



St Peter's Catholic Primary School

Inspection Report

Unique Reference Number 116489
LEA Hampshire LEA
Inspection number 279842
Inspection dates 13 March 2006 to 13 March 2006
Reporting inspector Sean O'Toole AI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Stakes Hill Road
School category	Voluntary aided		Waterlooville
Age range of pupils	4 to 11		PO7 7BP
Gender of pupils	Mixed	Telephone number	02392262599
Number on roll	427	Fax number	02392260375
Appropriate authority	The governing body	Chair of governors	Mrs Jacquie Shaw
Date of previous inspection	16 October 2000	Headteacher	Mrs Lynda Regan

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by an Additional Inspector. Evidence was gathered from discussions with the headteacher and key staff. The information put forward by the school to support its evaluations of the school was tested through lesson observations, analysis of the pupils' work and meetings with the governors, parents and pupils. Nearly 150 parents responded to the questionnaire seeking their views the school.

Description of the school

This larger-than-average school is located in an area of socio-economic advantage and admits pupils from a wide area. Few pupils are eligible for free school meals. A very low percentage has learning difficulties. The vast majority of pupils come from White British backgrounds. Three are at an early stage of learning English. Pupils start school with a wide range of abilities; overall, attainment on admission is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Inspirational leadership, backed up by a dedicated and high performing team, underpins the school's outstanding success in providing education of the highest quality where every child matters. Boys and girls of all abilities and backgrounds thrive in a challenging, encouraging and supportive atmosphere. As a result, standards are high and pupils make outstanding gains in their learning. One boy, when asked what he thought might be improved, said, 'I wouldn't change anything, it's perfect as it is.'

Children get off to a cracking start in the reception classes benefiting from high quality provision. Their language, personal, social and emotional skills blossom in an atmosphere where work is fun and every day brings a new challenge. These skills are built on successfully so that standards in English and mathematics are well above average by the end of Year 6. Pupils are inspired by their teachers. One parent echoing the praise of many said, 'He enjoys school, is stretched; his talent for mathematics has been recognised and he is given challenging things to do.'

The quality of teaching is of the highest calibre. Teachers are spot on in their preparation and planning. Pupils say that their teachers are helpful and understanding. One girl said, 'I love homework, it's really interesting; I like my teachers because they make me work hard.' Polish, French and Spanish speaking parents were delighted with exceptional support for their children. Teachers provide excellent advice when marking pupils' books and are always on hand with words of encouragement.

All pupils are considered special; their gifts and talents are nurtured and celebrated. The school's Christian heritage underpins the pupils' excellent spiritual, moral, social and cultural development. One pupil councillor said, 'The school helps us to become better people by encouraging us to help others.' Exemplary behaviour, outstanding relationships and a warm and friendly environment help even the shyest of pupils to grow in confidence.

This is a school which never rests on its laurels and has outstanding capacity to build on its substantial success. Rigour in tackling the issues raised in the previous inspection report has raised standards and helped to broaden the curriculum. Ambitious and well focused plans are used to determine priorities and set challenging targets. The staff are forward thinking, willingly trying out new ideas to push the boundaries of success. The highly supportive governors keep the staff on their toes, challenge decisions and ensure that resources are available to maximise opportunities for the pupils. The school provides very good value for money.

There is an unremitting drive for excellence. This is reflected in the accurate identification of areas for development. The school is currently and successfully focusing on improving pupils' writing, through a programme of opportunities in speaking and listening and by linking English with other subjects. In a drive to make assessment even more effective staff encourage pupils to assess their own work. This has already tightened up accuracy and enabled staff to set well crafted targets. In almost all areas the staff accurately evaluate the school but are sometimes too modest in their appraisal. Following the award of a Charter Mark one parent said, 'It's hard to see where the

school can go forward from here - it's all so good.' Since then, the school has continued to improve the quality of education provided and to raise levels of achievement.

Achievement and standards

Grade: 1

Boys and girls attain impressive results in English, mathematics and science in the national tests at the end of Year 6 and standards are consistently well above average. All indicators point to a positive trend in improvement. Pupils' achievement is very good and they rise to the ambitious challenges set for them.

Following a slight dip in standards in writing in the 2005 tests at the end of Year 2, the staff have secured much improvement. Standards are now above average in reading, writing and mathematics by the end of Year 2. Teachers have focused on improving speaking skills and the knock on effect has been to raise pupils' competence and confidence in their written work.

Staff strive for the pupils' success. Progress is never less than good and often outstanding. The more able achieve especially well. Those with learning difficulties and disabilities receive much focused help, enabling them to make significant strides in meeting their targets. Those from minority ethnic backgrounds and at early stage of learning English thrive and achieve very well.

Personal development and well-being

Grade: 1

Right from the start of each day, with line dancing or other activities in the playground, the pupils' enthusiasm bubbles over. Boys and girls love coming and their attendance is above average. They enjoy responsibility. The school councillors are justifiably proud of their accomplishments in helping to improve school meals and in making the playground more interesting.

Pupils' highly developed skills prepare them very effectively for secondary school. They participate eagerly in sport and are proud of their Healthy Schools award. Their positive attitudes make lessons a delight. Polite and considerate responses are the norm. Pupils' sensitive understanding of spiritual and moral issues permeates their thinking and spurs them on to contribute generously to charitable causes. They love to find out about other countries and take delight in learning the languages of new entrants to the school. One girl summed it up, 'Although sometimes we have problems we all get on well together and everyone is helpful and kind.'

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are of high quality. Lessons are planned thoroughly and the work is matched carefully to the pupils' abilities. Marking provides very good guidance for the pupils on how to improve. A significant factor in raising achievement has been the introduction of opportunities for pupils to evaluate their own work.

Almost all of the pupils spoken to commented that, 'Learning is fun.' In a spellbinding English lesson in Year 2 the teacher introduced story settings. The pupils quietly identified and counted the changes in the story whilst listening intently to the magical unfolding of the plot. In an excellent lesson in Year 6 with the most able pupils, the teacher skilfully used mathematical vocabulary and strategies to stretch pupils' understanding of ratio. Throughout the school, homework is used to reinforce effective learning and pupils respond to it enthusiastically.

The work done with those with learning difficulties and particular language needs contributes much to the pupils' success. Support staff skilfully use a range of materials and well focused questions to move learning on. One parent put her son's success down to the 'exceptional individual support he receives.'

Curriculum and other activities

Grade: 1

The rich and varied curriculum meets everyone's needs. Pupils say, 'We have lots of opportunities to learn; the visits are great fun.' Extra-curricular sporting and creative activities abound. The school invites many visitors, such as story-tellers, to stimulate interest and these events remain as lasting and happy memories for the pupils. The strong focus on the creative arts, including dance, art and music has done much to extend the curriculum since the previous inspection.

Pupils' excel in their personal, social and emotional development because of the school's outstanding provision. Circle times, when sensitive issues are discussed, regular prayer and opportunities for quiet reflection allow pupils to explore their own feelings and to consider the needs of others. Parents commented on the sensitive teaching about relationships and drugs.

Care, guidance and support

Grade: 1

The outstanding care shown by all staff is valued by pupils and parents. A six-year-old shyly whispered, 'I like this school because the teachers are very good at caring and are really kind.' Robust risk assessments, attention to health and safety and knowledge of child protection ensure that all pupils are supported very well. Special attention is given to those with learning difficulties. Parents were delighted with the encouragement given to those who are beginning to learn English. Staff skilfully meet the needs of

individuals because they monitor their progress and provide helpful guidance. Parents recognise this. One mother said, 'They take the children from where they are and build their confidence.'

Leadership and management

Grade: 1

The foundations of the school's success lie in its exceptional leadership and management. The excellent headteacher and her high performing team ensure that the children are always the first priority in the school. Well crafted long-term plans based on thorough analysis of the school's performance and monitoring of teaching and learning pinpoint the next areas for development. Governors play an outstanding part in supporting and challenging the school through robust monitoring. They have also tackled the school's budget deficit through prudent financial management while at the same time ensuring that resources and staffing levels are good.

Management at all levels works efficiently. Staff clearly understand their roles and carry out their responsibilities enthusiastically. The school readily takes on challenges. Initiatives to improve writing are having a significant impact. Since the previous inspection standards have risen and the curriculum has become more creative, much to the pupils' delight. Robust self evaluation and a willingness to tackle issues assiduously place the school in a very strong position to build on its strengths.

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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	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	1	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	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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

Children

Thank you for sharing with me your thoughts about the school. I really enjoyed looking at your work and watching you in lessons. My conversations with the school council and other children soon convinced me that you go to an outstanding school. You were so full of praise for your teachers and each other that I began to wish that I was young enough to come to your school.

Although Mrs Regan, the governors and other staff are always looking to find ways of improving the school there is little to do. They are working on helping you to improve your writing even more. The way the teachers allow you to assess your own work is now working well and there are plans to use this information to provide even more help.

Your school is very successful in lots of ways. * Your behaviour and attitudes to everyone around you are outstanding * You are enthusiastic about everything and work very hard * You have a brilliant headteacher * The teachers make learning fun and inspire you to succeed * The standard of your work is very good and is getting better all the time * There is a special feel to the school because everyone is very caring * Everyone tries to do their best I wish you well in the future and hope that you will always be as happy as you are at St Peter's.

Yours sincerely

Sean O'Toole

Lead Inspector