

St Peter's Collegiate Church of England School

Inspection report - amended

Unique Reference Number	104399
Local Authority	Wolverhampton
Inspection number	301302
Inspection dates	20–21 June 2007
Reporting inspector	Michelle Parker HMI

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

Type of school	Comprehensive
School category	Voluntary aided
Age range of pupils	11–18
Gender of pupils	Mixed
Number on roll	
School	1007
6th form	241
Appropriate authority	The governing body
Chair	Ros Norden
Headteacher	Huw Bishop
Date of previous school inspection	15 March 2004
School address	Compton Park Compton Road West Wolverhampton WV3 9DU
Telephone number	01902 558600
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Age group	11–18
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

This is a heavily oversubscribed Church of England school admitting students of all abilities from Wolverhampton and beyond. Most students are White British. The proportions of Asian and Black students reflect the diversity of cultures within the city. Christian values underpin the ethos, curriculum, care and guidance offered at the school. The school achieved specialist technology status in 1994 and is currently in Phase 4 of its development. It was recognised as a Leading Edge Partnership School in 2003, and achieved recognition for the strength of its vocational programmes in 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and improving school with many outstanding features. Students are justly proud of the school and enthusiastic about attending it.

The determination of the school to do what is right by its students permeates all aspects of school life and reflects the strong vision and drive of the principal. Students have a real say in their education. The school council has a budget to spend on learning resources and the head boy and girl are associate members of the governing body. Parents' views are sought and acted upon. Parents are overwhelmingly supportive and appreciative of the school. Attendance is outstanding and reflects students' enormous enjoyment of school. The good care, guidance and support for students means that they feel extremely safe and are confident that any bullying will be dealt with promptly.

The outstanding personal development and well-being of students has led to them taking on a wide range of responsibilities in school and performing impressive work in the wider community. Those in the sixth form readily take the lead helping Year 7 students become involved in charity work. The Christian mission of the school is realised in practical actions.

The school has outstanding links with its many partner schools which enhance the learning in all the schools. The partnership is characterised by a mutual respect and genuine sharing of good practice. Strong links with partner feeder schools has led to the development of activity days which help Year 7 pupils settle in quickly. Links with local employers provide training opportunities which enhance the specialist technology and vocational provision.

Standards by the end of Key Stage 4 are well above national averages. Students make good progress because of the good teaching in the school. However, the good practice evident in the highest quality teaching is not sufficiently shared with all staff so that they can build on it effectively. Effective planning of lessons ensures that students with learning difficulties and disabilities, and gifted and talented students, make good progress. Analysis of information on students' progress has led to improved tailoring of the provision to students' learning needs and to an increase in the range of qualifications. The curriculum is now outstanding. Some groups appropriately sit GCSE examinations early. This has enabled the school to offer a wider range of courses in the sixth form. However, the information on students' progress is not always used to make sure that any underperformance is tackled at a sufficiently early stage.

Leadership and management are good overall. Staff relationships are characterised by good teamwork and cooperation. The school knows itself well and uses this knowledge effectively to prioritise developments appropriately. Resources are used well and value for money is good. The school has a good capacity to improve, as evidenced by its achievement of a second specialism in vocational work and the effective steps taken to address the issues of the previous inspection.

Effectiveness and efficiency of the sixth form

Grade: 2

The standard of education in the sixth form is good, with some outstanding features. The students make good progress and achieve standards that are well above average. They are well served by a collaborative partnership with local schools. Progression into the sixth form from the school is high, and retention of students on their courses, at 95%, is outstanding. The curriculum provided for this group of students matches their learning needs and aspirations

exceptionally well. Whilst most of the curriculum is based around some 39 AS and A2 subjects, there are also well supported intermediate courses in business, and in information and communication technology (ICT). Additionally, students receive individually tailored enrichment programmes. A recently developed tracking system has improved the monitoring of students' progress and this is having a positive effect on their attainment. The increased focus on students' progress has in turn appropriately increased the monitoring of the quality of collaborative teaching across the consortium. Staff know the students well when they enter the sixth form and they supported to develop into well-balanced young adults. Students in Years 12 and 13 contribute significantly to the life of the school, for example, as prefects and 'buddies'. A number of community-based activities also promote students' good personal development. Some 30 students received a full Millennium Award for providing 200 hours each of community involvement. Leadership in the sixth form is good with a clear vision consistent with the school's Christian ethos.

What the school should do to improve further

- Ensure that there is widespread sharing of the good practice evident in the highest quality teaching.
- Fully utilise the potential of the tracking system to ensure early identification of students in need of support.

Achievement and standards

Grade: 2

Grade for sixth form: 2

Achievement and standards are good. Students enter school with above average attainment and leave at the end of Key Stage 4 with even higher attainment in relation to their age. At Key stage 4 in 2006, 77% of students attained five GCSEs at grades A*-C, and 63% of students attained five GCSEs at grades A*-C which included English and mathematics. These proportions are both well above national averages. The school's overall performance placed it in the top 30% of schools for students' progress. In the current Year 11, more work has been done to ensure the effective monitoring of students' progress and to put in place strategies to improve results. The school has planned for these interventions to enable it to reach challenging targets for summer 2007. This year's monitoring data indicate that the standards are improving. Students with learning difficulties and disabilities make good progress.

Specialist school status has increased uptake in technical subjects and the development of vocational GCSEs. Specialist provision has made a positive contribution to students' progress, particularly in science and ICT. Results in design and technology have risen, together with students' enjoyment in learning. Students' interest in vocational opportunities in engineering has increased. Leading Edge status has enabled the specialist school community plan to be extended. This has boosted GCSE results across the many linked secondary schools and strengthened the city's 14-19 curriculum partnership.

Personal development and well-being

Grade: 1

Grade for sixth form: 1

Students' personal development and well-being are outstanding. The school community is notably orderly and relaxed. Students have no concerns about their safety on the extensive

school site and are exceptionally conscious of the welfare of others. Students have very positive attitudes to learning and their attendance is exceptional. One said to an inspector, 'We don't want to miss anything!' Behaviour is very good, and is often outstanding. Students have a mature understanding of the elements of a healthy lifestyle and they value the school's carefully structured programmes for drug and alcohol awareness and sex and relationships education. All relationships are good and, from Year 7, students begin to develop a characteristic maturity and poise that thoroughly prepares them for life beyond school.

In all year groups, students are very proud of their school and appreciative of the quality and variety of academic and personal support that promotes their progress. Parents endorse their view. The overwhelming majority of responses to the pre-inspection questionnaire were exceptionally positive and there were tributes to staff at all levels.

Students' spiritual, moral, social and cultural development is good, with some outstanding features. However, more opportunities could to be provided for students to acknowledge and celebrate the wider cultural diversity of the school. They develop enterprise skills and economic understanding through an outstanding programme of work shadowing, work experience and mini-enterprise projects. Through questionnaire responses, and interviews about aspects of school life, they influence management decisions on teaching and learning. School councillors work diligently to implement council decisions and they carefully report decisions and progress to all year groups.

Quality of provision

Teaching and learning

Grade: 2

Grade for sixth form: 2

Teaching and learning are good. Typically, students make good progress because teachers know their subjects and students well, and confidently engage with students and encourage them to learn. Students with learning difficulties are well supported in lessons. In the best lessons, there is greater variety of learning activities and teaching encourages both independent learning and working with others. Some lessons, however, remain too centred on the teacher's instruction. Most students are very keen to succeed and appreciate the efforts made by teachers to help them. Teachers explain clearly to students what to do to improve. In many lessons, students are encouraged to assess their own and other students' work in lessons and as a result achieve well. This good practice is improving but is not yet consistently present in all lessons. Consequently, opportunities are sometimes missed to fully promote students' capacity to learn independently.

Curriculum and other activities

Grade: 1

Grade for sixth form: 1

The curriculum is outstanding. It meets the needs of all learners and fully reflects the school's specialisms. The introduction of dual languages and applied sciences has improved the achievement of high attaining students. Provision is good for students identified as having special talents. Meticulous provision enables students with significant learning difficulties and disabilities to make good progress. Teachers frequently give additional time to 'booster' classes or help individuals outside of lessons. In Year 11, students are offered a mixture of GCSE and

vocational courses closely matched to individual preferences. Provision for work-related learning and extra-curricular activities is outstanding. Students respond enthusiastically to the many opportunities to accept responsibility in the school and the wider community. An extensive range of enrichment opportunities, including themed days, residential activities, cultural visits, productions and concerts, broadens the curriculum and contribute significantly to students' personal development.

Care, guidance and support

Grade: 2

Grade for sixth form: 1

The quality of care, guidance and support is good with some outstanding features. Excellent transition and induction procedures ensure that all students settle quickly in Year 7 and, with the involvement of sixth form 'buddies', feel secure. Personal guidance is outstanding and helps students make well informed choices about their futures. This is illustrated by high transfer rates to the sixth form. Support for vulnerable students is good and child protection procedures are secure. There is a high level of commitment of staff and they support students well in both their academic and personal development. Support is often provided outside lesson or tutorial times in specially organised activities in the teachers' own time. All students have individual targets and usually know them well. The monitoring and the tracking of their progress towards these are improving but relevant data are not yet used effectively enough to challenge students sufficiently.

Leadership and management

Grade: 2

Grade for sixth form: 2

The strong leadership and vision of the principal is shared by all staff and students. Leadership and management are good at all levels and outstanding in some. Parents overwhelmingly praised the highly effective leadership team. Their complementary strengths form a strong, cohesive team. This enables them to pull together and work well with other staff.

Middle managers have a significant role in school improvement. They monitor and use a wide range of information to improve teaching and learning. Nevertheless, a few inconsistencies in the quality of monitoring persist across all departments. The sharing of good practice has led to all departments employing an increasing number of approaches to improve their work further. These appropriately include peer-coaching and observing each other's lessons to explore various ways of engaging students. However, the best practice in teaching is not yet shared sufficiently. Information from monitoring appropriately feeds into performance management targets for all teaching and support staff and informs the school development plan. It is used to plan whole school training days. Staff are very positive about the use of training days and their relevance to practical application in the classroom. Staff in related subjects work regularly together to exchange ideas and share experiences. Their views provide the school with a secure view of its strengths and weaknesses which gives a good basis for further action.

Governance is outstanding, effectively challenging the school and calling it to account. The addition of the head boy and girl as associate governors has given them an important voice and responsibility for teaching and learning within the school. Their attendance at full governors'

meetings increases the transparency of decision making and shows students that their concerns are listened to and respected.

The school carefully matches resources to learning needs. The school's promotion of equal opportunities is central to everything it does and counters discrimination to ensure that there are no barriers to learning. Value for money is good.

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Annex A

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	1	
How well learners enjoy their education	1	
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	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
How well are learners cared for, guided and supported?	2	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	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	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
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	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	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

21 June 2007

Dear Students

Inspection of St Peter's Collegiate Church of England School, Wolverhampton WV3 9DU

Thank you for the very polite and friendly welcome you gave us. We valued the contribution that you made to our inspection. You are enthusiastic about your school and we agree with you that it is a good school with many outstanding features. All the staff work hard to help you learn well.

You have a real say in the development of the school through the head boy and girl participating as associate governors. Your school council is effective in sharing your views with the school. It spends its budget well.

You impressed us with your mature behaviour in lessons and around the school. In lessons, you work cooperatively and respect each other.

You make good progress in lessons and achieve well because of the good teaching you receive and the outstanding curriculum. We have asked the school to make sure that the highest quality teaching is shared more effectively.

The care, guidance and support you are given by the school are good. The school has a very detailed system for tracking your progress. We have asked them to use this information to provide support earlier to those that may need it. The school is well led by your principal. The leadership team knows your school well and sets high standards.

Specialist status has improved your school's facilities, curriculum, and teaching and learning. It has provided more opportunities for you to gain qualifications and live healthier lifestyles.

Your personal development is outstanding, especially your work in the community. We were impressed to hear that 30 sixth formers achieved over 200 hours of community service and won the Kielder challenge for the third year running.

We wish you well for the future and hope you are successful in whatever you want to do.

Yours sincerely

Michelle Parker Her Majesty's Inspector of Schools