

# St Peter's Catholic Primary School

## Inspection report

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<b>Unique reference number</b>	126041
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	381175
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Eileen Chadwick

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>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Yvette Hart
<b>Headteacher</b>	Catherine Walker
<b>Date of previous school inspection</b>	20 November 2012
<b>School address</b>	Sullington Way Shoreham-by-Sea West Sussex BN43 6PJ
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<b>Fax number</b>	01273 440257
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	10–11 May 2012
<b>Inspection number</b>	381175



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## Introduction

Inspection team

Eileen Chadwick

Additional inspector

David Hogg

Additional inspector

This inspection was carried out with two days' notice. The inspectors spent nine hours observing teaching and learning, which included seeing nine teachers and visiting 19 lessons. Inspectors heard groups of pupils read in Years 1, 2 and 6, and held meetings with pupils. Meetings were also held with the Chair of the Governing Body and with staff. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at safeguarding arrangements as well as plans for improvement, a range of pupils' work and records of their learning and progress. In addition, inspectors considered questionnaires returned by 95 parents and carers, together with responses from pupils and staff.

## Information about the school

This school is similar in size to most primary schools. It draws its pupils from the local community and a number of parishes in a wider area. Nearly all pupils are White British. The proportion of pupils known to be eligible for free school meals is below average. The percentage of disabled pupils and those who have special educational needs is average, although the proportion with statements of special educational needs and school action plus is below average. The majority of these pupils have communication, language or literacy difficulties. The Early Years Foundation Stage children are taught in a single-age Reception class. The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

Since the previous inspection, there have been staffing changes of both senior leaders as well as a minority of teaching staff. An acting headteacher managed the school during the last academic year. There is a pre-school on site but this is separately managed and was not included in this inspection. This report is available on the Ofsted website.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. It is improving now that staffing is settled but is not yet good as some weaknesses in the quality of teaching have still to be addressed. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- After a good start in the Early Years Foundation Stage, pupils' achievement is satisfactory in Key Stages 1 and 2. Attainment in the current Year 6 is above average overall. Pupils do not consistently apply phonics skills (knowledge of letters and their sounds) well enough to develop their writing, and both spelling and punctuation are weaker aspects of their learning.
- The quality of teaching is satisfactory overall. It is improving and the proportion of good and outstanding teaching is increasing. Occasionally, assessment data are not used well and tasks are too easy for more-able pupils or too hard for lower-attaining ones. Pupils are given good opportunities for solving problems in mathematics but not enough opportunities for practising basic numeracy skills in other areas of the curriculum. Lesson introductions are sometimes overlong, which limits pupils' independent working and their productivity.
- Pupils behave well, the result of the good provision to promote their spiritual, moral, social and cultural development. They are keen learners and show positive attitudes to learning. The curriculum engages pupils successfully and this also promotes their good behaviour. Pupils are very well cared for, and are kept, and feel, very safe.
- School leaders are committed to raising standards, and take account of the views of pupils. The action taken, including management of staff's performance, and well-considered professional development activities has led to Year 6 pupils' rising attainment in mathematics in recent years. Leaders regularly monitor teaching but do not consistently evaluate the progress of groups and plans for

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improvement lack measurable attainment targets. Nevertheless, the progress made demonstrates the school has a satisfactory capacity for further improvement.

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

- Improve provision by December 2012 so that pupils' achievement accelerates to be at least good by:
  - improving pupils' punctuation
  - improving pupils' spelling by strengthening their ability to apply their phonics skills to spell words when writing
  - implementing a systematic programme for teaching and applying phonics in Key Stage 2
  - increasing time for pupils to practise and develop their basic computational skills in mathematics across the curriculum.
- Raise the proportion of good and outstanding teaching so that pupils in all years make good or better progress by:
  - using assessment information to ensure lessons build upon all pupils' prior learning
  - making sure reading books are not too hard for lower-attaining pupils and encouraging those in Key Stage 2 to read a wider range of books
  - increasing the time for independent work by ensuring lesson introductions are not overlong.
- Ensure that all those with leadership responsibilities focus rigorously on improving the academic outcomes for pupils by December 2012 by:
  - ensuring the school improvement plan clearly shows the attainment targets for pupils in different years
  - ensuring lesson monitoring consistently focuses on how well teaching meets the learning needs of different groups.

## **Main report**

### **Achievement of pupils**

On entry to the Early Years Foundation Stage, children's starting points are in line with age-related expectations. Good progress in Reception lifts their attainment to above average on entry to Year 1. Satisfactory but uneven progress through Key Stage 1 results in above average attainment in reading, writing and mathematics. However, at Key Stage 1, lower-attaining pupils do not achieve as well as they should when phonics and reading tasks are too hard. Pupils' attainment at Year 2 has steadily risen since the previous inspection but dipped last year. The school has

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taken remedial action and consequently accelerated progress in Year 3 is helping this cohort to catch up.

Pupils' attainment in Year 6 is now above average in reading, writing and mathematics, and achievement is satisfactory from their above average starting points in Year 3. In last year's tests, a few pupils across the ability range did not achieve as well as they should have, especially in writing. Inspection evidence shows that underachievement has largely been eradicated but a few weaknesses remain. Pupils write fluently for different purposes, using imaginative vocabulary. Increased opportunities for pupils to write at length are improving their written work but spelling and punctuation remain relative weaknesses for pupils of all ages and abilities. Pupils do not systematically gain phonics skills in Key Stage 2 or apply these when writing. Pupils' mathematical problem-solving skills develop well but pupils do not always have enough opportunities to practise basic computational skills across the curriculum. This limits their calculation accuracy and speed. Disabled pupils and those who have special educational needs make progress that is similar to their peers. In Key Stage 2, intervention procedures speed up the development of lower-attaining pupils' phonics and other reading skills. However, these pupils do not always read a wide enough range of books.

The quality of learning in lessons is variable but generally satisfactory. Children make good progress in Reception because activities are enjoyable and successfully build on their prior skills. However, in Key Stages 1 and 2, progress sometimes slows in literacy and numeracy when the tasks set are not fully matched to their needs. In a Year 1 phonics lesson, most pupils successfully learned to blend new sounds to read words but the progress of lower attainers slowed when tasks became too hard. In a mathematics lesson in Year 6, a lesson introduction on factors and multiples focused too much on average levels and was too easy for more-able pupils and too hard for the lower-attaining ones. Almost all parents and carers feel their children enjoy school and are making good progress. A few parents and carers expressed concerns about the impact of staff changes on pupils' progress. The inspection team found that pupils' progress is satisfactory and that staffing has stabilised.

### **Quality of teaching**

There is some strong teaching but not enough to promote consistently good progress. Relationships are excellent and teaching contributes well to pupils' spiritual, moral, social and cultural development. Most parents and carers expressed positive views on the quality of teaching. Inspection evidence confirms several strengths in teaching but found some inconsistencies between year groups, particularly in the teaching of literacy and numeracy.

In Reception, a good balance is struck between children learning for themselves and the direct teaching of basic skills by adults. The stimulating activities indoors and outside fully reflect the required areas of learning for children in this age range. Throughout the school, teachers have good subject knowledge, provide interesting contexts and make learning relevant to pupils' everyday lives. In the most successful

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lessons, activities are challenging and meet the needs of all learners. A notable example was seen in a Year 6 literacy lesson where pupils learned to create suspense in writing. The teacher's high expectations, clear demonstration of high quality writing and careful match of work to the range of pupils' abilities enabled pupils of all abilities to increase suspense in their writing. However, teaching does not always build on what pupils already know and teachers do not consistently encourage pupils to apply their phonics skills when writing independently. For example, a Year 2 writing lesson successfully stimulated pupils' ability to write imaginatively about 'Under the Sea' but there was not enough encouragement for pupils to use phonics when spelling. Reading books are occasionally too hard for lower-attaining pupils and do not build securely on their phonics skills. Intervention procedures effectively support disabled pupils and those who have special educational needs. These supplement the satisfactory support they get in mainstream lessons.

Overlong lesson introductions sometimes prevent pupils settling quickly to independent work. Pupils' books showed fewer opportunities for them to practise their mental arithmetic than mathematical problem solving. At times, pupils have not produced enough written work. The school has made concerted efforts to establish a consistent approach to marking, pupils' target setting and attractive classroom environments. In each classroom, purposeful displays build on and extend what pupils already know. The setting of targets and marking of pupils' work are developing well. The planned curriculum enables pupils to apply their literacy skills across a range of subjects and supports pupils' spiritual, moral, social and cultural development well. For example, in Year 4, the topic on life in an Indian village broadens pupils' cultural understanding of the wider world.

**Behaviour and safety of pupils**

Behaviour and safety are typically good. The very large majority of parents, carers and pupils who completed the questionnaires supported the view that pupils behave well and are carefully looked after. This was endorsed by inspectors' direct observations. Scrutiny of behavioural records shows that it is the case over time too. Pupils who spoke to inspectors were emphatic that they feel safe and that there is very little bullying. They trust adults to deal with any boisterous behaviour that may occasionally occur. They understand different types of bullying, including cyber-bullying. Pupils conduct themselves safely around the school site and their behaviour in whole-school activities, for example in assembly, is exemplary.

Pupils are enthusiastic learners and their positive attitudes make a strong contribution to their learning. They usually concentrate well but occasionally start to become distracted when lesson introductions are too long. Pupils' ability to distinguish right from wrong is well developed through the staff's consistent approach to behaviour management. In Reception, children learn to take turns and share resources, for example when playing imaginatively together in their 'Farm Shop'. In the rest of the school, pupils develop good teamwork skills through regular

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opportunities to share ideas and to make some decisions; for example when Year 5 pupils worked in teams and, using theatrical effects, developed their ability to perform in public. Attendance rates are above average and pupils are punctual.

## **Leadership and management**

The headteacher, ably assisted by the assistant headteacher, has established a clear vision for the school. There is a secure leadership structure with defined roles and responsibilities for managing the school. Some middle leaders are relatively new to their roles but are now quickly developing and have begun to observe teaching and learning. Teachers take advantage of well-planned opportunities for professional development through in-house and wider training. Tracking systems are very thorough and help senior leaders and staff to pinpoint how individuals are performing, although the school has rightly identified the need for more focused evaluation of the impact of provision on the achievement of whole groups.

Systematic monitoring of the quality of teaching has ensured that teaching is at least satisfactory and increasingly good and better. However, self-evaluation procedures focus more on the quality of teachers' activity and less on the learning of groups. Self-evaluation is generally accurate and informs plans for improvement satisfactorily. However, these lack measurable objectives, such as attainment targets, which limit senior leaders' and governors' evaluation of the impact of initiatives on raising attainment. The governing body is well managed and knows the school well. Governors have a clear understanding of their role and provide challenge and support in equal measure. School leaders and governors ensure that there is a strong focus on keeping safe; safeguarding arrangements securely meet statutory requirements. Leaders and staff promote equality satisfactorily and there is no evidence of discrimination.

The broad curriculum meets needs satisfactorily. It stimulates cross-curricular learning and enables pupils to apply their literacy, and sometimes their numeracy, skills to other subjects. However, there is not yet systematic planning for developing pupils' phonics skills in Key Stage 2. The stimulating curriculum in the Early Years Foundation Stage contributes strongly to children's development across all the areas of learning. The curriculum makes a strong contribution to pupils' good spiritual, moral, social and cultural development. Discussions with pupils and evidence from their books show that they have regular opportunities to learn about other cultures. Pupils' improving achievement and the quality of teaching now that staffing is more settled are evidence of a satisfactory capacity to improve further.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



14 May 2012

Dear Pupils

**Inspection of St Peter's Catholic Primary School, Shoreham-by-Sea, BN43 6PJ**

I would like to thank you for the very warm welcome that you gave to my colleague and me when we visited you recently. You were keen to show us your work and talk about your school. We enjoyed our time with you. Your good behaviour, positive attitudes and helpfulness make an important contribution to the success of your school. You told us how much you enjoy school and feel safe and how everyone is kind and friendly. We agree.

St Peter's is a satisfactory school. It is improving and the headteacher and staff are working hard to do their best for you and provide an interesting range of activities. You make good progress in Reception and, by the time you leave the school, you reach above average and improving standards.

We have asked the headteacher, the governing body and the staff to:

- help you to improve your spelling by making sure you know all your letter sounds and use these when writing; and to help you to improve your punctuation
- make sure that your work is at just the right level and never too easy or hard for you
- make sure you have more opportunities to practise your mental arithmetic
- ensure school leaders, teachers in charge of subjects and members of the governing body keep a closer check on how well you are doing.

We hope you will continue to enjoy school and carry on working hard in all you do.

Yours sincerely

Eileen Chadwick  
Lead Inspector

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