

# Saint Peter's Catholic School, Hinckley

## Inspection report

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<b>Unique Reference Number</b>	120211
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	327229
<b>Inspection date</b>	7 May 2009
<b>Reporting inspector</b>	Terry Elston

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	213
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Connolly
<b>Headteacher</b>	Jean Connor
<b>Date of previous school inspection</b>	7 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	London Road Hinckley LE10 1HJ
<b>Telephone number</b>	01455 634087

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<b>Age group</b>	4–11
<b>Inspection date</b>	7 May 2009
<b>Inspection number</b>	327229

**Fax number**

01455 890846

<b>Age group</b>	4-11
<b>Inspection date</b>	7 May 2009
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## Introduction

The inspection was carried out by two additional inspectors.

- The inspectors evaluated the overall effectiveness of the school and investigated the following issues:
- how leaders have raised standards since the previous inspection
- the assessment of children's progress in the Early Years Foundation Stage and the use of this data to measure their progress through the school
- the extent to which the school develops pupils' awareness of different faiths, cultures and social backgrounds.

The inspectors gathered evidence from observations of lessons, discussions with pupils, governors and staff, tracking pupils' progress, analysis of attendance and gaining the views of parents. Other aspects of the school's work were not investigated in detail, but the inspectors 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

The school admits pupils from a wide catchment area. Numbers on roll are increasing steadily. Most pupils are from White British backgrounds and few speak English as an additional language. The proportion of pupils eligible for free school meals is below that of most schools. An average proportion of pupils have learning difficulties and/or disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where pupils flourish in all aspects of their learning and personal development. An important reason for the school's success lies in the very high quality of the leadership and management. The headteacher inspires staff and pupils with her unwavering enthusiasm and high expectations of what they can achieve. A closely-knit team of senior staff share the headteacher's vision and work relentlessly to improve the school. Self-evaluation is good. The leaders have detailed data to analyse the school's performance, compare it with that of other schools and make improvements in the teaching and curriculum. This has led to a huge rise in standards over recent years, particularly in English. The tracking of pupils' progress is good overall, but the leaders recognise the need to improve their use of data from the end of the Reception Year to the end of Key Stage 1 to evaluate provision for the younger pupils more accurately. The knowledgeable governing body supports this team effectively, and will challenge decisions to get the best for the school. These many strengths explain how the school has made exceptional improvement since the last inspection and why it is very well set to do even better.

Parents are justified in saying that the teaching and learning are outstanding. Typical of their comments was, 'Not only do teachers meet the children's educational needs, they encourage individuality and the values of care and respect for others.' Pupils are even more forthright, with one group maintaining, quite rightly, that one of the best things about their teachers is that 'they are really brainy'. In lessons, teachers fire pupils' enthusiasm with exciting tasks and provide wholehearted encouragement for all pupils, whatever their ability, to do their best. They explain new work very clearly, and are careful to check on pupils' level of understanding.

Pupils' achievements are outstanding. Children make an excellent start in Reception, where the adults lay really good foundations for their learning and personal development. By Year 2, standards are well above average in reading, writing and mathematics and by Year 6 they are exceptionally high in English, mathematics and science. Standards are rising year-by-year, and were in the top 5% of schools nationally in 2008 for pupils in Year 6.

Pupils say how much they love school and they say the best thing about it is the 'fantastic staff who always have time to help you'. They feel safe because bullying is rare and staff take excellent care of them. The school provides exceptionally good support for pupils with learning difficulties and they make rapid progress as a result.

The vibrant curriculum provides excellent guidance on how to live healthy lives, and pupils speak with authority on the best foods to eat to keep fit. They are looking forward eagerly to the day when they can enjoy the fresh produce from their vegetable plot. They are given many opportunities to reflect deeply on the world around them, and develop a strong sense of compassion. For example, pupils thought about the harsh life faced by animals in Africa, and one wrote, 'The helpless baby gazelle dawdled toward the gigantic yet humble apple tree with its merciful shadow.' They have an excellent sense of right and wrong, and behaviour is outstanding, both in class and in the playground. While leaders and managers have not fully evaluated the impact of the school's provision for community cohesion, it is good, overall, because of the many opportunities provided for pupils to learn about the world around them and strong links with contrasting schools in the local area and overseas. The extensive range of clubs at lunchtime and after school is very popular with pupils and does much to extend their learning in areas such as music, sport and drama. They have many opportunities to take responsibility for their community and they do this readily. For example, the school council was

instrumental in creating the vegetable garden and helping to recycle waste to make compost. Such opportunities, alongside pupils' very well developed skills in literacy, numeracy, and information and communication technology, ensure they are exceptionally well prepared for the future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children enter the school with skills typical of their ages, although their early reading and writing skills are generally below those of other children of their age. By the end of the Reception Year, standards are above average in all areas of development, with children making particularly speedy progress in reading, writing and their personal and social skills. The very comprehensive induction procedures, excellent partnerships with parents and rigorous attention to children's welfare ensure that they settle quickly into school routines, feel very safe and are ready to learn. As one parent put it, 'My child has made fantastic progress in her reading and writing and has learned to mix really well with others.' The high quality of the teaching, with a really good balance between the direct teaching of skills by adults and the children finding things out for themselves, accounts for their rapid rate of learning. The classroom is well organised, with stimulating resources to support all the different areas of learning and help children develop their independence. Children have lots of fun, and learn almost without realising they are working. For example, in a topic about animals, they enjoyed writing details of their creature on whiteboards as much as taking models of pets to the 'veterinary surgery'. Staff observe children's learning and development very carefully, and use the information well to plan future work.

Children's personal, social and emotional development is excellent, and the sensitive encouragement and guidance they receive helps them to become happy and successful learners. They behave exceptionally well and learn to play with and help each other. The provision is led and managed extremely well. Staff have a clear understanding of how well the provision meets children's needs and how it could be improved still further.

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

- Refine the use of assessment from the end of Reception to Key Stage 1 so that staff have a clear and accurate evaluation of pupils' progress.

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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?	1
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?	2
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

8 May 2009

Dear Pupils

Inspection of Saint Peter's Catholic Primary School, Hinckley, LE10 1HJ

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. The many of you who were kind enough to speak to us showed how proud you are of your school. You are right to be, because it is an excellent school!

What we found out about your school

- You work very hard and make very fast progress. Your standards are way above those found in most other schools.
- Your behaviour is outstanding, both in class and out in the playground.
- You get on very well with each other and help those who are lonely or upset.
- You know a lot about how to stay safe, eat the right things and live healthy lives.
- You care a lot about people in the world who are not as fortunate as you.
- The leaders are really good at running the school and know how to improve things.
- You love the many clubs at lunchtime and after school that teach you important skills in things like music and sport. Some of you play musical instruments really well!
- Your teachers are doing a fantastic job. They work very hard to plan interesting work and, as one of you said, 'are great at helping you when you don't understand things'.
- All staff at the school take excellent care of you and keep you safe.
- The excellent Reception class gives children a really good start to school.

What we would like the school to do now

- Make sure that the teachers check on your progress from the Reception class to the end of Year 2 so they know just how well you are doing all of the time.

Good luck for the future!

Yours faithfully

Terry Elston

Lead inspector