



SS Peter and Paul Catholic Primary School

Inspection Report - Amended

Unique Reference Number 103717
Local Authority Coventry
Inspection number 286733
Inspection dates 18–19 September 2006
Reporting inspector Mike Capper

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

Type of school	Primary	School address	Arkle Drive
School category	Voluntary aided		off Woodway Lane, Walsgrave
Age range of pupils	4–11		Coventry CV2 2EF
Gender of pupils	Mixed	Telephone number	024 76615665
Number on roll (school)	192	Fax number	024 76604661
Appropriate authority	The governing body	Chair	Pat Garner
		Headteacher	Kevin Fowler
Date of previous school inspection	24 September 2001		

Age group 4–11	Inspection dates 18–19 September 2006	Inspection number 286733
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This church primary school takes pupils from the local parish. The proportion of pupils eligible for free school meals is broadly average, as is the number identified as having learning difficulties. The number of pupils from minority ethnic backgrounds is above average, though only a very few are in the early stages of learning to speak English. Children's attainment is broadly average when they start school in the Reception class. At the time of the inspection, the school was being led by two acting headteachers who are each in school for part of each week.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, with some good features. Pupils' achievement is satisfactory and standards are broadly average overall, though progress is not consistent from subject to subject. This is because of variations in the quality of teaching, with English teaching better than the teaching of mathematics. Provision for children in the Foundation Stage is satisfactory. Children in the Reception Year make satisfactory progress from their starting points, with standards being broadly in line with nationally expected levels by the end of the Year. In Years 1 to 6, pupils make good progress in reading, with teachers introducing new skills systematically. However, in mathematics, progress is sometimes too slow. Not all pupils achieve as well as they should because teaching does not always build well enough on what they already know, slowing the pace of learning.

A key strength of the school is the way that pupils improve their personal skills. Teachers give pupils good personal support and, from an early age, teach them good values. Consequently, pupils learn to respect each other and adults. Pupils behave well both in lessons and when moving around the school. A good range of extra clubs and visits helps pupils to enjoy school. Events such as the healthy eating week ensure that pupils develop a good understanding of how to stay safe and healthy. Pupils make a good contribution to the local community and there are good links with other schools.

Leadership and management are satisfactory. The acting headteachers have made a good start to their time in the school and have already developed a very secure understanding of what needs improving. Their view of the school's effectiveness matches that of the inspectors. Their strong commitment to ensuring that improvements are made and sustained is shared by all members of staff. Over the last few years, the school has gathered a wealth of information about pupils' progress. This is not yet used well enough to identify strengths and weaknesses, making it difficult for staff, particularly subject leaders, to respond quickly enough to areas of concern and underachievement where they arise. This hinders the pace of improvement. Governors are supportive but have rightly identified that they do not do enough to hold the school to account. Nonetheless, this is a school that, under the purposeful leadership of the acting headteachers, is moving in the right direction. The school has a proven track record of improvement since the last inspection and, despite the changes in leadership, a sound capacity for further improvement.

What the school should do to improve further

- Improve progress in mathematics by ensuring that teaching consistently meets the needs of different groups of pupils.
- Ensure that subject leaders and governors play a full part in finding out how well the school is doing and take action to bring about improvement.
- Make better use of information about how pupils are doing in order to identify and tackle underachievement where it arises and improve the pace of learning.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. By the end of Year 6, standards are broadly average overall. In the Reception class, children make satisfactory progress from their starting points and by the end of the year, children's standards are as expected for their age. In Years 1 to 6, pupils make good progress in reading, where standards are slightly above average, and satisfactory progress in writing and science, where standards are broadly average. However, in mathematics, pupils do not always make progress quickly enough. Standards in mathematics at the end of Year 6 have fallen in the last two years and are now slightly below average. In 2006, too many pupils of differing capabilities failed to reach the challenging targets that had been set for them. Older pupils have insecure basic mathematical skills and they find it hard to apply their knowledge to practical applications such as problem solving or investigations.

Personal development and well-being

Grade: 2

Personal development and well-being of the pupils is good. The school is a harmonious community where pupils share mutual respect for each other. One pupil said 'It's easy to make friends here.' Pupils behave well and have good attitudes to learning. Children in the Reception class settle into school routines quickly and are enthusiastic and chatty. Attendance is satisfactory and pupils enjoy coming to school.

Pupils' spiritual, moral, social and cultural development is good. Good links with the church and a 'retreat' for Year 6 pupils ensure that spiritual development is especially strong. There are many opportunities for pupils to take responsibility and look after others. Pupils are proud to be 'house captains' or school councillors and talk enthusiastically of the role they play in shaping the school; for example, the school council carried out a survey about favourite fruits as part of healthy eating and organised a "football clothes day" to raise money for charity. These activities prepare pupils well for the next stage of their education and help them to make a good contribution to the community. Pupils understand the importance of a healthy lifestyle, for example, they readily explain why they should eat lots of fruit.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, though there are good features in all lessons. In the Reception Year, the teacher provides calm and patient support to all children, helping them to settle quickly. Throughout the school, teachers have good expectations of how pupils should behave. Teachers have very caring relationships with the pupils, are well organised and plan interesting activities, with interactive whiteboards used effectively to teach new skills. In English lessons, where teaching is often good,

challenging questioning encourages pupils to think for themselves. When teaching skills which are new to the pupils, teachers break the learning into small steps so that they can be easily understood and mastered. However, in mathematics, teachers do not always ensure that work is matched closely enough to the needs of different pupils. This slows the pace of learning and leads to inconsistent progress being made across the school. Throughout the school, teachers do not use marking well enough to help pupils understand how to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. In the Foundation Stage, the curriculum adequately covers the areas of learning. However, there is no secure outdoor area and this limits children's learning experiences, and reduces opportunities for children to practise physical skills. Throughout the school, there is a clear focus on providing every child with a stimulating curriculum and this helps to ensure that there are good levels of enjoyment in lessons. However, planning does not always take sufficient account of pupils' individual needs, especially in mathematics, and there are too few opportunities for them to apply the basic skills of literacy, numeracy and ICT in other subjects.

A strength of the curriculum is the wide range of enrichment activities offered by the school. These have a positive impact on pupils' personal development. Trips to places of interest, residential visits and inter-school sports competitions help pupils gain social skills effectively. These are also supported by a good variety of extra-curricular activities that include cheerleading, chess and the arts. Good links with the community and local high school extend and enrich the learning experience for pupils, for example, by providing opportunities to learn a modern foreign language.

Care, guidance and support

Grade: 3

Care, support and guidance are satisfactory. Personal care and support given to the pupils is good, making this a happy, friendly school. Pupils say that they feel valued because teachers try hard to understand each of them. They are confident that they can ask for help and advice whenever necessary. Teachers know their pupils well and ensure that the school environment is safe and secure. The school works well with outside agencies to safeguard children. Academic support is satisfactory. Progress is carefully assessed but insufficient use is made of this information to ensure that work is matched to the needs of all the pupils. The school has recently introduced targets for pupils to try to reach in literacy and numeracy, helping pupils understand how to improve. Teachers identify pupils with learning difficulties and set clear targets for their improvement.

Leadership and management

Grade: 3

This is a school that is not standing still, despite the lack of a permanent headteacher. In a short time, the acting headteachers have set a clear agenda for school improvement, and the impact of their work can be seen in the very thorough analysis of test results. This focused use of information is beginning to prove beneficial in helping to identify key areas for improvement and these are reflected in actions already taken, such as the setting of targets for groups of pupils to achieve. Members of staff are very positive about recent changes. They are working well as a team and morale has improved. There are satisfactory systems for evaluating how well the school is doing, though there is too little involvement of subject leaders in this process. Additional training and support over the last year is beginning to address this issue. However, senior managers have rightly identified that subject leaders are not yet sufficiently involved in using information about how well pupils are doing to ensure that weaknesses are addressed as soon as they arise. This has meant that weaknesses in mathematics were not picked up quickly enough, although, with the support of the local authority, they are now being identified. Governance is satisfactory. Governors are keen and supportive but do not do enough to hold the school to account. They are insufficiently involved in strategic planning.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. We found lots of good things in the school as well as some things that need improving.

What we liked most about your school

- Throughout the school, you make good progress in reading.
- Children in the Reception class settle very quickly.
- You behave well and are keen to take responsibility. The school council helps you all to contribute well to school life.
- The adults provide lots of exciting things for you to do outside of lessons and this helps to make school fun.
- Your acting headteachers are working hard to find out what they need to do to make the school even better.
- Your parents and carers are pleased that you come to this school.

What we have asked your school to do now

- Help you to do better in mathematics by making sure that teachers always give you work that is not too easy or too hard for you.
- Help teachers and governors to do more to find out how well the school is doing.
- Use all the information about how well you are learning to make sure that you are doing well enough from year-to-year.

We thoroughly enjoyed talking to you about your work and watching you learn. We wish you all well for the future. We hope you continue to help your teachers by working hard and trying your best.