to form their letters correctly. 'Gap tasks' are quickly built in if pupils continue to struggle. Pupils work with an adult in small groups to revisit learning.

Teachers present subject matter clearly and gradually guide pupils to learn independently. For example, in mathematics teachers begin by demonstrating methods on the board. They then support pupils to complete tasks in books before they use this knowledge to develop their reasoning skills. Pupils, including those with special educational needs and/or disabilities (SEND), say this helps them gain confidence.

Pupils learn to read as soon as they start school. They begin with initial letter sounds and soon move on to building sounds to make words. The youngest children enthusiastically point at the new sounds they are learning as they recite the sounds they know. Pupils take home books that match the sounds they are learning so they can practise and become better readers. Pupils continue to enjoy reading and they become fluent readers. They are keen to talk about their reading buddies in different year groups, and their visits to the local library.

Staff are quick to identify any pupils who may need extra help, for example those who are at the beginning stages of learning to speak English or pupils with SEND. Provision to support these pupils is put in place and reviewed regularly. Parents are included in setting targets and say they appreciate the regular communication. When necessary, the school makes effective use of external expertise.

Attendance and punctuality are a priority. The school works with families to make sure that pupils attend every day they are able. Any absences or lateness are quickly followed up. Pupils love coming to school and attendance rates reflect this.

Pupils, including those with SEND, enjoy attending a variety of clubs and competitions. Pupils enjoy learning the ukulele and performing at the local secondary school. The school is passionate about inclusion. Pupils know that being fair is about others getting what they need rather than simply the same as everyone else. Older pupils are keen to take on

leadership responsibilities. For example, some choose to be involved in a pastoral group at lunchtimes to support others who may find playtimes overwhelming.

The trust and local governing body work together to oversee the work of the school. They make regular visits and are given the information they need to enable them to support and challenge the school effectively. Staff love working at the school, they feel supported and they know that their views matter. They are proud to be a part of the school family.

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 very small number of foundation subjects, knowledge, skills and endpoints are not as clearly identified as they are in other subjects. This means that in these subjects teachers do not always ensure that pupils secure the necessary knowledge. As a result, some pupils do not always progress as well as they do in others. The school must ensure that knowledge, skills and endpoints are precise in all subjects and this supports pupils to know more and do more.

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 second ungraded inspection since we judged St Peter's Catholic Primary School to be good in May 2013.

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

Unique reference number	142724
Local authority	Leicestershire
Inspection number	10339684
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	Board of trustees
Chair of trust	Sarah Noon
Headteacher	Luisa Rinaldi-Oxley
CEO	Neil Lockyer
Website	www.stpetershinckley.net
Date of previous inspection	28 November 2018 under section 8 of the Education Act 2005

Information about this school

- The school is part of St Thomas Aquinas Catholic Multi-Academy Trust.
- The school does not use any alternative provision.
- The last section 48 inspection took place on 27 March 2019.

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 met with the headteacher, the deputy headteacher and senior leader from the school. The inspector also met with the CEO and director of performance and

standards for the trust and members of the trust board and the governing body, including the chairs of both boards.

- The inspector carried out deep dives in early reading, mathematics and geography. For each deep dive, the inspector 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. The inspector observed pupils reading with a familiar adult.
- The inspector also discussed the curriculum and looked at plans in other foundation subjects.
- The inspector met with leaders responsible for pupils' personal development, behaviour and attendance, the early years and the provision for pupils with SEND.
- The inspector observed pupils' behaviour in lessons and around school.
- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View, and the results of the Ofsted surveys for school staff and pupils. She met with groups of staff and pupils and met with parents on the playground.
- 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.

Inspection team

Ann Davey, lead inspector

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024