

# St Peter's Catholic First School

Rock Hill, Bromsgrove, B61 7LH

**Inspection dates** 18–19 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- Pupils make consistently good progress from Reception as they move through the school and attain at above the national averages for reading, writing and mathematics at the end of Key Stage 1.
- Pupils are well prepared for their middle school as they leave the school with attainment that is above that expected for their age.
- Disabled pupils and those who have special educational needs make good progress as a result of individual and small group tuition that makes sure these pupils learn according to their needs.
- Teaching is consistently good across the school, with pupils receiving frequent feedback on how well they are doing and how to improve their work.
- Imaginative homework tasks are used to motivate and engage pupils, and to involve parents.
- Pupils feel safe in school, and have a good awareness of how to keep themselves safe in a wide variety of situations.
- Pupils are polite and courteous, and are thoughtful about others in the school.
- The highly effective leadership from the headteacher, supported by strong leadership from governors and teachers with areas of responsibility within the school, has led to improvements in pupils' achievement, the quality of teaching and pupils' behaviour since the previous inspection.
- Detailed and robust systems for tracking how well each pupil learns are used to analyse and inform where the school is continually improving.

### It is not yet an outstanding school because

- There is not enough teaching that is outstanding, and the existing outstanding practice is not routinely shared within the school.
- Learning activities in lessons do not always engage each individual pupil so they are learning with enthusiasm by asking questions or using problem solving approaches.
- The achievement of the pupils eligible for the pupil premium is rising, but is not yet matching that of other pupils in the school.

## Information about this inspection

- Inspectors observed 15 lessons, including three that were jointly observed with the headteacher or the deputy headteacher. In addition, inspectors made several other short visits to lessons.
- Discussions were held with seven representatives from the governing body, including the Chair and Vice-Chair, and a representative from the local authority.
- Inspectors looked at school documentation, including that relating to attendance, safeguarding, and pupils' progress and attainment. They spoke with senior and middle leaders about aspects of the school's work.
- Conversations were held with pupils, both formally and informally, and a range of pupils' work was reviewed.
- Inspectors took account of 58 responses to the online questionnaire, Parent View, and 24 questionnaires completed by staff. They also considered other communications with parents.

## Inspection team

Clare Saunders, Lead inspector	Additional Inspector
Robert Bourdon-Pierre	Additional Inspector
Stuart Ransom	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized first school, where most pupils are of White British heritage.
- The proportion of pupils who are eligible for support from the pupil premium (additional funding from the government to support pupils who are in local authority care or who are known to be eligible for free school meals) is below the national average.
- The proportion of pupils who are disabled or who have special educational needs and are supported by school action, school action plus or with a statement of special educational needs is below average.
- A very few pupils attend alternative provision for part of the week at The Beacon Primary Short Stay School in Redditch.
- The school is in the early stages of working with a Local Leader in Education from another school.
- There is a pre-school and an after school club that share the same site as the school. These are not managed by the governing body, and were not included in this inspection.

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

- Raise the achievement of pupils supported by the pupil premium funding so that it matches the achievement of other pupils in the school by:
  - identifying the individual needs of these pupils and using the funding to meet these needs
  - closely monitoring the impact of the pupil premium funding on individual pupil's achievement and well-being.
- Make more teaching outstanding so that all pupils make rapid gains in the learning across the school in all subjects by:
  - ensuring learning activities in lessons engage all pupils all of the time
  - including activities that encourage pupils to be inquisitive, ask questions and engage in problem solving approaches
  - routinely share the existing outstanding practice within the school and in other schools.

## Inspection judgements

### The achievement of pupils is good

- Children enter Reception with skills, knowledge and understanding appropriate to their age. They make good progress in their learning, particularly in their personal and social interactions with others, and enter Year 1 having acquired skills across the areas of learning that are above those expected for their age.
- Pupils continue to make good progress in Years 1 and 2 and their attainment at the end of Key Stage 1 is consistently significantly above the national averages for reading, writing and mathematics. The work is well matched to their abilities so that they all make good progress. This includes the most-able pupils who are set more challenging work.
- By the time the pupils leave the school at the end of Year 4 to go to middle schools, their attainment is around two terms ahead of where they are expected to be in both English and mathematics, reflecting the consistently good progress that they have made during their time in the school.
- Pupils can apply their knowledge of phonics (linking sounds and letters) well to help them to read a wide range of texts. The percentage of pupils succeeding in the Year 1 phonics screening test has risen in 2013 as a result of the systematic and structured way that pupils develop their understanding of reading.
- They enjoy reading and use the library frequently. They are justly proud of their own publication in the library of mini sagas where they had to tell a story in 50 words.
- Pupils of all ages enjoy the opportunities that the school offers through physical education (PE), both in lesson times and through the after-school clubs such as netball and football which are often oversubscribed.
- A very few pupils spend part of the week being educated at alternative provision. This allows for individual tuition depending on the needs of the pupils. The school monitors the progress and well-being of these pupils carefully and reviews this provision regularly to ensure it is the most appropriate for the pupils involved.
- Disabled pupils and those who have special educational needs make good progress in reading, writing and mathematics throughout the school. They receive good help and guidance both individually and in small groups and are given work that is planned to enable them to develop the skills they need.
- The attainment and progress of pupils eligible for support through the pupil premium in some year groups is behind those of other pupils in the school. However their attainment and progress are rising steadily but they are not yet matching other pupils in the school.
- Activities across the curriculum are designed to motivate pupils and this helps them develop a love for learning. In lessons and in discussions, the vast majority of pupils demonstrate positive attitudes to their learning and this is reflected in their good achievement.

**The quality of teaching is good**

- Teaching is, in the vast majority of lessons, good and there are a few where it is outstanding. This results in pupils making good progress across the subjects and in all year groups.
- Where teaching is good, pupils learn well through a variety of learning activities that enthuse and engage most pupils in the class. The teacher is adept at checking how much pupils understand of their work, and asks questions of individuals and of groups so they continue to learn at a brisk pace.
- Pupils receive regular and helpful written feedback about their learning. They are encouraged to respond to teachers' comments and correct and improve their work regularly. This, along with the school policy of using a pink pen to encourage them to think, and a green pen to highlight good work, motivates them to work well.
- Where teaching is outstanding, all pupils are enthusiastic and keen to take an active part in the lessons. They readily ask questions of each other and of their teacher and are inquisitive as to what might happen next.
- Teaching assistants are highly effective and make a valuable contribution to the pupils' learning, for example in working with small groups. In Reception they record observations alongside making sure the children are settled into their activities, all the while reinforcing the expectations of social interaction, behaviour and attitudes to others that are needed in order to learn well.
- Teachers use a wide range of homework approaches to maintain the link between learning in the classroom and at home. These are effective in involving parents, from the daily reading record and bags of mathematics games to play, to a project on World War Two in Year 4 where pupils and parents are involved in researching, writing and making items associated with the war, encouraging creative responses.

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

- Pupils are polite, well-mannered and courteous around the school and in lessons. They enjoy school and their lessons, and the vast majority are very attentive in all lessons, regardless of the subject, and are keen to do well. They show equal respect to all adults and visitors in the school.
- The pupils speak highly of the school's approach to behaviour management. They appreciate the rewards given for good behaviour. These include house points, extra playtime, headteacher's stickers, and being awarded a 'Captain Resilience' badge and certificate for good attitudes to learning and equally appreciate that poor behaviour is neither expected nor tolerated.
- Pupils take an active role influencing school life through the school council. This has enabled changes to be brought about to the timings of morning breaktime to ease congestion in the corridors.
- The attendance of pupils has risen steadily over recent years to above the national average. This is as a result of the school's efforts to reward good attendance and highlight the importance of good attendance with parents and pupils.
- Pupils feel safe in school. They have a good awareness of how to keep themselves safe, for example, with road safety and using the internet.

- They are very clear that there is very little bullying, and what does occur is dealt with quickly by adults in the school. They are confident there is always someone to ask for help if they need to.
- Pupils in Year 4 enjoy positions of responsibility such as being play leaders at lunchtimes to encourage younger pupils to join in games activities. They also take responsibility for a reading buddy scheme where they listen to younger readers read and keep records of which books are read and when.

### **The leadership and management are good**

- The headteacher, supported by strong leadership from the deputy headteacher (who also leads the Early Years Foundation Stage) and subject leaders has been highly effective in leading sustained improvements in pupils' achievement, the quality of teaching and the behaviour and safety of pupils since the last inspection.
- School leaders, including governors, have correctly identified areas to improve the attainment and progress of pupils throughout the school, and have put into place detailed plans for continued improvements which are reviewed regularly and thoroughly by leaders and governors.
- All staff are aware of their responsibilities for pupils' achievement in their classes and prepare thoroughly for frequent meetings with senior leaders to discuss the progress of each individual pupil. This information is collated and analysed through a rigorous system for tracking pupils' achievement and is used to inform future planning and curriculum provision.
- The curriculum promotes pupils' interests and positive attitudes well by providing many opportunities for pupils to learn different subjects and topics. It is enhanced by regular trips which the pupils enjoy, including a residential visit for all of Year 4. The school is planning to use the PE funding for primary schools with other schools to employ a specialist teacher to provide bespoke PE activities for each of the schools in the cluster.
- The pupil premium is used to provide small group and individual tuition and specific resources in mathematics and English. The impact of this funding on pupils achievement is being tracked, but is not yet sufficiently analysed to identify where the funding is having maximum impact. Consequently the achievement of these pupils is rising but is not yet matching that of other pupils in the school.
- School leaders work well with parents, who are very positive about the school. Frequent workshops to explain aspects of the curriculum, such as helping pupils to read at home, are very well attended.
- The local authority has provided effective and timely guidance and support following the previous inspection, enabling the headteacher and governors to identify and prioritise actions that have led to the improvements now evident in the quality of teaching and pupils' achievements.
- The school works with other schools in the local town cluster as well as within the Catholic Partnership on aspects of professional development for teachers and other staff. Staff are being encouraged to visit other schools in the cluster to enable good and outstanding practice to be shared.
- **The governance of the school:**
  - The governors are passionate about the continuous improvement of the school. They are

keenly aware of their skills and knowledge and keep these up to date so they can challenge and support senior leaders effectively. They have highly effective committees where staff are invited to present analysis of the performance of pupils within their areas. They, with the headteacher, monitor the performance of staff and ensure that teachers' pay is linked to their performance. They ensure the finances are allocated appropriately and track the impact of the funding of the pupils premium to pupils' achievement and are beginning to analyse where this has most impact. They ensure that safeguarding statutory 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>	116872
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	426969

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

<b>Type of school</b>	First
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Macpherson
<b>Headteacher</b>	Catherine Clubley
<b>Date of previous school inspection</b>	1 February 2012
<b>Telephone number</b>	01527 831872
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