



St Peter and St Paul Church of England Primary School

Inspection Report

Unique Reference Number 120231
LEA Leicestershire
Inspection number 280772
Inspection dates 17 January 2006 to 18 January 2006
Reporting inspector Barbara Crane AI

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

Type of school	Primary	School address	Upper Church Street
School category	Voluntary aided		Leicester
Age range of pupils	4 to 11		Leicestershire LE7 1HR
Gender of pupils	Mixed	Telephone number	0116 2607577
Number on roll	429	Fax number	0116 2697301
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	9 October 2000	Headteacher	Miss Fiona J Buchan

Age group	Inspection dates	Inspection number
4 to 11	17 January 2006 - 18 January 2006	280772

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This Church of England Voluntary Aided primary school is larger than most. Children start in the Foundation Stage with attainment that is below average for their age. The proportion of pupils with learning difficulties or disabilities is average, although there are more pupils with statements of special educational need than in most schools of a similar size. A small number of pupils are at an early stage of learning English as an additional language. There has been a high degree of turbulence in staffing. Half of the teachers have changed in the past two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

This school does not provide an acceptable standard of education and gives unsatisfactory value for money. The school's view of its effectiveness as good is not confirmed by inspection findings. Its overall effectiveness is judged as inadequate because pupils are not achieving as well as they should because of inadequate teaching. Provision in the Foundation Stage is inadequate. Children make good progress in their personal, social and emotional development, but unsatisfactory progress in all other areas of learning. The standards they reach are below average by the time they start in Year 1.

The results of the 2005 national tests for Year 2 pupils, although showing a slight increase on 2004, were below average, with writing being a particular weakness. The results for Year 6 pupils show a decline over the last two years, with standards significantly below those seen nationally. The pupils do not achieve as much as they should over their time at school, particularly in English and mathematics. Achievement is inadequate because of weaknesses in teaching that result in pupils' erratic progress. Good gains made in learning in some years are not built upon consistently because assessments are not accurate enough nor used to adapt work. The marking of work lacks evaluative comments that follow up targets to help pupils move forward.

Pupils with learning difficulties and disabilities do not always receive the support that they need to make consistent progress. Higher-attaining pupils coast when the work is too easy. The needs of pupils who are learning to speak English are not always well supported. Pupils' personal development is satisfactory. Pupils behave well and most enjoy school. The good quality of care results in pupils feeling safe. Parents' views about the school are generally positive and they support the life and development of the school.

Dealing with difficulties over staffing has diverted the school's energy from raising pupils' achievement. Leaders and managers know where the areas for improvement lie. However, checks on whether strategies to resolve the problems are proving effective have been insufficiently rigorous and so the necessary changes have not been brought about quickly enough. The school is not in a secure position to improve further because not all staff use agreed curriculum policies and apply guidelines consistently. There has been inadequate improvement since the previous inspection, with some weaknesses remaining unresolved, such as pupils' achievement in writing.

What the school should do to improve further

- Raise standards in English and mathematics and improve pupils' progress across the school.
- Make better use of assessment to plan lessons that provide sufficiently

challenging work for all pupils. •Sharpen teachers' marking so that pupils know how to improve their work and make sure that challenging targets are set to help their next steps in learning. •Improve the rigour of monitoring procedures to ensure that all teachers implement the school's agreed curriculum, policies and guidelines. •Provide effective support for pupils with learning difficulties and disabilities and pupils who are at an early stage of speaking English.

Achievement and standards

Grade: 4

Achievement and standards are not good enough. Progress is unsatisfactory in the Foundation Stage. Children enter the school with below average attainment, particularly in language and literacy. Although they make good progress in their personal, social and emotional development, progress in other areas of learning is unsatisfactory. This is because children's different needs are not sufficiently catered for. Standards are below average on entry to Year 1.

Progress from Year 1 to Year 6 is inconsistent. By the end of Year 6, standards are significantly below average. Pupils do not achieve as well as they should; for example, under half of the Year 6 pupils capable of reaching the higher Level 5 in English did so last year. Teaching is inadequate because it does not consistently provide work at the right level for pupils' different abilities. Pupils with learning difficulties and disabilities often lack the support they need to make satisfactory progress. More able pupils do not receive a consistent level of challenge to help them succeed. Pupils' progress is inconsistent, including those who are learning English as an additional language, showing greater gains in some years and losing ground in others. Pupils' progress often varies between classes in the same year group because of differences in expectation. Where achievement is better, for example in Years 2 and 4, pupils' different capabilities are accurately assessed and responded to and so their rate of learning is much more consistent.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Their spiritual, moral, social and cultural development is good. Children in the Foundation Stage learn how to behave and work together cooperatively. Behaviour is good because expectations are consistent throughout the school. Attendance has improved because of recent initiatives and is broadly average. Most pupils enjoy being at school but occasionally become discouraged when the work is too difficult for them. Pupils happily take on responsibilities, such as membership of the school and sports councils or the Eco Group. They learn successfully about healthy lifestyles as a result of the school's effective health education programme. Fruit and salads are popular choices at lunchtime. Pupils also take part enthusiastically in many sporting activities. Pupils feel safe and know that adults will help them to sort out day-to-day problems. They enjoy getting involved in the community and support local efforts to improve the environment, for example

through planting trees in the local park. However, pupils' literacy and numeracy skills are not sufficiently developed to help them to be fully prepared for the next stage of education.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate. In several classes in Years 1 to 6, teachers do not accurately assess how well pupils are doing. Therefore, they do not plan work that is appropriately challenging for the different ability groups. The work for higher-attaining pupils lacks challenge, whilst lower-attaining pupils and those with learning difficulties and disabilities struggle to cope without adult support. As a result, many pupils do not do as well as they should. Teachers' marking is not always regular or helpful in guiding pupils to do better with their work. There are examples of good practice, particularly in Years 2 and 4, where consistently high expectations secure a good rate of learning. In all classes, relationships between staff and pupils are positive.

In the Foundation Stage, planning across the areas of learning rarely identifies clearly what the different groups are to learn. Children, including those at an early stage of speaking English, are sometimes left too long without adult involvement to help them develop their talk and extend their thinking. Children do not learn enough at these times and this slows their progress.

Curriculum and other activities

Grade: 4

The curriculum includes all the subjects it should but is inadequate because it does not secure satisfactory progress for all pupils. Recent guidance has been given to staff to help them plan more effectively for pupils' skills and knowledge to be built on systematically. However, some staff are still getting to grips with using this guidance and there is too much variability in lesson planning and in the tasks being set. This is having a negative impact on the progress pupils make.

The provision made for pupils with learning difficulties and disabilities is inadequate. Support does not always focus sufficiently on their specific needs. Pupils learning English as a new language are not receiving a consistent level of support to help develop their language and literacy skills.

Many pupils join in the good range of activities outside normal lessons that enhance their creative, physical and musical skills. Pupils receive a useful introduction to French, which they enjoy.

Care, guidance and support

Grade: 4

This aspect of the school's provision is inadequate because a significant number of pupils are not given the guidance that they need to make consistent progress. However, good relationships underpin the school's calm atmosphere and the quality of day-to-day care means that pupils feel safe and well looked after. The buddy system works well in helping pupils overcome difficulties on the playground. The pupils comment that there is very little bullying. Child protection arrangements are secure. However, the systems for checking pupils' progress in their work are inadequate because not all teachers make accurate assessments of attainment. This leads to a lack of guidance in directing pupils on how to do their best. Some pupils with learning difficulties and disabilities are not identified early enough to enable a rapid response to their needs.

Leadership and management

Grade: 4

Leadership and management are inadequate. The school's self-evaluation is not sufficiently robust or accurate. Staff, many of whom are new to the school, work hard, but their efforts are not consistently focused on the agreed key priorities that will bring about change for the better. Under the steer of the headteacher, senior leaders and middle managers are working to improve achievement and standards. For example, data has been analysed to identify pupils whose progress is not good enough. However, checks on whether progress is improving have been insufficiently rigorous and so the necessary changes have not been brought about quickly enough. The school is not yet in a position to deal effectively with the challenges it faces in trying to raise standards. A key reason for this is because not all staff use agreed curriculum policies and guidelines consistently. Some useful guidance for teachers on how to improve their teaching has been devised but not all staff are implementing this and so impact on improving learning is limited.

The school has several initiatives, supported by the local authority, to improve the quality of education but these are yet to be fully checked to see whether they are working. Realistic targets for the 2006 national tests have been set but, given the current quality of teaching, it is difficult for the school to demonstrate how these will be met. Pupils' and parents' views are taken into account, for example, in altering arrangements for residential visits for pupils.

Governors fulfil their statutory responsibilities but do not hold the school sufficiently to account about its work to raise standards. The school's capacity for improvement is inadequate.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	4	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	4	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	No
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Thank you for the warm welcome you gave us when we visited your school. We enjoyed listening and talking to you about what you do.

We were pleased to hear that you like school and that so many of you take part in activities outside lessons. We are glad that you behave well, get on with each other and like to get involved with decisions about how to improve your school. The grown-ups make sure you are safe at school and help you to live healthily.

We think that the school needs to improve in lots of ways and that the people who are in charge need extra help to put things right. We found that some of you do not reach high enough standards because the work is either too hard or too easy for you and some of you do not get enough guidance on how to make your work better. We have asked people to help your teachers to sort this out so that you learn more quickly and so that you can all do well in your work.

Thank you again.

Yours faithfully

Mrs B Crane