



# St Peter's Catholic Primary School

## Inspection Report

**Unique Reference Number** 125211  
**Local Authority** Surrey  
**Inspection number** 293229  
**Inspection dates** 16–17 January 2007  
**Reporting inspector** Peter McGregor

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

<b>Type of school</b>	Primary	<b>School address</b>	Grange Road
<b>School category</b>	Voluntary aided		Leatherhead
<b>Age range of pupils</b>	4–11		KT22 7JN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01372 274913
<b>Number on roll (school)</b>	215	<b>Fax number</b>	01372 279913
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Anita Radley
		<b>Headteacher</b>	Mr Richard McKenzie
<b>Date of previous school inspection</b>	20 March 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 16–17 January 2007	<b>Inspection number</b> 293229
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is of average size. The proportion of pupils for whom English is an additional language is below average, as is the number of pupils eligible for free school meals. An above average proportion of pupils have Statements of special educational need. Children's attainment on entry is above average. Pupils come from a wide range of backgrounds and are mainly baptized Catholics from the three parishes nearest to the school.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

St Peter's is a good school where pupils enjoy their education. Relationships with parents and external agencies are excellent and extremely helpful. Children receive a satisfactory level of education in the Foundation Stage, attaining above average standards by the end of the Reception Year. Their progress is satisfactory. Standards are above average at the end of Year 2, and well above by the end of Year 6. National test results rose substantially in 2006. Pupils do well because they work hard and many are keen to learn, although those pupils with the ability to attain very high standards do not make as much progress as others. Pupils with learning difficulties and disabilities achieve well because they receive effective specialist support and they try hard to succeed. Pupils make good progress by the age of eleven, with the best work taking place in the upper juniors.

Most pupils behave well in lessons and show good levels of personal development. Their spiritual, moral and cultural development is good; their social development is excellent. Polite, self-confident and happy pupils develop very good relationships with their peers and with staff. Attendance is good. Pupils have an excellent understanding of the importance of safe habits, good food and regular exercise. Many pupils are involved in activities in the local community. High levels of literacy and numeracy, as well as learning French, prepare them well for the next stage in their lives.

Teaching and learning are satisfactory. Lessons are often well organised with some good use of high quality facilities and resources. Planning is often detailed, but work is not sufficiently demanding for the most capable pupils. Target setting is not used consistently throughout the school to promote higher standards. The curriculum is outstanding with great breadth. The organisation of classes into ability groups for mathematics, and specialist teaching, are helping to improve standards. The range, quality and extent of pupil involvement in extra-curricular activities, particularly sport, are outstanding. The quality of care, guidance and support is good. Rare incidents of bullying are dealt with very well.

The headteacher knows his school very well. He is effectively supported by all the staff, whom he leads with enthusiasm and dedication. The Christian ethos provides a clear direction for what takes place. Pupils of all backgrounds are treated with dignity and equality. Staff undertake regular, helpful training, responding to the school development plan priorities. Although senior and middle managers monitor teaching, learning and pupils' work, insufficient follow-up has left some issues unresolved, such as inconsistencies in teaching. Governors are effective, know the school well and hold those working there to account for what is happening.

### What the school should do to improve further

- Ensure that guidance resulting from rigorous monitoring is acted upon to improve teaching, in particular the challenge set for high attaining pupils.
- Ensure that pupils have clear individual targets that help them improve.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress because of their good study skills, hard work and positive attitudes to learning. Standards are well above average by the end of Year 6 and targets are met. Literacy skills, particularly in writing, are very good. Articulate pupils use their extensive vocabularies very well. The school focus on spelling, following the last inspection, and an emphasis on speaking and listening, have contributed to this improved literacy. A focus on number work in mathematics and investigative work in science has raised standards. Progress in information and communication technology (ICT) is sound; some older pupils do not, however, know how to use e-mail. In the Foundation Stage, improvements to the outside area contribute well to achievement by providing good opportunities for children to learn through exploration and play. Although many pupils throughout the school achieve high standards, progress could be better and standards even higher if work consistently challenged pupils, particularly the most capable.

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

### **Grade: 2**

Pupils' personal development and well-being are good. From the Foundation Stage, positive attitudes are apparent in their attendance, enjoyment and achievement. Older pupils are very sensitive to each other's needs and support one another well. Pupils co-operate willingly with teachers and the vast majority behave very well, although conduct during lunch break can be rather boisterous. School council members take their responsibilities seriously. Pupils develop a sense of community through activities such as showing visitors around the school and fundraising for charities. Pupils develop an insight into different faiths - a wall display of Judaism was very effective - and show their reflective nature during discussions known as circle time. They know the difference between right and wrong. Pupils appreciate cultural differences as a result, for example, of their international days, and their involvement in activities locally. They enjoy the nutritious lunches and participate in a very wide range of sports. Pupils are very successful in inter-school competitive sport.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers have strong subject knowledge, good relationships with pupils and work well together. They manage pupils' behaviour effectively in well-structured lessons. These strengths, and the pupils' willingness to work hard and persevere, result in effective learning and good progress. Some aspects of teaching, however, are not as well developed and this restricts the progress some pupils make in their learning, particularly those who could work faster and achieve outstanding standards. Teaching does not

always help the youngest children to maintain their focus on the task in hand. Differences in boys' and girls' progress are not always identified in lessons. Assessment is not often used effectively to ensure that planning is appropriate for the next steps a group needs to take. Pupils with learning difficulties and disabilities are taught well by specialists and they achieve as well as other pupils.

## **Curriculum and other activities**

### **Grade: 1**

Pupils benefit from specialist French, music and sports teaching, and good time allocations and planning for literacy, numeracy and ICT. Setting in mathematics in Years 4 and 5 is improving standards and further setting is planned. A strong emphasis on creativity, such as creative arts week, results in a very interesting curriculum. Pupils have very good opportunities to learn a range of instruments, and the choir and orchestra perform in local festivals as well as for school events. The very successful after-school and lunchtime clubs are organised in response to pupils' interests. Residential visits in Years 5 and 6 to history and adventure centres enrich pupils' understanding, as do termly trips linked to subjects. Pupils gain from many visitors from the local community as well as theatre groups and workshops. Planning for pupils with statements of particular special need and those with learning difficulties and disabilities is very thorough and helpful. In all, these represent an excellent curriculum.

## **Care, guidance and support**

### **Grade: 2**

Pupils feel safe because they are cared for in a secure, supportive environment. Their teachers and the headteacher know them very well. Policies and procedures to protect pupils and ensure their health and safety are made clear to all staff and are carefully implemented. Pupils' views and concerns are usually listened to and acted on. The school works extremely closely and effectively with outside agencies and involves parents in helping pupils to achieve their potential. Vulnerable pupils and those with learning difficulties are identified at an early stage and good measures are taken to meet their needs. Although work is monitored on a regular basis and group targets are set, individual pupils are not aware of targets that could help them to understand the next steps they need to take to improve.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good. The headteacher's belief, that everyone in the school community matters, promotes a positive ethos. The support by senior managers for inexperienced staff in the Foundation Stage is very good, for instance in organising an information session for current parents. Effective leadership of the provision for pupils with learning difficulties and disabilities means these pupils have the same good opportunities as others. The resources needed by the school are carefully identified and good use is made of the high quality facilities available.

Leaders have an accurate picture of the school, based on thorough consultation and evaluation. Monitoring records of teaching and learning show that senior managers identify strengths and weaknesses effectively and are aware how recent staff absence and ill-health have affected the quality. However, not all staff have responded appropriately to identified issues, and the senior team are now taking steps to initiate and drive through improvements where needed. High on the list of actions is improving the quality of teaching, and setting targets with appropriate challenge for all ability levels. Issues from the last inspection have been successfully dealt with. Governors are in frequent dialogue with staff and work with the school to make necessary improvements. Links with parents are excellent, who agree with the observation of one child who said 'The school is very well managed'. The school has good capacity to improve further.

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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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### 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	1
The extent to which learners adopt healthy lifestyles	1
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>	1
<b>How well are learners cared for, guided and supported?</b>	2

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 helping us when we were in your school. We really enjoyed talking to you, looking at your work and seeing what was going on.

St Peter's is a good school. Most of you enjoy your lessons, behave well and work hard. You are polite and confident and come to school regularly. You all get on really well together. You know how important it is to eat well, to take part in sports to keep fit and healthy and you understand how to keep yourselves safe. A small number of you could be more sensible during the lunch breaks. Your teachers know you very well and care for you. They provide a Christian environment for you to learn in. They also offer you an excellent range of clubs and activities and interesting subjects to learn, and organise very good visits.

The results you get at age eleven in English, mathematics and science are much higher than in many other schools but we think you can do even better. We have asked your teachers to find out more from you during lessons about what you know. They can then set you work that is challenging, particularly for those of you who often find work quite easy. Teaching is satisfactory. Your teachers do lots of planning together and you are lucky to have such very good classrooms and school grounds. We think it would help you to improve if you each had clear targets and so we have asked the teachers to talk to you about these.

Your headteacher is good at his job and he gets lots of help from other staff and governors. We have asked him to check carefully on the progress you make in lessons to make sure the best methods are being used to help you learn. All the adults you meet at St Peter's work hard to help you and we know from what you told us that you are very happy at the school.

Best wishes,

Peter McGregor Lead inspector