



St Peter's Catholic Primary School

Inspection Report

Unique Reference Number 116381
LEA Hampshire LEA
Inspection number 279809
Inspection dates 8 February 2006 to 9 February 2006
Reporting inspector Christopher Parker AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Winchester
School category	Voluntary aided		Olivers Battery Road North
Age range of pupils	4 to 11		Hampshire PO7 7BP
Gender of pupils	Mixed	Telephone number	01962 852820
Number on roll	327	Fax number	01962 855445
Appropriate authority	The governing body	Chair of governors	Mrs Clare Mckenna
Date of previous inspection	27 November 2000	Headteacher	Mrs Catherine Howells

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

St. Peter's is a larger than average primary school. The proportion of pupils with learning difficulties is well below average. Three pupils have statements of special educational need. The percentage of pupils from minority ethnic groups is broadly average. A small number speak Tagalog at home but none is at an early stage of learning English. The headteacher and the deputy headteacher have recently resigned. The school is currently led by an acting headteacher and a senior leadership team of two acting assistant headteachers and two phase leaders.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. Whilst its strong Catholic ethos ensures the pupils' personal development is outstanding some pupils are not reaching the highest academic levels of which they are capable. The school knows it has many strong and successful features but is not incisive in identifying its weaknesses. Consequently, it is too generous in the evaluation of its own effectiveness. Although standards in English and mathematics are significantly above average some of the older pupils should do even better. A good proportion of pupils achieve particularly high standards at the end of Year 2 but by Year 6 too few pupils reach the highest levels of which they are capable. The school's tracking of the pupils' performance, marking and target setting are not used rigorously or precisely enough to ensure all pupils make rapid progress. The provision and standards in the Foundation Stage are outstanding. Pupils, throughout the school, enjoy an interesting and lively curriculum. They are very enthusiastic, considerate of each other and extremely well behaved. Parents hold the school in high regard and warmly appreciate the school's care and support for the pupils. The acting headteacher and the leadership team have provided stability and direction for the school through a period of considerable uncertainty and disruption. The school has successfully tackled shortcomings in geography and recently improved the organisation of the curriculum. It has the capacity to improve further. The school provides satisfactory value for money.

What the school should do to improve further

* Improve marking and target setting to ensure all pupils with the potential to reach the highest levels do so. * Improve the quality of self evaluation so that it clearly and accurately identifies where improvements are needed.

Achievement and standards

Grade: 3

Standards in English and mathematics are significantly above average at the end of Years 2 and 6. Whilst a good proportion of pupils exceed the expected level at the end of Year 2 not as many pupils reach the highest level by the end of Year 6 as they should. Overall progress between Years 2 and 6 is satisfactory but not enough is being done to ensure that all pupils with the potential for high attainment make rapid progress. As a result, the school does not reach the challenging targets it sets. Standards in science, although above average, are lower than those in English and mathematics. Too few pupils with the potential for high attainment reach the level they should at the end of Year 6. The school has introduced specialist teaching of science this year to raise standards and this is providing greater challenge for the pupils. Pupils in the reception class achieve very well. The pupils with learning difficulties make good progress towards their targets because they are well supported.

Personal development and well-being

Grade: 1

The pupils' personal development is outstanding because of the high priority the school places on their spiritual, moral, social and cultural development. Pupils hold strong views on environmental issues such as litter disposal and recycling. They learn to understand and respect the beliefs of others as they study how different faiths interpret the story of the Creation in their art lessons. Pupils have a strong sense of right and wrong. Through the rich and diverse curriculum, they gain a comprehensive understanding of other cultures, faiths and traditions. Their enjoyment of school bubbles over as they speak enthusiastically about art and history weeks. From the reception class onwards, children are encouraged to express their views and to make choices. They quickly learn that they will be listened to and their opinions valued. Pupils appreciate the influence they have through the school council. Pupils' attendance is good. They behave extremely well and care for one another. One pupil commented, 'I love being at this school - you make so many friends'. They know about healthy foods and the importance of exercise. Pupils speak confidently about the school's procedures to deal with bullying and say that they feel safe. They take on responsibility, such as managing play equipment at lunchtimes, very readily and with considerable confidence. The holding of elections for head girl and boy and involvement in fund-raising events is good preparation for life beyond school.

Quality of provision

Teaching and learning

Grade: 3

The teaching is satisfactory. In many lessons there are strong elements to the teaching. The teachers make clear to the pupils what they are expected to learn, and set them tasks which engage and motivate them. In a Year 3/4 science lesson the pupils were set interesting problems to solve using their knowledge of electrical circuits. Throughout the school, the pupils respond well, concentrate and confirm how much they enjoy lessons. One pupil commented that the teachers, 'Make boring things fun so that we want to learn.' Pupils with learning difficulties make good progress because the targets set for them are clear and frequently reviewed. The teaching of the pupils in the reception class is good. The pupils benefit greatly from teacher led activities and those they choose themselves to develop their resourcefulness and independence. Rigorous assessment and tracking of the children's progress ensure they do well. The teaching ensures the pupils make satisfactory progress and that almost all reach the expected level by the end of Year 6. However, marking and target setting are not detailed or precise enough. Consequently, some of those pupils with the potential to reach the highest level do not get the guidance they need to ensure they improve.

Curriculum and other activities

Grade: 2

The pupils enjoy the broad and interesting range of work they do. They speak animatedly about the interesting opportunities the teachers plan for them. One pupil commented how he found history lessons, 'So exciting!' The school is making good links between subjects and increasingly using information and communication technology (ICT) to good effect. However, there are occasions when opportunities for older pupils to use and apply their literacy and numeracy skills in other subjects do not demand enough of them. The Foundation Stage curriculum is rich and stimulating and contributes significantly to the very good progress the children make. Educational visits, for example, to Winchester Castle and the theatre add interest to the curriculum and help to bring colour and life to the pupils' learning in history. The study of major world faiths such as Hinduism, enlivened by a visit to a temple, adds diversity to their learning. Pupils value and enjoy the clubs and extra-curricular activities the school provides. They enjoy many sporting opportunities which utilise the school's very good facilities.

Care, guidance and support

Grade: 2

The care, guidance and support which the school provides are good and create an environment in which pupils feel confident and want to learn. Parents appreciate this; one stated that, 'There is a very strong sense of belonging'. All aspects of health and safety are promoted and monitored effectively. Procedures for child protection are well established and staff are aware of their responsibilities. Systems for rewards and sanctions are successful in promoting excellent behaviour and in celebrating pupils' successes. The school collects extensive data about progress but it is not in a format that enables the teachers to track the pupils' performance and give clear guidance to them on how to improve. Links with external agencies provide good support for pupils with learning difficulties, boosting their self-esteem and confidence as learners. Support for pupils when they join the school and prepare to move to the next stage is very thorough and effective.

Leadership and management

Grade: 3

The acting headteacher and senior leadership team are successfully leading the school through a period of considerable staffing disruption and change. They have become increasingly ambitious in both identifying and tackling weaknesses. However, some elements of the school's self evaluation are not incisive enough to identify precisely where improvements are needed. The monitoring of the quality of teaching does not take sufficient account of the impact on pupils' progress. Similarly, the school's efforts to improve assessment are not precisely targeted to make a significant and immediate impact. Nevertheless, the senior leadership team has made good improvements to the curriculum, and particularly the way it is brought to life to make learning fun and

effective; this illustrates well the school's capacity to improve. The acting headteacher has galvanised the teaching team, which demonstrates considerable commitment, in promoting a very caring ethos within which the pupils thrive. The impact of the school's ethos is clearly evident in the pupils' outstanding personal development. The Foundation Stage is very well led and managed ensuring the pupils move seamlessly from the 'Little Fishes' pre-school, through the reception year and into Year 1. The school is very well and generously supported by parents whose views are listened to and acted upon. The governors support the school effectively and ensure statutory requirements are met.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to the inspectors about your school. The acting headteacher and teachers are very successful in creating a friendly and caring school where you are happy and feel safe. Your behaviour is excellent. You told us how much you enjoy lessons because the teachers make them interesting and fun. Some of you also said that the school provides lots of opportunities outside lessons and we agree.

You are given many responsibilities which you enjoy and carry out very well, such as managing the play equipment at lunchtimes. The School Council represents your views well so that you can make suggestions about how the school can improve. Many of you are doing well but some older children could do even better. We have asked the teachers to mark your work so that you know how to improve it. We have also asked them to set you targets to help you make good progress so that more of you reach the highest level by the end of Year 6.

The teachers want to make improvements. We have asked them to look very carefully at how well the school is doing so that they can see clearly if anything needs to improve. We enjoyed being in your school and hope that in the future it is successful in helping you all to do as well as you possibly can.