

St Peter and St Paul RC Junior and Infant School

Kingsbury Road, Erdington, Birmingham, B24 9ND

Inspection dates 22–23 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Teaching is good throughout the school and teachers successfully engage pupils' interest and help them to make good progress in their work.
- The standard of pupils' work is above the national average. Pupils of all abilities and backgrounds do well in their reading, writing and mathematics.
- The headteacher is supported very well by the senior leadership team and the governing body. All have high expectations and aspirations for the pupils and school. Together they have successfully improved teaching and raised pupils' achievement.
- Pupils' behaviour is good and they know how to stay safe and healthy. They enjoy school, try hard and want to do well. They feel very safe in school and help each other at playtime and in their lessons.
- There is a wide range of well-planned lessons and additional activities that introduce pupils to new skills and knowledge. Relationships through the school are very positive and pupils' personal skills are developing well.
- The school develops the pupils' spiritual, moral, social and cultural skills well.
- Parents, staff and pupils all feel very positive about the school.

It is not yet an outstanding school because

- Teachers' marking and verbal feedback does not consistently provide pupils with the information they need to improve their work.
- Teachers do not consistently make sure they plan for all groups of pupils.
- Pupils are not yet provided with sufficient opportunities to develop their computer and independent learning skills.

Information about this inspection

- Inspectors observed 14 lessons led by eight members of staff. All of these were joint observations undertaken with the headteacher and deputy headteacher.
- Inspectors held meetings with two members of the governing body, a group of pupils and with a representative from the local authority, in addition to meetings with members of the senior leadership team.
- Questionnaires completed by 27 members of staff and the 26 responses from parents and carers shown on Parent View (the online questionnaire) were taken into account.
- The inspectors reviewed a wide range of documentation including the school’s analysis of pupils’ progress, teachers’ lesson plans, the school’s action plan, local authority reports, leaders’ monitoring records and pupils’ work.

Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Andrew Morrish

Additional Inspector

Full report

Information about this school

- The school is of average size.
- The majority of pupils are of White British heritage. Around a third of the pupils come from a range of minority ethnic backgrounds. The percentage of pupils at an early stage of learning English is above average.
- The number of pupils known to be eligible for free school meals is in line with that found in schools nationally. These pupils are entitled to additional funding called the pupil premium.
- The proportion of pupils who have special educational needs supported at school action level is below average. The proportion of pupils with a statement of special educational needs or supported at school action plus level is well below average.
- The school meets the current floor standards set by the government, which determine the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by making sure that:
 - teachers accurately plan lessons that are well matched to pupils' abilities
 - teachers provide greater opportunities for pupils to use their computer skills and to work independently in more of their lessons.
- Make sure that all marking and verbal feedback gives pupils clear guidance on what they need to do to improve their work.

Inspection judgements

The achievement of pupils is good

- Children start school in the Reception class with a range of skills and knowledge that are below those expected for their age. As a group, they make good progress across all areas of their learning to reach levels that are in line with the national average and some reach levels above the national average. Due to changes in the Early Years Foundation Stage assessment and tracking methods, some of the information previously provided to the Key Stage 1 teachers has not been accurate. This has resulted in progress in Key Stage 1 being initially slowed as teachers have had to re-assess in order to make sure that the work they set the pupils matches their abilities. The senior leadership team have recognised this issue and have put into place new systems and more stringent checks to prevent this from happening again.
- Pupils make good progress in all subjects all through Key Stage 1 to reach above-average levels overall. Due to the good teaching of letters and the sounds they make (phonics), reading skills are above average in both Key Stage 1 and Key Stage 2.
- By Year 6, pupils reach above-average attainment and have done so for several years. English is the strongest subject because of the good standards in reading and the steadily improving quality of work in writing. There has been a marked improvement in the quality of pupils' mathematics over the past several years. The strong focus on improving pupils' writing and the focus on improving mathematics have paid dividends, with most pupils throughout the school making more than expected progress in all areas.
- Those pupils who are known to be eligible for free school meals and who are supported by the pupil premium funding are achieving above their peers nationally. Many of these pupils also reached Level 4 in English and mathematics, which is the standard expected for their age. Those pupils who start school at an early stage of learning English reach levels above their peers nationally. This has been brought about by the use of funding to provide individual support for pupils and small-group work. The school also employs specialist teachers when required to meet an individual's needs.
- The more-able pupils are reaching higher than expected standards because teachers challenge their thinking and focus effectively on extending their knowledge and skills. However, due to the inconsistency of teachers not planning for all groups this does, occasionally, mean that work is the same for all pupils in the class and this results in it being too easy for the more able pupils in the class. This slows their progress in these lessons.
- Those pupils who find learning difficult, those with special educational needs and disabled pupils are well supported. Special group work and support from both teachers and adults is enabling them to make the same good progress as other pupils in the school and reaching levels above their peers nationally.
- The vast majority of the parents who responded to Parent View agree that their children make good progress.

The quality of teaching is good

- Teaching is good throughout the school. The strong focus on improving all aspects of teaching and the teaching of mathematics has resulted in improvements across the school.

- Excellent relationships and clear expectations for good behaviour result in all classes having a calm and purposeful atmosphere. Teachers offer lots of praise and this helps to build the pupils' confidence and self-esteem. As one pupil commented, 'Our teachers make hard things sound easy.' Teachers successfully promote the pupils' social and moral development enabling them to share and support each other in their learning. All of the pupils spoken to stated they loved learning and found it fun.
- Teachers generally challenge and extend their pupils, who know what is expected of them and how to do it, but this is not yet consistent across the whole school. Where teaching was at its best, in a history lesson on the Romans, pupils researched a range of topics from Roman food to house designs and building materials. Pupils set their own tasks, used a wide range of resources and described and discussed their findings with the rest of the class. However, in lessons where this is not the case, work is the same for all pupils and so too easy for some. In these lessons, pupils do not have enough opportunities to carry out their own work and they are not always clear about what they have to do.
- Even though the proportion of teaching that is outstanding is increasing, teaching is not yet outstanding overall because only a small minority of lessons are excellent.
- Generally, teachers provide good explanations of what the pupils need to do to enable them to improve their work. However, teachers are not consistent in making sure that they provide equally good feedback in all lessons and the best practice seen in the school is not shared across the school.
- Teachers provide interesting and motivational lessons, which develop the pupils' skills effectively. In a religious education lesson the pupils were encouraged to work independently, carry out their own research and to challenge each other to improve their work. This was closely linked with excellent use of the school's computer systems. This enabled all the pupils to make outstanding progress. However, this approach is not consistent across the whole school, with some teachers not providing work which challenges all their pupils or engages them fully.
- All the parents who responded to the online questionnaire feel that teaching is good.

The behaviour and safety of pupils are good

- Pupils' general behaviour in class, in assembly, at break times and around the school is excellent. This positive view of behaviour is held by all the staff, parents and pupils.
- Pupils have a positive attitude to learning and enjoy their activities and want to do well. In the best, lessons pupils show good levels of concentration and attention, but this lessens where teaching is not as strong and the pupils become easily distracted. It is this that makes behaviour good rather than outstanding.
- Pupils say they feel very safe at school. Pupils demonstrate excellent personal and social skills. Pupils identify possible hazards and make a good contribution to a safe learning environment. Older pupils are aware of the potential risks in the use of social media.
- Pupils say behaviour is good and bullying of any kind is rare. They have a good understanding of the various kinds of bullying. Pupils say any problems are quickly and effectively sorted out by the adults. Parents share pupils' high regard for the standard of behaviour and very few have any concerns.

- Attendance has improved in recent years and is above the national average. Persistent absence is rare.

The leadership and management are good

- The headteacher is highly focused on improving teaching and on raising standards. She is very well supported by the deputy headteacher. Together they provide a clear drive for improvement, demonstrate high-quality teaching skills and support the training of all staff well. Teaching has improved but, as yet, the proportion of outstanding teaching remains small.
- The school has made good progress against the areas requiring improvements in the last inspection. The senior leadership team has a good understanding of the strengths and weaknesses of the school. They recognised the inaccuracies in the information between the Early Years Foundation Stage and Key Stage 1 and have acted quickly to make sure a new system resolves the issue. This demonstrates good capacity to improve further.
- The staff work together as a strong team and share the aspirations and vision of building an outstanding school.
- Rigorous checks on the quality of teaching and information on pupils' progress provide a strong baseline from which the next steps in improvement are accurately identified. These checks also make sure that the skills of the teachers meet the recently published Teachers' Standards.
- The school celebrates and recognises the differences between pupils from all backgrounds, and this helps to ensure that all pupils have an equal chance to succeed without discrimination.
- The recent focus on improving the quality of teaching of mathematics has been particularly successful in raising pupils' achievement. Staff training, peer mentoring and effective monitoring of the quality of teaching by the senior leadership team have developed teaching well. In turn, this has been effectively linked to performance management targets. There is a close link between pupils' achievement and teachers' pay. The other adults who support learning also play an important part in pupils' success. The positive impact of this work can be clearly seen in the pupils' improved understanding and rising achievement.
- The school creates stimulating lessons based on a range of topics and themes that are carefully chosen to build on pupils' interests and ideas. Pupils' spiritual, moral, social and cultural development has a high priority and, through developing pupils' awareness of others, successfully underpins much of the school's work.
- Partnerships with parents and their participation in the school have grown. Parents' views are regularly sought and a recent questionnaire shows parents' strong support and positive views of all aspects of the school. The Parent View responses showed that all who participated would recommend the school to other families.
- Although the local authority consider this to be a good school and so only provides light touch support, leaders draw on their specialist support in their drive to improve the school. Good links with other local schools and organisations help to widen pupils' learning opportunities.
- **The governance of the school:**
 - Governors have high expectations for the school and provide both effective challenge and support. Governors have a good understanding of the school, gained from making sure their

training provides the skills they need, data, the headteacher's reports and regular visits to the school. The school development plan is monitored effectively and covers all subjects. Governors also effectively monitor the pay progression of staff and link this closely to school improvement. They have regular meetings with staff who keep governors up to date with improvements. Governors ask searching questions about how strategies such as the use of pupil premium funding are having an impact on raising achievement. They ensure that child protection and safeguarding arrangements meet regulatory requirements in full. The school takes its responsibility to ensure pupils' safety very seriously. Equality of opportunity is vigorously promoted.

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

Unique reference number	103454
Local authority	Birmingham
Inspection number	402916

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	210
Appropriate authority	The governing body
Chair	Father John Batthula
Headteacher	Ann Owen
Date of previous school inspection	18 June 2008
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