



# Saint Peter's Catholic School, Hinckley

Inspection Report

**Unique Reference Number** 120211  
**LEA** Leicestershire  
**Inspection number** 280765  
**Inspection dates** 7 June 2006 to 8 June 2006  
**Reporting inspector** Paul Edwards AI

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

<b>Type of school</b>	Primary	<b>School address</b>	London Road
<b>School category</b>	Voluntary aided		Hinckley
<b>Age range of pupils</b>	4 to 11		Leicestershire LE10 1HJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01455 634087
<b>Number on roll</b>	212	<b>Fax number</b>	01455 890846
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr John Bradley
<b>Date of previous inspection</b>	22 January 2001	<b>Headteacher</b>	Mrs Jean Connor

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 June 2006 - 8 June 2006	<b>Inspection number</b> 280765
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

St Peter's is an average-sized Catholic primary school. Pupils enter the school with skills that are broadly average. The proportion of pupils with learning difficulties is average. Most pupils are of White British heritage and a small number speak English as an additional language. Long-term absences have affected the structure of the senior management team but these are in the process of being resolved.

## **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 standard of education and leaders demonstrate they can move the school forward. The school has an accurate view of its overall effectiveness. Its view of its capacity to improve however is too generous and is based on very recent staffing and organisational changes, the full impact of which is yet to be seen. The school provides satisfactory value for money. Achievement is satisfactory overall. Children achieve particularly well in Reception and in Year 6 because of the consistently good teaching in these classes. The children are provided with a very good start to their education in the Reception class and most achieve the goals expected for their age. Achievement is better in English throughout the school because there has been a clear focus on raising standards in writing. Standards in mathematics have improved in Years 1 and 2 since the previous inspection due to improved organisation and teaching. Although standards in mathematics have improved at the end of Year 6 because of the strong teaching in that year group, achievement in Years 3 to 5 is not as strong. Teachers make too little use of assessment information in mathematics when planning lessons. The pupils' presentation of work is unsatisfactory because teachers are not sufficiently demanding.

Leadership and management are satisfactory overall. Whilst effectively focusing on improving standards in literacy, senior leaders have not been sufficiently rigorous in raising standards in mathematics. The children's good personal development is well promoted throughout the school. The good curriculum is enriched through a range of out of school activities and pupils are well cared for and looked after.

### What the school should do to improve further

- Improve achievement in mathematics for the more able and average attaining pupils in Years 3 to 5 by ensuring teachers make better use of assessment information when planning lessons.
- Ensure teachers encourage the pupils to present their work more neatly.

## Achievement and standards

### Grade: 3

Achievement and standards overall are satisfactory. During the last two years, children in the Reception class have underachieved. Significantly improved teaching now enables them to achieve very well. They make good progress and on entry to Year 1, and most are on course to attain the goals expected for their age. Throughout the rest of the school, pupils generally make satisfactory progress. By the end of Year 6 standards are broadly average although they are better in English than mathematics. Good progress is made in Years 1 and 2 and in Year 6, where particularly good teaching is helping to raise standards rapidly. A concerted effort to raise standards in writing has been effective in improving literacy skills throughout the school. Pupils' achievement in mathematics is not as good in Years 3 to 5. Although the good teaching in Year 6 is helping pupils to attain average standards, achievement elsewhere is more variable.

The more able pupils, and some average-attaining pupils, have not reached the standards of which they are capable in mathematics. The very challenging targets set for 2005 were met in English but fewer pupils than expected attained the higher level in mathematics. Because the teacher has made up lost ground, the pupils currently in Year 6 are well on course to attain the challenging targets set this year.

The early identification of their needs and the good support provided enable pupils with learning difficulties to make progress in line with their peers.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development is good. Their enjoyment of school means that attendance is above average. The pupils' behaviour is good in lessons and around the school. They take a responsible attitude towards one another. Through the pupil mediation scheme, pupils show good support for their peers who experience difficulties. Occasionally, pupils are inattentive and restless. This is a consequence of teaching that is uninspiring. Members of the school council make a good contribution to the life of the school, operating effectively and independently. They recently applied for and received a grant to provide a willow tunnel to enhance the environment of the school field. Pupils are keen to make a positive contribution to the local and wider community and are playing an increasing role in parish liturgies. They are sensitive to the needs of those less fortunate than themselves and have raised funds for projects such as Water Aid.

The provision for spiritual development is particularly strong and permeates the daily life of school. Pupils are gaining a good understanding of how to adopt healthy lifestyles and they can talk confidently about ways of staying safe. Through visits, pupils develop a good understanding of their own and others' cultures. Residential visits add greatly to pupils' social development. Pupils are developing satisfactory literacy and numeracy skills needed for their secondary education but are not provided with enough opportunities to learn about how businesses operate.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Children in the Reception class make very good gains in their learning because of the teacher's very good organisation and teaching. Pupils with learning difficulties are provided with good support enabling them to make progress in line with their classmates. Teachers are effective when questioning the pupils and provide them with good opportunities to expand on their answers, and improve their speaking skills. Overall, pupils respond well to the teachers' good expectations of behaviour although a small number are fidgety when lessons are not as interesting.

Teaching observed during the inspection was particularly good in Year 6. The teacher has high expectations of what the pupils can achieve and makes good use of assessment information to plan work for the span of ability in the class. Lessons are brisk and, as a result, the pupils make good progress. Elsewhere, in the juniors, assessment information is not always used as effectively as it should be, particularly in mathematics. For example, some of the more able and average-attaining pupils repeat work unnecessarily and are not challenged to do as well as they should. Some numeracy lessons are too long and, whilst progress is satisfactory, the goals could be attained more quickly. Standards of presentation by the pupils are weak because the teachers expect too little of them and provide insufficient guidance.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It includes the full range of subjects and personal, social and health education which supports pupils' personal development well. The wide range of stimulating activities in Reception enables children to achieve well. Pupils in Year 3 learn French, which is improving their language skills and also their knowledge and understanding of the world. The school makes use of nationally published curriculum plans in Years 3 to 6, but longer-term planning does not take sufficient account of how to improve numeracy skills through other subjects. Extra-curricular provision is good and includes a wide range of activities such as sports, Irish dancing and Prayer Group. Visits to Beaumanor Outdoor Activities Centre add to pupils' wide experiences and enjoyment. Such activities give pupils an enthusiasm for their learning.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support provided by the school is good and this contributes well to pupils' personal development. Pupils new to the school are helped to settle quickly and are expected to be independent. Child protection and risk assessments are robust. All staff are strongly committed to the care and support of their pupils. Consequently pupils feel safe and secure in the knowledge that any concerns will be dealt with promptly and effectively. Pupils with particular difficulties - for example, challenging behaviour - are well supported, with daily contact, additional time given and regular monitoring, helping them to take part in all activities. Supervision during break times is good and pupils say that there is very little threat from bullying. Pupils are actively helped to understand how to live healthy, happy lives. The good relationships between parents and the school contribute to this good quality provision. There are good links with outside agencies that are drawn on as required. There are some weaknesses in guidance. Some pupils are unclear about their targets and what they need to do to improve their work.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Monitoring of teaching and learning has been effective in raising literacy standards throughout the school, particularly with regard to writing. Standards in mathematics have improved at Key Stage 1 due to improved organisation and teaching. There has been a lack of rigour, however, in ensuring all teachers in Years 3 to 5 make effective use of assessment information when preparing lessons in mathematics. The school is making good use of the local authority numeracy consultants, and their advice is beginning to have an impact on the pupils' achievement. There is, however, some way to go.

Data collated from parental questionnaires is used effectively to address issues of concern such as providing parents with more information about their child's progress. Pupils express their views through the school council and their ideas have been taken on board, particularly in improving the school environment, with the 'Trim Trail' being one of the most effective. The governors provide satisfactory support to the school and fulfil their statutory duties effectively. Significant unavoidable absences of staff have impacted on the ability of the leadership team to ensure the progress of the school. However, new appointments have been made and the school now demonstrates a satisfactory capacity to build on the recent improvements.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	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	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Thank you all very much for the warm welcome you gave us when we visited your school recently.

We particularly like these things

Your good behaviour and your enthusiasm for lessons and other activities.

The good relationships you have with each other and with the staff.

The interesting and wide range of activities that you all undertake.

How well the adults in school look after you.

These are the things we have suggested those in charge of the school do now

Make sure that all of you are given work in mathematics that is challenging, particularly those of you who find it easy.

Help the teachers to make better use of information from tests to keep a closer eye on how well you are doing in mathematics.

Encourage you all to improve your written presentation skills.

I hope you continue to work hard and enjoy your time at school.