

Saint Peter's Catholic Primary School, Earl Shilton

Inspection report

Unique Reference Number	120210
Local Authority	Leicestershire
Inspection number	339633
Inspection dates	28–29 January 2010
Reporting inspector	Jackie Barnes

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

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

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	199
Appropriate authority	The governing body
Chair	Brian Underwood
Headteacher	Helen White
Date of previous school inspection	4 October 2006
School address	Mill Lane Earl Shilton Leicester
Telephone number	01455 843840
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Age group	4–11
Inspection dates	28–29 January 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by three additional inspectors who spent a third of their time looking at learning, and saw nine teachers while observing 13 lessons. They looked at a selection of the school's documentation including the evidence of self-evaluation, the development plan, and the data on pupils' attainment and progress. Meetings were held with the headteacher, senior staff, the chair of the governing body and pupils. The views of parents in 107 questionnaires were also considered.

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

- the standards and progress of pupils in Key Stage 1
- the assessments of children's progress in the Reception year
- the level of challenge for pupils in Key Stage 2
- the arrangements for managing teaching and learning during the absence of senior staff.

Information about the school

The school serves both the local community and a wider catchment of three Catholic parishes. It is involved in a partnership with a local cluster of schools. Almost all pupils come from White British backgrounds covering a wide range of social and economic circumstances, with about a third of the pupils from Catholic families. A small number have ethnic minority heritage with most being fluent in English. Entitlement to free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average. During the inspection, two members of the senior leadership team were temporarily absent, with cover provided for their classes.

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

This is a good school in which parents have considerable confidence. Pupils' behaviour and the extent to which they feel safe are outstanding features, as are the care, guidance and support the school provides. The school is a welcoming place, where laughter is a regular feature, and the supportive nature of the school community contributes to pupils' eagerness to learn. Pupils enjoy school, especially their friendships, and almost all have good attendance records. When they start school in the Reception Year their overall attainment is typical of their age group, but the starting points of individuals vary considerably. Through good teaching, accurate assessment and a wide range of stimulating activities that are well matched to their needs, all make at least good progress in their first year and attain above the expectation for their age by the time they enter Year 1. Their progress slows a little over the next two years, partly due to instability of staffing, and so by the end of Key Stage 1 standards are broadly average. Progress for the large majority of pupils accelerates in Key Stage 2 and by the end of Year 6 the results of national tests are significantly above average overall. There is no significant difference between the achievements of different groups of pupils.

The teaching throughout school has many strengths, especially the supportive relationships which fuel the pupils' determination to do their best. In most lessons teaching is good, and occasionally outstanding, with high expectations. In all lessons pupils work conscientiously at their tasks. Some teaching is with individual pupils or small groups, but teaching is mainly in class lessons. Where classes are large and pupils' needs are very varied, sometimes one or two pupils do not fully understand what is being taught. Occasionally a few find their work too hard or too easy and they are not sure what they need to do to improve. This is mainly because the planning of learning in lessons, although it provides clear details of what pupils are expected to do, does not always make sufficiently clear what groups of pupils with differing abilities and attainment are expected to learn. The school's bank of assessment information and data about pupils' attainment is extensive. It is used effectively to identify pupils who need additional support, to allocate pupils to groups and classes, and to track each pupil's attainment at the end of the year. Its use is less effective in planning and checking pupils' progress during the year, and the accuracy of teachers' assessment is occasionally inconsistent.

The school is well led by an experienced headteacher who has, with the support of staff and governors, provided the direction and drive which has resulted in the school's significant improvement since the previous inspection. Challenges such as instability in staffing have been managed effectively to minimise the impact on pupils' learning. Although the leadership was temporarily depleted during the inspection, it was clear the

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senior leaders work as a team and bring enthusiasm to their key roles in school improvement. Community cohesion within the school and locality is well established, with a wider world perspective being developed through faith related work in other countries. The school's self-evaluation is securely based on a range of views and data, and future priorities for development are mainly appropriate. The leadership of teaching and learning is making good progress through a planned programme of improvement. This has already resulted in improvements in quality, especially in the Early Years Foundation Stage, in the school's enhanced curriculum and in pupils' progress towards the current above average standards. Those involved in leadership at all levels are keen to see further improvement and the school's record indicates it has good capacity to do so.

What does the school need to do to improve further?

- Ensure all pupils make the best progress they can through each year group, giving particular attention to:
 - accelerating pupils' progress in Key Stage 1
 - using the school's assessment data to plan more precisely the learning and progress for pupils of different abilities
 - checking that teachers' assessments are consistently accurate through the school
 - engaging the pupils more directly in recognising what they can do to improve.
- Check more frequently that the planning of pupils' learning is matched well to their differing needs and clearly identifies what they are expected to achieve.
- Increase the rigour with which teaching is matched to pupils' learning needs, giving consideration to the best use of staff and specialist expertise, and to the size of teaching groups.

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

Most pupils achieve well, especially in the Early Years Foundation Stage when they start school and in Key Stage 2. The loss of pace in their progress in Key Stage 1 is beginning to improve as staffing becomes more stable. The above average results in national assessments at Year 6 reflect the work of the oldest pupils in lessons and in their books. Throughout the school pupils are interested in their activities and particularly enjoy practical work, such as investigations in mathematics, and physical activity. Most are articulate and respond well to opportunities to perform, having fun as well as learning, such as in an assembly where Year 4 pupils confidently shared their enthusiasm and knowledge about the Romans with parents, teachers and other children. Writing is an aspect that the school is rightly focusing on improving, especially presentation and spelling. Nonetheless, many pupils write fluently and with imaginative use of an extensive vocabulary. Pupils make regular and competent use of information and communication technology to enhance their work especially in researching new topics.

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Those with special educational needs and/or disabilities achieve well. They are fully included in school activities and are effectively supported by a well informed team of teaching assistants.

Good spiritual, moral, social and cultural development underpins the positive ethos of the school and reflects the supportive guidance of the faith community. Pupils' behaviour in lessons is exceptional. They are generous in their respect for the achievements of others, willing to help, to listen and to take advice. When disagreements arise in the playground, most show a remarkably mature approach to resolving issues, and friendships are soon mended. They are knowledgeable about how to keep themselves safe and are able to explain why they feel so safe in school, highlighting the precautions school takes but mainly their confidence in the support of their friends and staff. They also play constructive part in the school community through a range of responsibilities which are conscientiously undertaken. Their good standards in literacy and numeracy, their strong personal skills and willingness to learn prepare them well for the next stage of their education.

These are the grades for pupils' outcomes

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

How effective is the provision?

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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The school staff work well as a team to promote pupils' learning. This cooperation is largely successful as the standards of attainment demonstrate. In almost all lessons, the sequence of teaching points is thoroughly planned, resources are carefully prepared and there is an encouraging atmosphere for learning. In a small minority of lessons the withdrawal of individual pupils for specific teaching interrupts their learning. The best teaching, such as in a Year 6 mathematics lesson, focused on making sure that every pupil was excited about their learning because their interesting tasks were both challenging and achievable. Time was well planned to provide opportunity for the sustained teaching of small groups within the lesson based on assessment of what they needed to learn next. Occasionally, when there was less clarity about what pupils with different needs were expected to learn, the carefully planned teaching was not as effective in ensuring all pupils made good progress.

The curriculum has improved considerably since the last inspection. There is strong provision for literacy and numeracy with a wide range of enrichment activities, including visits and visitors both locally and from other countries, which broaden pupils' understanding of different cultures and their own. A strength is the seamless way that opportunities for pupils' personal development are woven through all school activities as well as in specific lessons. The needs of pupils are well met, especially those with special educational needs and/or disabilities. Planning for developing pupils' skills and knowledge across subjects is at an early stage, although some examples were seen in individual lessons.

The pupils' exemplary behaviour and personal skills, good achievement, confidence in their safety and enthusiasm for learning indicate the high quality of the care, guidance and support the school provides. All pupils are welcomed and medical needs are accommodated sensitively. Parents comment specifically on the school's effective response when their child has faced challenging personal circumstances. Risk assessments for out of school visits are thorough.

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	1

How effective are leadership and management?

The motivation of those with leadership responsibilities to continue with the improvement of the school is strong. Staff are clear about current priorities. They have a firm commitment to the continued improvement of their own skills and the effectiveness of the school. Morale is high and targets for improvements in teaching and learning are

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suitably ambitious. Improvements in assessment and tracking systems have enhanced the monitoring of pupils' attainment and progress, and provide the information needed for further improvements in planning learning. Safeguarding procedures are rigorously applied by all staff and regularly reviewed. Governors are closely involved with the school's development, providing both good support and challenge when needed. Governors' expertise has helped the school use its finances well, providing good value for money. Self-evaluation is an integral part of the leadership's approach to improvement and good account is taken of the views of parents and pupils. The school's work on community cohesion is enhanced by links with an orphanage in Nigeria, which pupils support through charitable donations. This financial support has provided additional facilities, such as a well for fresh water for the orphanage. Photographs and letters between the pupils, plus visits from the African school's priest, have made a significant contribution to broadening the pupils' appreciation of communities in other countries. The school is assertive in its promotion of equal opportunities within its own socially and economically diverse communities, checking for bias in its academic results and its daily practice of making all pupils welcome and fully included in the school's activities.

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

Early Years Foundation Stage

The Reception Year has developed very well since the last inspection and provides a good foundation for future learning. Attainment has improved year by year and is now above average in all areas of learning. Parents' comments are exceptionally positive

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about the current provision, and recognise the approachability of the staff and the rapid progress made by the children. The good teaching is supported by accurate assessments which are soundly based on a range of evidence of what each child knows, understands and can do. Children's needs are identified promptly. This information is used effectively to carefully structure stimulating activities which are suitably challenging for individuals and successfully encourage children to stay engaged in their learning. Good levels of care, guidance and support are provided to ensure children's all round development, including for those with special educational needs and/or disabilities, and the most capable children. The good relationships with staff, especially key workers, result in the children developing confidence to explore, investigate and ask questions. They show a good level of independence in selecting activities, including using computers, and they clearly enjoy their learning. Outdoor provision is well resourced and flexible, although planning does not always make clear the links with the various areas of learning. Leadership and management are good, with a clear sense of direction, effective teamwork, an impressive record of development and excellent capacity for further improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 majority of parents responded to the questionnaires and expressed strong support for the school, particularly for the progress made by children with special educational needs and/or disability, the positive way pupils transferring into the school are received and the approachability of staff. They confirm their children feel safe and enjoy school. Inspectors' findings bear out these views. A small number of parents would like more information about how to help their children at home. There was no particular trend in the few negative comments that were made. All were offered constructively and have been shared anonymously with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Saint Peter's Catholic Primary School, Earl Shilton 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	48	51	48	5	5	0	0
The school keeps my child safe	65	61	39	36	3	3	0	0
The school informs me about my child's progress	39	36	59	55	9	8	0	0
My child is making enough progress at this school	37	35	61	57	8	7	1	1
The teaching is good at this school	47	44	53	50	6	6	0	0
The school helps me to support my child's learning	37	36	59	57	6	6	1	1
The school helps my child to have a healthy lifestyle	43	41	59	56	3	3	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)	38	39	57	58	2	2	1	1
The school meets my child's particular needs	40	37	58	54	9	8	0	0
The school deals effectively with unacceptable behaviour	42	40	54	51	8	8	1	1
The school takes account of my suggestions and concerns	32	31	63	62	6	6	1	1
The school is led and managed effectively	49	46	49	46	7	7	1	1
Overall, I am happy with my child's experience at this school	47	44	54	51	4	4	1	1

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"> ■ 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.



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- main findings from the inspection of their school.

2 February 2010

Dear Pupils

Inspection of Saint Peter's Catholic Primary School, Earl Shilton, Leicester LE9 7AW

Thank you for making me and my colleagues so welcome when we inspected your school recently. You helped us to see how much you enjoy school and how keen you are to learn. You behave outstandingly well and take good care of each other. Almost all of you have good attendance records and your parents say some of you want to come to school even when you are poorly. You have lots of confidence, know the difference between right and wrong, and are particularly good treating others with respect. You appreciate your friends and are rightly proud of your school. Here is a list of some of the things we liked most.

You feel exceptionally safe in school and trust the staff to help you in your work or if you have a problem.

You have good ideas on how to make things better in your school your friends on the school council share your views with the headteacher and governors.

You know how to live healthily and are keen on physical activities such as sport.

You attain above average results in your national tests in Year 6 and most of you make good progress. You try your best in lessons and pay attention.

Teaching is good in your school and most of your lessons are interesting.

You are learning a lot about people who come from different countries and about people who live in Leicester who have a culture or religion that is different from yours.

The headteacher, senior staff and governors manage the school well.

There are things that can be better even in good schools and we feel that some of you could make better progress. So we have asked your headteacher and governors to make sure that every single one of you is making the best progress you can. We have asked them to look again at how they plan and check your learning so that you have work that is not too hard but also not too easy for you. We asked especially that they show you how you can improve your own progress, and also that where your classes are large, they find ways to make sure you all have teaching that is just right for each of you to

learn quickly. You can help by continuing to work hard, to enjoy school and to be generous in helping each other.

Yours sincerely

Jackie Barnes

Lead inspector

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