

# St Peter's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	106760
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	309224
<b>Inspection date</b>	2 October 2007
<b>Reporting inspector</b>	Joan McKenna

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Vincent Lynch
<b>Headteacher</b>	Mr P Storey
<b>Date of previous school inspection</b>	31 March 2003
<b>School address</b>	Sandy Lane Doncaster South Yorkshire DN4 5EP
<b>Telephone number</b>	01302 369143
<b>Fax number</b>	01302 739413

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning, personal development and well-being, and the impact of leadership and management on these areas. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessments of pupils' progress, documentation provided by the school, discussions with senior staff, governors and pupils, observations of the school at work and questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

This average size school serves a wide and socially diverse area. Around two-thirds of pupils are Catholic with the other third from several different faiths. The proportion of pupils from minority ethnic heritages is broadly typical, with small numbers from a range of different groups. The proportion at early stages of speaking English is below average. The proportion of pupils with learning difficulties and/or disabilities is below that usually found. The school gained Healthy Schools status in July 2007.

## 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 provides a good quality of education which enables its pupils to progress well both personally and academically.

A high priority is given to creating a climate within which pupils feel safe, well cared for and valued and respected as individuals. Pupils flourish in this supportive environment, developing in confidence and maturity. Their spiritual, moral, social and cultural development is strong. They are extremely friendly. They have good relationships with each other and adults, and pupils from all ethnic heritages play and work nicely together. Most pupils behave well, and appropriate support is given to the few who experience some difficulty meeting expectations. 'Friendly teachers, fun, and lots to do', are some of the reasons pupils say they enjoy school. They appreciate efforts made on their behalf and respond well, trying hard to do what is expected of them. Pupils make a good contribution to their own and the wider community. They talk very positively about the school and class councils, saying they make them feel they can make a difference to the school. The successful work towards gaining Healthy Schools status has resulted in pupils' having outstanding understanding of how to keep healthy through diet and exercise. Their involvement in working on allotments through the 'Feed a Seed' scheme is an example of the innovative approach to this aspect of the school's work.

Pupils' achievement is good. Their standards on entry to the school are broadly in line with expectations and by the time they leave, they are above average. Over the past few years, progress has been variable across the school, satisfactory in the Foundation Stage and Key Stage 1 where standards reached are average, but speeding up in Key Stage 2. Although some differences still exist, changes made to staffing arrangements, the organisation of classes and the curriculum are strengthening the situation. Information from the monitoring of pupils' progress shows that all groups are developing their knowledge, skills and understanding more rapidly and progressively as they move through the school. The school sets challenging targets for pupils' attainment, which, while not always met, are helping to raise standards. Aspects of science at the end of Year 6 were a weakness at the last inspection. Standards have improved and are now securely above average.

The quality of teaching is good overall and helps pupils to achieve well. In all classrooms, teachers' reinforcement of positive behaviour, good relationships with pupils and supportive approach ensure there is a climate conducive to learning. Pupils respond very positively to this. They are keen to do well and work hard. Teachers know what they want pupils to learn and mostly explain this clearly, so pupils understand the purpose of the work they are doing. A good range of activities is usually planned. Pupils generally find them interesting, notably when they require their active involvement. Even when tasks do not fully capture pupils' imagination, they, nevertheless, work as hard. Teachers plan different tasks for pupils of different abilities within their classes and deploy the generous amount of teaching assistant support well to help meet individuals' needs. However, not enough attention is given to this aspect when planning lessons and tasks are not always matched precisely enough to pupils' needs. Work is sometimes too easy or too difficult for particular pupils. There is still some variability in the quality of teaching, mainly at Key Stage 1, but the action being taken to tackle this is having a positive impact.

Leadership and management are good. The headteacher provides clear direction to staff and provides a thorough and steady approach to school improvement. A good range of monitoring

activities results in its main strengths and weaker areas being known well. Effective action is taken to build on the strengths. Pupils' personal development, strong at the previous inspection, has been improved further as seen in the successful promotion of healthy lifestyles. Weaknesses are also tackled systematically resulting, for example, in improvements in science. Subject leadership, another past weakness, has been very much improved. All middle leaders are now closely involved in developing their areas of responsibility and undertake some monitoring of their effectiveness. Pupils' progress is assessed comprehensively and regularly, and the information collected is used in a variety of ways to promote improvement, especially for those not achieving as expected in English and mathematics. However, it is not analysed in sufficient detail to be a fully effective management tool or precise indicator of the school's effectiveness. Written plans for improving the school are very detailed and reflect the large amount of work taking place. Key whole-school priorities do not stand out clearly enough though, nor how they will be achieved and what would constitute success. Governance is good, but governors do not use information about pupils' progress enough throughout the year to help with their monitoring. Appropriate arrangements for protecting pupils and keeping them safe are in place. Parents are very supportive of the school and appreciative of what it provides for their children. The school has good capacity to build on its strengths and improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

The Foundation Stage is satisfactory and improving. The teacher is relatively new to the class following a period of teaching elsewhere in the school. She is working hard to implement the Foundation Stage requirements and there are good features to the provision. Staff successfully welcome children into school from their different pre-school settings. Children settle well, feel happy and follow established routines. They learn to play and work nicely with each other and are confident talking to adults. All areas of learning are provided for through a varied range of activities which children enjoy. Through her conversations with groups and individuals, the teacher makes good efforts to develop children's communication skills. As a result, children learn to express themselves and are keen to engage in dialogue with adults. They make steady progress in their learning. The Foundation Stage leader, who is also the teacher, is aware of the areas of the Foundation Stage that require improvement and is already taking action to tackle them. These include ensuring that outdoor play promotes all areas of learning and activities encourage more focused play, in addition to planning for children's smooth transition to Year 1.

### **What the school should do to improve further**

- Ensure work in lessons is well matched to pupils' abilities and to the stages of development of children in the Foundation Stage.
- Analyse information about pupils' progress more thoroughly to make it an effective tool for improving the school and monitoring its effectiveness.
- Ensure key whole-school priorities are clearly identified, along with how they will be achieved and how success will be measured.

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## Annex A

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

### Achievement and standards

How well do learners achieve?	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

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you very much for being so friendly and welcoming when I visited your school earlier this week. I enjoyed talking with you and looking at your work. I would like to let you know my findings about your school.

Your school is providing you with a good education that helps you achieve well. Because there are good arrangements for looking after you and staff value each and every one of you, your personal development is good. You play and work nicely together and have good relationships with each other and with adults. Most of you behave well. You make a good contribution to your school, such as through your school and class councils. You have an excellent knowledge of how to keep healthy. You learn well and make good progress in your work as you move through school. The standards you reach by the time you leave are above average. This is because teaching is good and you work hard in lessons, especially when you find work interesting and even when you don't! Your headteacher and the staff of your school are working hard to improve the school for you and they are being successful in this. There are three things I have asked them to do to help make your school even better.

These are to:

- ensure the tasks you are given in lessons are well matched to the abilities of each one of you
- look at the information the school gathers about your progress more thoroughly so it can be used to help improve the school and check how well it is doing
- ensure that staff identify really clearly the main things they need to do to make the school better for you, and how they will do this. They also need to decide how they will know when they have been successful.

You can help your teachers by continuing to do what you are doing now - working hard, being kind to each other and thinking of even more ways that you, too, can make a difference to the school.

I wish you and your teachers well for the future.