

# SS Peter and Paul Catholic Primary Academy & Nursery

Hordern Close, Hordern Road, Newbridge, Wolverhampton, West Midlands WV6 0HR

## Inspection dates

26–27 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher leads a committed team with a shared vision for the school. Senior leaders are uncompromising in their work to improve the quality of education.
- Middle leaders are knowledgeable and understand their roles well. The effects of their work are directly linked to the improvements in pupils' outcomes over time.
- Support from the Bishop Cleary Multi-Academy Company is of a high quality and the school has made rapid progress since the last inspection.
- The quality of teaching across the school is good. Leaders' actions have brought about greater consistency and better outcomes for pupils.
- Teachers have high expectations of pupils. They use questioning well to check pupils' understanding and to help them think carefully about their learning.
- Senior leaders place a high priority on the well-being of both pupils and staff. This leads to a happy, harmonious community, where all feel valued. Staff morale is very high.
- Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of the curriculum and is a strength of the school.
- Pupils have exemplary attitudes to learning. Their behaviour is impeccable. They are confident and work hard to achieve their best. Their love of learning leaves no room for distraction or disruption in lessons.
- Pupils' views are encouraged. There is an active school council. Staff and leaders listen to pupils and act on their feedback.
- Children get off to a good start in the early years. They become confident and independent learners. However, there are weaknesses in the quality and provision of the equipment for outdoor learning.
- Teachers do not always ensure that pupils present their work well or that their spelling is accurate. They do not routinely challenge poor-quality work.
- Teachers in key stage 1 do not always provide pupils with greater challenge in reading, writing and mathematics in order that more attain at greater depth.

## Full report

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

- Continue to improve the quality of teaching and learning by:
  - ensuring that all teachers have the highest expectations for the presentation of pupils' work and their accuracy in spelling
  - teachers, particularly in key stage 1, providing pupils with appropriate challenge in order that more attain at greater depth
  - further improving the quality of equipment and activities for outdoor learning in the early years to provide children with more opportunities to make progress.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher leads a dedicated team of staff with passion and commitment. The school has improved rapidly and pupils now benefit from a good quality of education at SS Peter and Paul and Paul Catholic Primary Academy & Nursery.
- Leaders at all levels are highly aspirational. Their self-evaluation of the school's strengths and areas to develop is accurate. Improvement planning is effective and focuses on the right things.
- Leaders have an in-depth knowledge of all aspects of the school. Their areas for development and plans for improvements are precise. The multi-academy company plays an active role in the strategic leadership of the school. Governors work closely with leaders and offer effective support to bring about further improvements.
- Leaders use funding for disadvantaged pupils effectively and provide these pupils with the support they need to thrive. Pupils experience a range of enrichment activities to help them develop socially and academically. This enables disadvantaged pupils to close gaps in their learning and make strong progress in reading, writing and mathematics.
- Leaders' unwavering commitment to inclusion is evident in their work to ensure that pupils with special educational needs and/or disabilities (SEND) make strong progress from their different starting points. Leaders carefully track the progress of these pupils and regularly review the effectiveness of the SEND funding. Barriers to learning are identified, and pupils receive appropriate interventions. As a result, these pupils make good progress and grow in confidence.
- Leaders use the primary physical education (PE) and sport premium to increase the opportunities pupils have to enjoy physical activity and participate in competitive sports. This provides pupils with access to a wide range of sports, including football, swimming, archery and street dance.
- The curriculum is broad, interesting and meets the needs of pupils in this school well. Pupils' spiritual, moral, social and cultural development is particularly well catered for and runs through all aspects of the curriculum. This helps pupils to develop a wide interest in the world and show strong moral and social reasoning. For example, pupils could explain how they took part in a debate about social media during National Parliament Week and were able to offer their opinions about its advantages and disadvantages.
- Parents and carers are extremely positive about the school and the majority of those who expressed an opinion would recommend it. Several point to the improvements that have taken place under the current headteacher. Typical of parents' views, one commented that: 'This is not a school, it's more like family. I absolutely love each one of them. They just don't teach our children but help parents too.'

## **Governance of the school**

- Governance of the school is a strength. Communication between the multi-academy company and the school's own local governing board is strong. Important information flows freely, and the board and local governing board members are well informed about the performance of the school.
- Governors know that their role is strategic. However, board and local board members make it their business to know the school well at an operational level. This knowledge helps them to hold leaders to account.
- Governors are determined that pupils leave the school as well-rounded individuals who are ready for the next phase of their education. This is reflected through the rich and interesting curriculum.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that staff receive regular safeguarding training. Consequently, staff are alert to changes in pupils' behaviour and other signs that may raise concerns.
- Pupils said that they feel safe, and all of the parents who responded to Ofsted's online questionnaire, Parent View, said that their children feel safe at school.
- The records for vulnerable pupils are well organised. There are clear systems to ensure that referrals are timely. Additional support is available to pupils and families who need it.

## **Quality of teaching, learning and assessment**

**Good**

- Leaders and staff have created a happy, purposeful and inclusive environment, which helps pupils become confident learners. Staff build strong relationships that enable pupils to develop their self-esteem. Pupils are eager and have positive attitudes towards their learning. They enjoy their lessons.
- Pupils are encouraged to discuss their learning, and work collaboratively in many lessons. Where teaching is exceptional, teachers display strong subject knowledge. This enables them to question, probe and deepen pupils' thinking.
- The effective teaching of phonics is developing pupils' reading skills well. This is reflected in the school's improving test and assessment results. Importantly, pupils enjoy reading. One told an inspector that they enjoyed reading at home and at school and that 'there are plenty of exciting books to choose from in school'.
- Teaching assistants play an effective role in supporting pupils' learning. They are alert to pupils who may not understand and intervene to explain and clarify tasks. Support staff also help pupils who struggle with reading to catch up.
- The teaching of writing is effective in making tasks challenging and interesting for all pupils. Often, the teaching places emphasis on developing pupils' use of grammar and punctuation to make their writing more interesting to read. However, some pupils are not presenting their work sufficiently tidily and are making too many spelling mistakes.

- New approaches to the teaching of mathematics have been introduced. Pupils enjoy mathematics and show interest and engagement in their lessons. Teachers help pupils gain a strong foundation in number and calculation so that pupils can recall facts such as multiplication tables quickly and accurately.
- Because expectations are higher and the quality of teaching has improved, proportions of pupils achieving at age-related levels in reading, writing and mathematics across all year groups have improved dramatically in the past three years. However, particularly in key stage 1, teachers' expectations need to be higher still if more pupils are to achieve a greater depth in their learning.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The well-being of pupils is at the heart of this school's work. As a result, pupils enjoy coming to school and speak highly not only of their friends, but also of teachers and other staff in the school.
- Pupils have excellent attitudes to learning. In all classes, pupils love learning and work hard to meet the high standards that teachers typically expect of them.
- Pupils concentrate hard when working independently, but they are equally diligent when working in pairs or in larger groups. Their attitudes leave no room for distraction or disruptive behaviour. Pupils show each other great care and consideration. This creates a harmonious, purposeful atmosphere in classrooms.
- Pupils have well-informed and respectful attitudes towards people with different backgrounds. They learn to appreciate the rich diversity of experiences, beliefs and cultures in the modern world and develop a strong understanding of equality. Pupils consistently show respect, kindness and understanding of difference.
- One parent said: 'I have three children currently at this school and all three thoroughly enjoy it. I don't have any concerns at all and feel that my children are being taught exceptionally well. I would give five stars to the school and the staff.'
- Pupils have many opportunities to take on posts of responsibility, such as school ambassadors and members of the school council. They take these jobs seriously and talk enthusiastically about them.
- The curriculum provides well for pupils to learn how to stay safe in a range of situations, including when on roads, when travelling on public transport and when on the internet. Teachers understand the importance of educating pupils on e-safety from a young age. As a result, pupils are very clear about the potential risks of being online and how to avoid them. Similarly, pupils form a strong foundation for a healthy lifestyle as a result of the many opportunities provided for sport and PE.
- Pupils have a strong understanding of bullying and say that it never happens. However, they add that, if it did occur, they are confident staff would deal with it quickly and decisively.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils are conscientious and keen to do their best. Pupils who spoke to inspectors said they enjoy learning and want to do well. They confirm that learning is rarely disrupted by the behaviour of others. A calm and orderly atmosphere exists in classrooms, around corridors and in the dining hall. The playground is a happy and lively place and pupils enjoy their playtimes. Instances of poor behaviour are rare.
- During the inspection, pupils enjoyed using the playground to play some energetic games at breaktimes and lunchtimes. While a variety of games are played with considerable energy and enthusiasm, they never spill over into rough play. Pupils' understanding of their responsibility to be considerate towards others in the school is deeply rooted.
- Pupils' attendance has been at, or slightly above, the national average for the past three years. Few pupils are persistently absent from school. Staff follow up quickly when pupils, particularly the most vulnerable, are absent.

### Outcomes for pupils

### Good

- The majority of pupils are now making good or better progress in a range of subjects across the school. This is directly linked to leaders' work to improve the quality of teaching and learning. Outcomes are now good in all phases of the school.
- Leaders track the progress and attainment of pupils well. They have a clear understanding of where pupils are achieving well, and where more needs to be done. Pupils in danger of falling behind are identified quickly.
- The proportion of pupils who reached the required standard in the phonics screening check in 2018 was slightly below the national average. However, early indications are of a significant improvement for a large proportion of the current Year 1 pupils, who have made substantial progress in phonics in 2019. These outcomes reflect the systematic and high-quality phonics teaching in the school.
- Disadvantaged pupils and pupils with SEND make strong progress from their different starting points in a range of subjects. This is because leaders identify any barriers to learning that these pupils have. The additional funding received is used effectively to provide extra support to meet these pupils' needs.
- Progress in reading, writing and mathematics at the end of Year 6 in 2018 was well above average compared to other primary schools nationally. The progress of pupils from disadvantaged backgrounds in the same subjects was above average.
- Higher proportions of pupils than previously seen are achieving at age-related expectations across all year groups in the school. This includes at the end of Years 2 and 6. However, proportions of pupils achieving a greater depth of learning at the end of key stage 1 are not yet as strong.

## Early years provision

Good

- The early years is well led and managed. The early years leader has a clear understanding of the provision's strengths and the areas that need to be developed.
- Most children start school with knowledge and skills which are typically lower than the expectations for their age. For many, their speaking and listening skills are very low. Children who speak English as an additional language make good progress in their understanding of English. However, over the past two years, children have not always made good progress in Reception Year. This academic year, there is a focus on improving teaching and learning in the early years.
- The curriculum is well designed and planned across the setting. Staff work hard to provide children with learning opportunities that they might not have outside school. Children enjoy the opportunities to learn that the classroom and outside learning environment present. However, there is still a need for further improvement in the quality of equipment and activities for outdoor learning to provide children with more opportunities to make progress.
- There is a good balance of child-initiated and adult-led activities, which provide reinforcement of language and development of independence. Key workers assigned to groups organise purposeful learning.
- Teaching staff support children's learning very effectively. They support children's social development well, encouraging them to share and take turns. Every opportunity is taken to engage children in conversation and to extend their vocabulary. As a result, children develop their speaking and listening skills, which prepares them well to write more effectively.
- Teachers gather the views and feedback from parents about their children's progress, including when they start school. Parents receive regular updates about how well their children are doing through the school's online assessment tool. They also add notable achievements from home.
- Children are safe, happy and well looked after in the early years. All safeguarding and statutory welfare requirements are fully met.

## School details

Unique reference number	139894
Local authority	Wolverhampton
Inspection number	10088500

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	Board of trustees
Chair	Ann Shorthouse
Headteacher	Jenny Byrne
Telephone number	01902 556447
Website	<a href="http://www.sspeterandpaul.co.uk">www.sspeterandpaul.co.uk</a>
Email address	<a href="mailto:sspeterandpaulacademy@wolverhampton.gov.uk">sspeterandpaulacademy@wolverhampton.gov.uk</a>
Date of previous inspection	7–8 March 2017

## Information about this school

- SS Peter and St Paul Catholic Primary Academy & Nursery is smaller than the average-sized primary school.
- An on-site breakfast club is run by the school.
- The majority of pupils are from minority ethnic backgrounds. Over two thirds of pupils are of White British or Other White backgrounds. The remaining pupils are of Asian, Asian British, Black or Black British-African backgrounds. Just over half of the pupils speak English as an additional language.
- The proportion of pupils who are eligible for the pupil premium is above average.
- The proportion of pupils with SEND is below average.
- The school is part of the Bishop Cleary Catholic Multi-Academy Company.

## Information about this inspection

- Inspectors visited classrooms in all year groups. All visits were carried out jointly with members of the school's leadership team.
- The inspection team heard pupils in key stage 1 read. They talked to pupils in classrooms and looked at samples of pupils' work.
- Inspectors looked at a range of documents, including the school's improvement plan and records of pupils' behaviour, safeguarding and attendance. They also scrutinised assessment information and records of meetings of the governing body.
- Inspectors met with teachers and spoke with pupils. A meeting was held with members of the multi-academy company and the chair of governors. A meeting was also held with the school improvement partner and a representative of the Diocese of Birmingham.
- The views of parents were obtained through informal discussions, the 23 responses to Ofsted's online questionnaire, Parent View, and 23 responses to the online free-text facility.
- The views of staff were examined through the 26 responses to Ofsted's online staff questionnaire.
- The views of pupils were analysed from the 25 responses to Ofsted's online pupil questionnaire.

## Inspection team

Steven Cartlidge, lead inspector

Ofsted Inspector

Linda Brown

Ofsted Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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