

# Ss Peter and Paul Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	103717
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	336138
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	Christopher Parker

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 of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Pat Garner
<b>Headteacher</b>	Mrs Helen Forrest
<b>Date of previous school inspection</b>	18 September 2006
<b>School address</b>	Arkle Drive Walsgrave Coventry
<b>Telephone number</b>	024 7661 5665
<b>Fax number</b>	024 7660 4661
<b>Email address</b>	headteacher@ss-peter-paul.coventry.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Twenty-one lessons were visited, taught by eight teachers. Meetings were held with pupils, the headteacher, the acting headteacher/ inclusion leader, standards leaders, teachers and a representative of the governing body. The inspectors looked at a wide range of documents and samples of the pupils' work. Questionnaire responses from pupils, staff and 58 parents were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at:

- how well more able pupils are learning and progressing, particularly in mathematics
- how well pupils with special educational needs and/or disabilities are supported to enable them to achieve well
- how effectively priorities for improvement are implemented and evaluated.

## Information about the school

This is a smaller than average primary school with a changing population. Most pupils come from White British backgrounds. The proportion of pupils from other ethnic groups has grown considerably over the last three years. These pupils come from a wide range of different cultural backgrounds. A few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities has increased over the last three years and is now a little larger than in many schools. The school has been awarded an Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

'We have seen the school go from strength to strength over the past couple of years.' This view of one parent is supported by the very positive views of many others. It reflects the improvements there have been in every aspect of school life and, most notably, in the pupils' increasingly good progress and achievement. These improvements are the result of the determination and the outstanding leadership of the headteacher. She has established very effective systems for tracking each pupil's progress, for monitoring and evaluating the school's work, and for planning improvements. As a result, the quality of teaching, the curriculum and the support for pupils have all improved considerably. The governors also play a substantial role in evaluating the school's performance. The improvements to date and the sharply focused plans for further development show that the school has good capacity for sustained improvement. The pupils are making good progress and achieving well because of the good and sometimes outstanding teaching. Over the last few years, attainment at the end of Year 6 has risen considerably. The school has a very strong commitment to providing all individuals and groups with the support and opportunity to do equally well. Pupils from all ethnic groups are performing equally well, as are boys and girls. As a result of very skilful teaching, a small minority of pupils with special educational needs and/or disabilities, who need additional actions on the part of the school to help and support them, are making excellent progress in reading and writing. However, their progress in mathematics is not as rapid.

The pupils have a detailed understanding of a range of faiths. They have high levels of respect for each other and benefit considerably from the artistic, sporting, musical and dance opportunities provided for them. The pupils have an excellent appreciation of the importance of staying fit and healthy. Historically, the level of attendance has been similar to that of most schools, but it fell sharply last year. The most prominent factor in the low attendance figures is the small number of pupils returning to see their families in other parts of the world for extended periods. The school's drive to improve attendance has reduced absence this year, but it remains below average.

### What does the school need to do to improve further?

- Ensure that those pupils with special educational needs and/or disabilities who need additional actions on the part of the school to help them make good progress in mathematics are supported by:
  - applying the strategies that have proved successful in accelerating progress in reading and writing

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- making sure that teaching assistants are used to maximum effect throughout lessons
  - providing practical activities that develop their basic mathematics skills and thinking.
- Improve attendance so that it is line with the national average by 2012 by discouraging parents from taking their children out of school in term time.

**Outcomes for individuals and groups of pupils****2**

The pupils make good progress in lessons and achieve well. They contribute fully to discussions and are eager to answer their teachers' questions. The work recorded in their exercise books and the school's records of each pupil's progress show the good progress that they make in reading and writing. The school has been successful in accelerating pupils' progress in writing, with many now using a wide range of words and organising and structuring their writing well. There are high-quality classroom displays that exemplify how well they are using their writing skills in history and religious education.

Most pupils, but not all, are making good progress in mathematics. The teachers do not always make full use of the support and resources available to them to make sure that pupils with special educational needs and/or disabilities who need additional actions on the part of the school to help and support them make good progress in mathematics. By contrast, these pupils do particularly well in reading and writing; in many cases making excellent progress because they are well taught in small groups and the work they are set is tailored to their needs.

The good progress evident in pupils' work is verified by the results of national tests. Over the last two years, national test results at the end of Year 6 have improved markedly. In English in 2008 and mathematics in 2009, results were significantly above average.

Behaviour is good. This allows pupils to concentrate on their work. They say they feel safe and that they enjoy school. This is reflected in the enthusiastic way they approach all that the school has to offer, and in their very positive relationships with each other and with adults.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

The teaching is well planned. It engages and interests the pupils. Lessons are particularly effective in Years 5 and 6, where some are outstanding. Here the teachers use their strong subject knowledge and considerable enthusiasm to challenge the pupils. Expectations of pupils are high, and the more able are given more demanding tasks to ensure that they reach the higher levels of attainment. This was evident in a mathematics lesson in Year 6, where the pupils were applying their knowledge of perimeter and their measuring skills to design a new school garden. Some of the tasks proved taxing for some pupils, but with the teacher's constant review of their progress and timely interventions they made good gains in their skills and understanding. In this lesson, the pupils with special educational needs and/or disabilities were well supported. In some of the other mathematics lessons seen, however, pupils with special educational needs and/or disabilities spent too much time in whole-class activities that are not tailored to their specific needs. These pupils are not always given enough practical activities to help them to learn in mathematics, and they do not benefit from the same high quality small group teaching and support in mathematics that they do in English.

The teaching of writing is good. This is the result of the support and training for teachers. The 'Breakthrough for Boys' and 'Every Child a Writer' programmes have had a marked impact on the pupils' progress. The teachers now use a wide range of strategies to help pupils prepare for writing tasks so that the vocabulary and structures they need are firmly understood. The teachers also set the pupils targets so that they know what they need to do to improve. Their comments on the pupils' work have proved very

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beneficial in helping the pupils to improve their writing.

With the exception of mathematics for pupils with special educational needs and/or disabilities, the curriculum meets the needs of the pupils very well. It is particularly well matched to this group of pupils' needs in reading and writing. The curriculum also takes full account of the increasingly diverse backgrounds of the pupils and promotes a very good understanding of faiths and cultures. The curriculum is supported by a wide range of clubs and activities, such as music and dance, which are taught by visiting specialists. The pupils are well cared for and supported. Arrangements to promote better attendance are comprehensive and have brought some success over the last year. Support for the most vulnerable pupils is at the heart of the school's ethos. The school works with agencies and partners to remove barriers to pupils' learning and can point to a number of pupils who have benefited from the support they have received.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has given the school the outstanding direction, drive, ambition and enthusiasm needed to bring about marked improvements over the last two years. She has also established excellent systems and approaches to make sure that the school continues to improve rapidly. As a result of the headteacher's vision, the school now has a very strong ethos that relentlessly promotes equality of opportunity and places every pupil at the heart of its work. The inclusion leader has played a significant role in bringing this vision to fruition by successfully helping pupils to overcome barriers to learning.

Each pupil's progress is scrutinised, and that of all groups represented in the school is very carefully analysed. This has underpinned improvements in teaching and pupils' progress. Unevenness in the performance of different groups has been rapidly reduced. Boys' progress has accelerated notably and the progress of those with special educational needs and/or disabilities has improved considerably in reading and writing. The school has clear plans to extend its successful strategies to accelerate their progress in mathematics.

The governors are well informed and receive detailed information about the school's performance, which they use to evaluate the impact of their policies. They work with the headteacher to identify priorities for improvement which are set out very clearly in a detailed and highly focused school development plan. Teaching and learning are well led

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and managed by the standards leaders in each key stage, who are increasingly influential and who hold their colleagues to account for the progress of pupils in their classes. Parents and carers are kept well informed about the work of the school and their children's progress. The school is enjoying increasing success in involving parents in their children's learning, although some events to keep parents up to date about the curriculum are not as well attended as the school would like.

Arrangements to make sure that pupils are as safe as possible follow recommended good practice. The staff are well trained, and the school makes every effort to ensure that it engages the services of specialist agencies when needed. The school has a clear action plan to promote community cohesion. Its ethos and the importance placed on religious education result in the pupils having a great respect for each other, a detailed knowledge of a range of world faiths and a very cohesive school community. However, plans to engage with a range of community groups beyond the school are at an early stage of implementation.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The children get off to a good start in the Early Years Foundation Stage because they are well taught and are encouraged to be independent. They participate in an interesting range of well-planned activities in the Reception class, some led by adults and some chosen by themselves. When sequencing the stages in making a gingerbread man, the teacher's good questioning and use of the interactive whiteboard promoted good use of language, one child commenting, 'Next, sift the flour...'. The children's welfare is particularly well promoted. As a result, they grow in confidence.



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The children make good progress in all areas of learning and frequently meet expectations for the end of the Reception Year. The children are encouraged to participate in a wide range of activities, often associated with role play, to promote their personal and social development. There is an appropriate emphasis on the teaching of letters, and opportunities to promote an appreciation of books are capitalised upon. The few children at an early stage of learning English are very well supported by a bilingual teaching assistant.

The outside area is used very well and this represents a considerable improvement since the last inspection. It now provides impressive structures and resources that allow the children to learn outside the classroom throughout the year and whatever the weather.

In this well-run provision, the adults are very thorough in their assessments of each child's progress, carefully observing and noting steps in their development. Parents are well informed, and a recent workshop to inform parents about the teaching of phonics was well attended.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The great majority of parents and carers who responded to the inspection questionnaire are happy with their children's experience at school. A few parents and carers made additional comments, most of which supported and valued the school's work. A common theme in parents' and carers' comments was an appreciation for the headteacher's work and the resulting improvements in the school's performance.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ss Peter and Paul Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	69	16	28	1	2	0	0
The school keeps my child safe	39	67	18	31	1	2	0	0
The school informs me about my child's progress	40	69	16	28	2	3	0	0
My child is making enough progress at this school	32	55	22	38	2	3	0	0
The teaching is good at this school	40	69	16	28	1	2	0	0
The school helps me to support my child's learning	34	59	22	38	2	3	0	0
The school helps my child to have a healthy lifestyle	33	57	21	36	2	3	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	47	26	45	0	0	1	2
The school meets my child's particular needs	33	57	22	38	2	3	1	2
The school deals effectively with unacceptable behaviour	26	45	25	43	2	3	2	3
The school takes account of my suggestions and concerns	28	48	25	43	2	3	2	3
The school is led and managed effectively	34	59	21	36	0	0	0	0
Overall, I am happy with my child's experience at this school	39	67	16	28	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 March 2010

Dear Pupils

Inspection of Ss Peter and Paul Catholic Primary School, Coventry, CV2 2EF

This letter is to tell you about what we found when we inspected your school recently, and to thank you for taking the time to talk to the inspectors about your work and your school. You show great respect for your teachers and for each other. In our view, you attend a good school which is very friendly and caring. You behave well. You told me that you feel safe at playtimes. Some of you also said that the school provides lots of interesting opportunities. We agree.

The headteacher, teachers and teaching assistants are helping you to make good progress. They set you targets, and give you guidance which helps you to concentrate on what you need to improve. The teachers have focused on helping boys to achieve at the same level as the girls. They have been particularly successful in helping all of you to improve your writing, and many of you to improve your skills in mathematics. Some of you who find mathematics hard spend too much time doing what the rest of the class are doing, when you could be doing more practical activities. Consequently, I have asked your teachers to look very closely at how they can use the school's resources to make sure that you all make as much progress in mathematics as you do in reading and writing.

The headteacher is leading the school extremely well, and is constantly looking at how well it is doing so that improvements can be made to the opportunities that the school provides for you. A few of you are not attending school every day, so I have asked the headteacher to make sure that attendance levels rise to be the same as other schools by 2012. You can help too, by attending school every day.

I hope that in the future your school is even more successful in helping you to do as well as you possibly can.

Yours sincerely

Christopher Parker

Lead inspector

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