

Saints Peter and Paul Catholic Primary School

Inspection report

Unique Reference Number	105071
Local Authority	Wirral
Inspection number	336415
Inspection dates	22–23 June 2010
Reporting inspector	Frank Carruthers

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	The governing body
Chair	Mr T Anderson
Headteacher	Mrs K Robertson
Date of previous school inspection	11 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons or parts of lessons, observing 12 teachers, and held meetings with the Chair and Vice-Chair of the Governing Body, staff, visiting specialists and groups of pupils. They observed the school's work and looked at documentation including policies on safeguarding, the school development plan, teachers' planning, assessment files and records of pupils' progress, including individual education plans for those with special educational needs and/or disabilities. Staff and pupils completed questionnaires and 84 questionnaires returned from parents and carers were also read and analysed.

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

- current standards of attainment in Key Stage 2 classes
- the progress that pupils with special educational needs and/or disabilities make
- the views of stakeholders, including parents and pupils
- how the school promotes community cohesion
- all aspects of the Early Years Foundation Stage
- all aspects of safeguarding and provision to secure the welfare of pupils.

Information about the school

In this average-sized primary school, almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is in line with the national average. The proportion of pupils with special educational needs and/or disabilities is below the national average, as is the proportion that has a statement of special educational needs. The majority who have additional needs have moderate learning difficulties. A small number of pupils are looked after by the local authority. The Early Years Foundation Stage consists of two Reception classes and a part-time pre-school nursery, called 'Little Acorns', led and managed by a management committee, which includes senior leaders and governors of the school. Extended school provision also includes before and after-school clubs which have been part of this inspection. The school has gained the Healthy Schools and the International School awards.

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

The school provides a good education for its pupils who achieve well and reach above average standards in English, mathematics and science by the time they leave in Year 6. Outstanding elements of the school are: the Early Years Foundation Stage, including the pre-school provision; aspects of the pupils' personal development, including their behaviour, their understanding of how to lead a healthy lifestyle, their contribution to the school and the wider community and their spiritual, moral, social and cultural development; and the effective way the school promotes community cohesion.

The quality of teaching is good. It is rooted in excellent relationships between staff and pupils. The pupils' outstanding behaviour makes a significant contribution to their good learning. The school's use of assessment to support pupils' learning, including those with special educational needs and/or disabilities is good and is used very effectively to group pupils by their attainment in Key Stage 2. The curriculum is broad and balanced and provides good opportunities to enrich the pupils' experiences with visits out of school, visitors, themed weeks and involvement in projects with other schools, museums, galleries and churches. The school provides good care, guidance and support, particularly for those pupils whose circumstances have made them vulnerable. For example, staff provide excellent support for pupils suffering stress caused by family bereavement or separation.

The headteacher and senior leadership team drive the school forward well through school development planning that has a rigorous focus on improving the quality of teaching and learning. The monitoring of teaching and learning has strong features but is satisfactory overall because the tracking of pupils' progress by senior staff is not used as effectively as it could be to identify trends in the performance of different groups of pupils over time. Senior leaders are well supported by the governing body. Partnerships with outside agencies and schools are good and have a positive impact on the pupils' experiences. Partnerships with parents and carers are satisfactory. Though most parents are very positive in their views of the school, a minority feel communication between school and parents, especially in relation to how well their children are doing, is unsatisfactory. Thanks to accurate self-evaluation, senior leaders take action to improve any areas of relative weakness and have addressed well the areas for development in the last inspection report. The performance of the school has improved since that time and outcomes are now outstanding. Consequently, the school's capacity to improve is good. The school provides excellent value for money.

What does the school need to do to improve further?

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- Develop consultation with parents and carers so that they are more effective partners in promoting the welfare and learning of their children.
- Refine the use of tracking and assessment systems to improve how senior staff monitor trends in the performance of different groups of pupils in order to identify where intervention is necessary.

Outcomes for individuals and groups of pupils**1**

Pupils have very good attitudes to their school work and concentrate well in lessons. They report how much they enjoy learning and feel safe and secure at school. Levels of attendance are good. They answer teachers' questions readily and cooperate well with one another in discussions and group work. They treat resources with care. This was clearly evident when pupils in Years 3 and 4 were handling plants in a science lesson. They followed the teacher's instructions closely and separated the roots out carefully. As a result, their observational drawings showed detail and accuracy. Pupils know their targets for learning and most follow the high expectations that the staff have to present their work well and take care with handwriting.

Pupils start in Year 1 with attainment that is broadly average. They achieve well in all classes and attainment by the end of Year 6 has been consistently above average since the last inspection. Last year, standards in English, mathematics and science were high. In the current year group, standards are above average. Pupils with special educational needs and/or disabilities make good progress towards targets in their individual education plans. The very few from minority ethnic backgrounds frequently make rapid gains in their command of English and achieve very well.

Pupils make an outstanding contribution to the life of the school through their roles of responsibility, such as play buddies, and the work of the school council. They contribute to local and international charities regularly and take part in many local events out of school, for example at the Liverpool Metropolitan Cathedral. They have an excellent understanding of how to lead a healthy lifestyle and also a very good awareness of environmental issues. They have a particular interest in Fair Trade products for example. Thanks to themed work such as 'My Money Week' pupils begin to get a good understanding of simple finance and economics.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers ask probing questions and make very good use of available resources, such as interactive whiteboards, listening and recording centres and science equipment. In a Year 1/2 English lesson, for example, the teacher used musical instruments and small world resources very well to enliven an account of an African rainstorm and promote learning through play. Display is also used well to promote learning. Teaching assistants make a good contribution to the learning of pupils with special educational needs and/or disabilities when they work with them individually or in small groups. When teaching is only satisfactory, the pace of learning is sometimes too slow and this means parts of the planned lesson are missed. Marking has some strong features, though there are a few examples where opportunities to advise pupils on the next steps are missed.

The curriculum is well planned on a two-year cycle to accommodate the mixed-aged classes but is being reviewed in order to link subjects together better. There is a good focus on basic skills of literacy and numeracy. Teachers use information and communication technology (ICT) very well. For example, they are developing a Virtual Learning Environment to promote interactive learning experiences for pupils. Specialist teaching of German is very good. The extended school provision also supports the curriculum well because relevant activities are planned.

Staff know their pupils well and this underpins the good quality of their care, guidance and support. Pupils transfer smoothly into the Reception classes from the on-site pre-school provision and other nursery settings thanks to good liaison. Later they move on to Year 1 with few problems. Links with associated secondary schools are good and pupils feel confident when they move on. The school takes very effective steps to

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ensure the needs of pupils with disabilities are fully met. Care provided by the before and after-school clubs is similarly good.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership team has been enhanced since the time of the last inspection and together with members of the governing body they have pushed forward effective, valuable projects. These include improvements to pupils' writing and ICT skills, provision in the Early Years Foundation Stage and the accommodation in general. The monitoring of teaching and learning through lesson observations and sampling pupils' work is good and has been effective in eliminating relative weaknesses. Systems to track pupils' progress over time are only satisfactory because they are not used as effectively as they could be to point out trends in the performance of different groups of pupils over time. The school's positive ethos promotes well equality of opportunity for all and tackles discrimination. The school, including the extended services, adopts recommended good practice across all aspects of safeguarding, including the safe recruitment of staff. There is carefully programmed training for staff in issues of child protection. The school promotes community cohesion exceptionally well and this helps the pupils' outstanding social, moral and cultural development. Not only through local links but internationally, the school has developed positive attitudes among pupils about global issues facing the world today.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The effectiveness of the Early Years Foundation Stage, including the pre-school provision, is outstanding. It meets the needs of all children exceptionally well. All make good progress. On entry to the Reception Year, children have come from a variety of settings as well as the on-site provision and most start with levels of attainment that are broadly average. The current Reception children have made excellent progress and reached the early learning goals for this age group at this late stage in the school year. A good proportion is working at levels above them. This is the result of significant improvements to provision in recent times. Progress has not always been as good in previous years, because provision has not been as rich. As a result, attainment at the end of the year has been more in line with the national average in all areas of development.

The setting is a highly stimulating environment for learning both indoors and, since the time of the last inspection, outdoors. This high quality is found in the pre-school provision too. Relationships between children and adults are outstanding. A key reason for this excellent provision is the quality of the shared leadership and management of the Early Years Foundation Stage and the collaboration between the staff in the two age groups. All staff have high expectations for what the children can achieve. Children's well-being is very well supported through exceptional organisation, risk assessment and continuous improvement. The high standards of pupils' behaviour, personal development and very good attitudes to learning found elsewhere in the school have their foundation here.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Just over a quarter of parents and carers responded to the inspectors' questionnaire. A very large majority of these responded positively. Of these, many who wrote an

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additional comment praised the school for the range of experiences it offers their children. They commented favourably on the way the staff are approachable and respond to their concerns. They also said their children are happy at school and make good progress. Inspectors support these positive views.

A few parents reported they are unhappy with communication with school and do not know enough about how their children are doing. This view is evident in the table below. The majority of these parents also wrote a comment underlining this view. Some expressed concern about difficulty accessing school after 9am. Inspectors note that the staff are keen to meet with parents; there are two parents' evenings each year as well as a meeting about the curriculum for each year group. However, they recommend that the school deal with these concerns and build on existing good practice to improve consultation with parents. Two concerns by parents regarding the safeguarding of children were explored by inspectors during their review of the school's procedures. Inspectors found that appropriate procedures have been followed in dealing with these concerns. The inspection judged the effectiveness of safeguarding procedures to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Saints 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 285 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	67	26	31	2	2	0	0
The school keeps my child safe	57	68	22	26	4	5	1	1
The school informs me about my child's progress	34	40	39	46	10	12	1	1
My child is making enough progress at this school	36	43	40	48	7	8	0	0
The teaching is good at this school	50	60	32	38	1	1	1	1
The school helps me to support my child's learning	43	51	33	39	4	5	1	1
The school helps my child to have a healthy lifestyle	43	51	36	43	1	1	0	0
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)	45	54	24	29	7	8	1	1
The school meets my child's particular needs	42	50	34	40	5	6	0	0
The school deals effectively with unacceptable behaviour	37	44	37	44	2	2	4	5
The school takes account of my suggestions and concerns	30	36	41	49	7	8	1	1
The school is led and managed effectively	42	50	34	40	3	4	4	5
Overall, I am happy with my child's experience at this school	46	55	34	40	4	5	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



24 June 2010

Dear Pupils

Inspection of Saints Peter and Paul Catholic Primary School, Wallasey, CH45 9LT

It was a great pleasure to inspect your school. You were all extremely friendly and helpful and we enjoyed finding out from you how you are getting on. On behalf of the inspection team I would like to share with you what we found.

Your school is providing you with a good education. Some of the work of the school is outstanding. For example, the pre-school class, Little Acorns, and the two Reception classes are helping the children to get off to a flying start. Your behaviour in lessons is excellent and this means you learn well and pay good attention. You told us bullying is rare and if it happens, the staff deal with it promptly. You take responsibilities around school and look out for one another exceptionally well. You make good progress in lessons and, by the time you leave at the end of Year 6, most of you reach above average standards in English, mathematics and science. This is because the teaching you receive is good and you work hard. You know your targets for learning well and enjoy the before and after-school clubs, the activities out of school and visits you make to places of interest. Your headteacher, teachers and teaching assistants take good care of you all and make sure that you all feel safe and secure.

Part of my job is to identify how the school can be even better. There are two improvements for staff to make.

- Build up the partnerships with parents so that they can make the most of helping you with your learning.
- Examine more carefully the information they have about how well you are doing so that they can spot any trends among groups of pupils over time. They can then give attention to how best to help any who are not doing as well as they might.

Please continue to work hard. I send you all my best wishes for the future.

Yours sincerely

Mr Frank Carruthers

Lead inspector

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