

# Saints Peter and Paul Catholic Primary School

Atherton Street, Wallasey, Merseyside, CH45 9LT

**Inspection dates** 11–12 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides strong leadership. He is very ambitious for the school and has high expectations of staff and pupils.
- Children in Early Years Foundation Stage make rapid progress because the quality of provision is very good.
- Pupils make good progress and achieve well throughout the school.
- By the end of Year 6, pupils' standards in English and mathematics are generally above average.
- Teaching is consistently at least good.
- The school has very effective systems for identifying pupils who are experiencing learning difficulties, and well-planned support ensures that these pupils learn well.
- Pupils' behaviour and their attitudes to learning are good. They say they feel very safe at all times.
- School leaders and governors work well together to raise pupils' achievement and improve the quality of teaching. Consequently, the school is well placed to improve further.
- The school has forged good relationships with parents who are appreciative of the good education and support the school provides.

### It is not yet an outstanding school because

- The quality of teaching does not yet result in outstanding achievement. Expectations of what pupils can achieve, especially the most able, are not always high enough.
- Marking of pupils' work does not always make it clear to them what they need to do to improve.
- Pupils do not have enough opportunities to practise and improve their mathematical skills in other subjects of the curriculum.

## Information about this inspection

- The inspectors observed 19 lessons or part lessons taught by 12 teachers.
- Inspectors talked with pupils and listened to some Key Stage 1 and Key Stage 2 pupils reading.
- Pupils' current work and assessments were scrutinised. Inspectors also observed pupils at lunchtime and during their break times.
- Meetings were held with senior leaders, staff and members of the governing body. A telephone conversation took place with a representative of the local authority.
- Inspectors looked closely at the school's work, including minutes of meetings of the governing body, the school's analysis of how well it is doing and its improvement plan, documents relating to behaviour and safeguarding and the school's data on pupils' progress.
- The inspectors took account of the 54 responses from parents recorded in the online questionnaire (Parent View). Inspectors also had informal conversations with groups of parents at the start of the school day.

## Inspection team

Mike Hewlett, Lead inspector	Additional Inspector
Alan Parkinson	Additional Inspector
Elaine White	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- Most pupils are White British.
- The proportion of pupils who speak English as an additional language is well below average.
- Pupil mobility is close to the national average in most year groups. However, in the 2013 Year 6 group, more pupils left or joined the school midway through their primary education than is typical.
- The proportion of pupils supported by the pupil premium funding is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- In 2013, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There have been significant changes to the school since the last inspection, including a high turnover of school leaders. A new headteacher was appointed in January 2013 and two assistant headteachers were appointed on a temporary basis from September 2013.
- A breakfast and after-school club are provided by the school.
- Privately managed day-care provision is provided on-site for two to four-year-olds. This setting is subject to separate inspection arrangements.

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

- Improve the quality of teaching in order to raise pupils' achievement further by:
  - ensuring that teachers always set challenging work so that all pupils, including the most able reach the highest standards
  - ensuring that there is good quality marking of pupils' work throughout the school so that all pupils are clear about how they can improve their work
  - making better links between subjects so that pupils are able to use and apply their mathematical skills in different subjects of the curriculum.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills that are generally typical for their age. From their different starting points, pupils make good progress throughout the school. By the end of Year 6, pupils reach standards that are generally above average in English and mathematics. This represents good achievement.
- Children make consistently good progress in the Early Years Foundation Stage due to the high-quality learning opportunities provided for them. They settle quickly and become confident learners. By the end of the Reception Year, most children attain good levels of development and some exceed this.
- Pupils continue to make good progress in Key Stage 1, and standards at the end of Year 2 were well above the national average in reading, writing and mathematics in 2013.
- Results for Year 6 pupils in 2013 were not typical. Pupils still reached standards in reading and writing that were just above average while in mathematics they were just below. However, around one third of the pupils left or joined this year group part way through their primary education.
- Checks on the work of pupils currently in the school and records of how well pupils are learning, show that the picture is much improved. The proportion of pupils in the current Year 6 group making or exceeding the expected levels of progress is above the national average in reading, writing and mathematics.
- Whilst most pupils make good progress, some could be doing even better. For example, some tasks undertaken by the most able pupils do not always stretch their thinking.
- With good support from the local authority, the school has placed additional emphasis on the teaching of reading, including phonics (the linking of letters to their sounds). Internal assessment data show that this has been successful and pupils are making better progress. For example, Year 1 pupils are now reaching above-average standards in their national screening check on their knowledge of phonics, which is an improvement on the 2013 results.
- Pupils say how much they enjoy reading and talk with enthusiasm about their favourite books and authors. Older pupils say that helping younger children with their reading has also helped them to improve their own skills. 'I have to think more carefully now about how words and sentences are built up.' was a comment made by one of the older reading buddies.
- Pupils develop good writing skills. They express their ideas eloquently and use a variety of styles. Subjects are linked well so that pupils can use their writing skills in subjects such as science or history. Fewer cross-subject links are made in mathematics. Consequently, pupils have less chance to apply their mathematical skills in a range of contexts.
- Disabled pupils, those who have special educational needs and those who are at an early stage of learning English as an additional language, do as well as other pupils because of the well-targeted extra support they are given in lessons.
- The funding for pupils eligible for support through the pupil premium has been used effectively to raise the standards they reach in English and mathematics. It has been used to provide effective support and this has successfully narrowed the gap in standards and progress between pupils known to be eligible for free school meals and other pupils in school. In 2013, the attainment gap was approximately two terms. However, as a result of the school's actions, the attainment of pupils in receipt of pupil premium funding in English and mathematics by the end of Year 6 is now similar to that of other groups not supported by the pupil premium. This demonstrates the school's successful commitment to equality of opportunity for different groups of pupils.

**The quality of teaching is good**

- In the Early Years Foundation Stage, adults work successfully together to provide stimulating and practical activities across the areas of learning. Children make choices for themselves, take turns and share resources fairly. Children's learning is improved because they are expected to complete tasks they have started, and most do.
- Throughout the school, teachers have good subject knowledge and explain new ideas clearly and confidently. Expectations of pupils' good behaviour are high and there are good relationships between pupils and adults. Pupils enjoy their lessons and are quick to praise their teachers who make 'learning fun'.
- Excellent learning was illustrated by some inspirational teaching that enabled pupils of different abilities to make rapid progress. An example of such learning was evident in sessions for children in the Reception Year in the progress they made in their understanding of letters and the sounds that they make.
- Questioning is used effectively to check on what pupils know and extend their understanding during the lessons. Teaching assistants are well deployed to support all pupils, especially disabled pupils and those with special educational needs. Their success can be illustrated by the improving standards that these pupils are reaching.
- Learning across the school is well-planned; activities capture pupils' interests and keep them involved. In literacy, good links between subjects mean that pupils are able to reinforce their learning and practise their skills. For example, older pupils wrote skilfully and fluently about the emotions they felt when watching a film in a history lesson about an old man's experiences of war.
- These links between subjects are less evident in mathematics. As a result, opportunities are missed for pupils to apply their understanding of mathematics in practical situations. For example, when pupils were studying historical events they did not make comparisons between events using 'timelines' or make links between the past and present in numerical terms.
- On occasions, expectations of what some pupils can achieve, particularly the most able, are not high enough. Pupils are not always challenged sufficiently because some tasks only have one outcome and are not hard enough. For example, in a Key Stage 2 class many of the most able pupils could calculate the area of circles using a formula in a written activity but they were not challenged enough to apply this knowledge in practical ways.
- Marking of pupils' work is regular and detailed. Pupils and parents value the praise and encouragement that children receive when they have completed a piece of work. In many classes, there is clear guidance on what pupils need to do to improve their work. However, this is not seen consistently in all classes across the school.
- Pupils' spiritual, moral, social and cultural development is promoted very well. A number of pupils explained that during lessons and at the end of teaching sessions, 'We often think about what we have learned and how what we have done might be affecting others. We realise how lucky we are.'

**The behaviour and safety of pupils is good**

- The behaviour of pupils is good. It plays an important part in their successful learning because it helps to ensure that lessons run smoothly and without interruption. In class, pupils generally listen carefully and follow instructions.
- The warm, caring atmosphere is a strong feature of the school. Parents and pupils describe the school as being like an extended family.
- Pupils show a genuine care for one another. Older ones play happily alongside their younger friends, often taking responsibility for them in their role of prefect or 'playground buddy'.
- Pupils are proud of their school, help to keep it clean and tidy and are keen to tell visitors all about its strengths. In their meetings with inspectors pupils explained how behaviour had

'improved' because 'we all know what we need to do and no-one causes trouble any more'. Most parents agree that pupils' behaviour is good.

- Pupils have a good understanding of bullying and its different forms, including cyber-bullying. They are adamant that incidents are rare and that staff will always deal quickly with any problems that might arise. The school's behaviour log confirms this picture.
- Attendance is improving and is now above average. Parents say that attendance is good because 'the children enjoy coming to school and do not want to stay away even when they are ill'.
- The school's work to keep pupils safe and secure is good.
- The curriculum is very effective in developing pupils' understanding of potential dangers associated with roads, railways, water and the use of the internet. As a result, pupils are very aware of how to keep themselves and others safe.
- The school site is clean, safe and secure. Systems for safeguarding and child protection are robust and school leaders and the governing body ensure that all statutory responsibilities are met.

### **The leadership and management** is good

- The headteacher's strong and effective leadership has been pivotal in stabilising the school after a period of instability in leadership.
- During the short time that he has been in post, the headteacher has identified the key areas that need to be improved and set about tackling them rigorously. For example, the slight dip in performance of Year 6 pupils seen in 2013 has been addressed and pupils in the current Year 6 class are making faster progress in all subjects.
- Morale is high and the school staff are highly positive about the changes that have been made. The headteacher is very well supported by other school leaders and the governing body who share the same high expectations for all the pupils.
- Middle leaders have an accurate overview of learning throughout the school and carry out their roles diligently.
- The management of staff performance and training provided for teachers and other adults successfully meet the whole-school priorities and individual teachers' needs. There is a secure link between the performance of teachers and their salary progression.
- Training has been given a much higher priority recently and the school has received good-quality support from the local authority in delivering specific courses. For example, there have been improvements in the progress of pupils who have special educational needs following the training provided for teachers and teaching assistants in how best to offer support for these pupils.
- Leaders' review of the school's performance is accurate and there are rigorous systems in place for gaining an impartial view of how well the school is doing. The promotion of equality of opportunity and tackling discrimination is good. The progress of individual pupils and groups is checked carefully to identify if any extra support is required.
- Leaders and governors are meticulous in ensuring that all pupils are safe and looked after well. The overwhelming majority of parents are happy with the school and speak of the school's leadership in positive terms.
- The curriculum is rich and broad, with numerous opportunities for pupils to develop their interests in music, sport and art. The additional primary sport funding is used very effectively to enhance the provision for sport by training staff and enabling pupils to take part in more tournaments.
- The breakfast and after-school clubs, which meet each day, provide good-quality care and are greatly appreciated by families.
- **The governance of the school:**
  - Governance is good and has improved since the last inspection. For example, governors hold school leaders more to account for pupils' performance than they did in the past. They have a

thorough knowledge and understanding of the school's strengths and weaknesses and are actively involved in agreeing the judgements contained in the school's document reviewing its own performance. Governors have an accurate view of the quality of the teaching, what the school data show and how leaders are going about tackling any underperformance. They know how the performance management systems are being used to reward good teaching and they manage the budget well. For example, they can explain what impact on achievement has been found following the spending of funds for pupils eligible for support through the pupil premium. The governing body ensures that safeguarding requirements are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	105071
<b>Local authority</b>	Wirral
<b>Inspection number</b>	444200

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

<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>	292
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Aideen Hood
<b>Headteacher</b>	Michael Forber
<b>Date of previous school inspection</b>	22 June 2010
<b>Telephone number</b>	0151 6932991
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