



# Saint Peter's Catholic Primary School, Earl Shilton

Inspection Report

Better  
education  
and care

**Unique Reference Number** 120210  
**Local Authority** Leicestershire  
**Inspection number** 291669  
**Inspection dates** 4–5 October 2006  
**Reporting inspector** Lois Furness

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

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<b>Type of school</b>	Primary	<b>School address</b>	Mill Lane
<b>School category</b>	Community		Earl Shilton
<b>Age range of pupils</b>	4–11		Leicester LE9 7AW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01455 843840
<b>Number on roll (school)</b>	210	<b>Fax number</b>	01455 843840
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	B Undersood
		<b>Headteacher</b>	Helen White
<b>Date of previous school inspection</b>	12 March 2001		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is an average size school. All pupils are from White British backgrounds. The proportion of pupils with learning difficulties is well below average. There have been three new teachers in the last two years, all of whom have started as newly qualified teachers. A temporary teacher has recently been appointed for the Reception class. The school offers daily, after school day care for its pupils.

## **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 happy and caring school that provides a satisfactory education. Teaching and learning are satisfactory now. Progress is improving and achievement is satisfactory, although there remains a legacy of underachievement. Expectations of what pupils are capable of achieving have not been high enough, particularly of those with the potential to reach higher standards in English and mathematics. A system for tracking pupils' progress is in place but the information recorded has not always been accurate; leadership has not checked regularly throughout the year that pupils are making sufficient progress. Even so, the standards pupils reach are broadly average by the end of Year 6 in English and mathematics and are above average in science. Quality and standards in the Foundation Stage are satisfactory now, but despite the intensive support given over the last year, children who are now in Year 1 did not make enough progress. Pupils' personal development and well-being are good and pupils show positive attitudes towards school. They say that they like their work, their teachers and their friends. Their behaviour is good and they attend regularly. They have a good understanding of why they should eat healthily and take regular exercise, and so they do. Opportunities for pupils to participate in the school, for example through the school council and through charity work in the local community, are helping them to develop a good sense of responsibility. For these reasons and because of their good skills in literacy, numeracy and information and communication technology (ICT), pupils are well prepared for the next stage of education. Pupils say they feel safe in school, reflected in one pupil's comments, 'All the staff really care and I feel safe and secure!' There are good links with outside agencies including other schools and the local authority. Parents are very appreciative of the school's work. They know their children are happy and that the headteacher is responsive to their suggestions and concerns. Leadership and management are satisfactory. The headteacher has had to make difficult decisions to improve learning. New staff share with others the school's vision for improvement and its drive to raise standards. With weaknesses in teaching and learning firmly behind it, the school has satisfactory capacity to improve.

### What the school should do to improve further

- Raise teaching expectations of what pupils are able to do in English and mathematics, particularly the more able pupils.
- Ensure assessment information is accurate and regularly check that pupils are progressing as well as they can throughout the year.
- Improve Foundation Stage provision so that Reception age children are well prepared for Year 1.

## Achievement and standards

### Grade: 3

Achievement is satisfactory. Children enter the Foundation Stage with standards that are broadly average. According to assessment information children are working at

levels expected for their age by the time they enter Year 1. However, this information is not accurate and there has been unsatisfactory progress during the Foundation Stage for this year group of children. Progress improves in Years 1 and 2 and by the end of Year 2 pupils are attaining broadly average standards in reading, writing and mathematics. By the end of Year 6, standards in English and mathematics are broadly average and in science they are above. Standards are higher in science because of good teaching that gives high priority to practical work and discussion, which effectively develop pupils' scientific understanding. More able pupils have not attained as well as they should in English and mathematics. However, this is now improving as a result of better teaching and as accuracy in assessment is improving. The progress of pupils with learning difficulties is mainly satisfactory but is better where they receive extra teaching support.

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

### **Grade: 2**

Pupils are sociable and outgoing. One summed up the feelings of many in saying, 'I've got loads of friends so when I come to school I always feel happy'. Their enjoyment of school is reflected in above average attendance. Children in the Reception class make satisfactory progress in learning to share, cooperate and take turns. Spiritual, moral, social and cultural development is good. Pupils become reflective young people who are happy to help others through their charity work, which they often organise themselves. Pupils do not have a sufficiently clear insight into the multicultural world in which they are growing up. Pupils know how to keep safe and enjoy exercise through the good range of sporting activities which they attend enthusiastically. They show a good understanding of diet and of a healthy lifestyle by the choices they make and they respond very well to taking responsible roles such as office duty, 'happy makers' (with younger children), playground mediators and prefects. Pupils are fully involved in decision making through the effective work of the school council.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Throughout the school, teachers are enthusiastic, relationships are very good and teaching assistants are used effectively to support the learning of different groups of pupils. In science, teachers have good subject knowledge and sound emphasis is given to experimental and investigative science. Good teaching in Years 5 and 6 is enabling Year 6 pupils to attain average standards but these teachers have had too little time to influence the progress of the more able. In these classes, teachers have good subject knowledge and questioning skills, and are clear about what they expect of pupils. Assessments have not always been accurate in the past and therefore teachers have not had precise information to ensure that the work they planned fully met the needs of all pupils. Although there is still some way to go, this is now improving. Throughout

the school the expectations of what pupils are capable of achieving are sometimes not high enough and this is characterised by an overuse of unchallenging worksheets in Years 1 and 2.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It is particularly successful in meeting the needs of pupils with learning difficulties but there are times when the curriculum is insufficiently challenging for more able pupils and so impedes their progress. Pupils are given good opportunities to develop an understanding of the arts and as a consequence the school has received a Silver Artsmark award. Pupils enjoy the wide range of enrichment activities such as those provided by the residential trips, visits and visitors to the school. Such experiences, together with the good opportunities to take part in out-of-school clubs, and good links with outside agencies and other schools, add significantly to the pupils' enjoyment of their learning.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. Good pastoral care has a positive influence on pupils' personal development and well-being and is a key feature of the school's Christian ethos. Every child is valued. Satisfactory support for pupils with learning difficulties ensures that they achieve at least as well as their classmates. The school is effective in protecting pupils and in keeping them safe although procedures for child protection are not as well known in the after-school club as they are in the school. Pupils are confident that adults care about them and will provide support whenever necessary.

Systems for providing support and guidance for pupils' academic development are satisfactory. A system for tracking progress and setting targets for improvements is in place. Information recorded is not always accurate and progress throughout the year is not checked carefully enough by the leadership of the school. However, the more effective practice in Years 5 and 6 for setting targets and checking information and progress is now being extended through the school.

## **Leadership and management**

### **Grade: 3**

The headteacher provides clear direction and has a sound understanding of the strengths and development areas. Weaknesses in the quality of teaching have had to be rectified and this has resulted in significant staffing changes. Now, there is a team of people who share the same commitment to improving achievement and raising standards. Governors are knowledgeable and supportive. They know of the past weaknesses in teaching and learning and have supported the headteacher during this time of change. Parents are very appreciative of the work of the headteacher, finding

her approachable and very willing to listen. The school works well with them, and with outside agencies such as other schools and the local authority, to improve provision. Self-evaluation is satisfactory. The school's judgement of its overall effectiveness is too high, because the leadership evaluated the potential it has to improve rather than its present day effectiveness. Subject leaders are becoming more involved in influencing school improvement but insufficient time in the past has been spent on checking the learning of the pupils, for example by looking closely at pupils' work. This means some weaknesses such as the overuse of worksheets in Years 1 and 2 have gone unchecked.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
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

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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
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

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 very much for making us so welcome at your school. We thoroughly enjoyed meeting and talking with you. Your school is giving you a satisfactory education. The things that we particularly liked about it are:
- You have a happy school and you particularly like seeing your friends.
- Your behaviour is good and you enjoy your work and like your teachers.
- We were pleased to know that you feel safe and that adults will help you if you have a concern.
- You know all about what you have to do to lead a healthy lifestyle.
- Some of you who are school council members think you have good opportunities to influence changes in the school.
- Your headteacher works closely with your parents, other schools and to make things better in your school. What we have asked the school to do now:
- Encourage teachers to push all of you even harder to do well, make more accurate assessments of what you know and can do, and check your progress more regularly.
- Make sure that the children in Reception know everything that they should know for when they start their learning in Year 1.

We hope you continue to work hard and enjoy your time in school.