

Inspection of Saints Peter and Paul Catholic Primary School

Moorfield, Tower Hill, Kirkby, Liverpool, Merseyside L33 1DZ

Inspection dates: 17–18 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this school?

There is a strong sense of unity among staff and governors at this school. All are determined to give pupils the best possible start in life. Leaders and staff know every pupil and their families well. Staff successfully build good relationships with parents, carers and the local community.

There is a calm atmosphere around the school. Teachers have high expectations of pupils. Pupils listen to their teachers and try hard to do their best. Pupils especially enjoy their English lessons. They say that their teachers choose interesting books for them to read and write about.

Pupils behave well because there are simple rules for them to follow. They say there are very few cases of bullying and when it does happen teachers sort the problem out quickly.

A lot of time is given to preparing pupils for life outside of school. They are given lots of advice about how to stay safe. Pupils say that they feel safe in school.

There are lots of opportunities to join clubs and take part in activities. For example, this term older pupils enjoyed the opportunity to take part in a Shakespeare project which involved performing in a local theatre.

What does the school do well and what does it need to do better?

Leaders have taken decisive action to improve the quality of the curriculum. They have thought carefully about what to teach pupils and when this will happen. The curriculum has been designed well. As a result, pupils achieve well across the school and in a range of subjects, including English and mathematics.

Leaders' top priority is ensuring that pupils can read fluently and confidently. From the very start, children are taught phonics well. Staff act quickly to help those children who find reading difficult to catch up. Teachers take great care to choose books that will enthuse and excite pupils. This encourages a love of reading across the school. Pupils told us that they find reading at school more interesting than it used to be.

Leaders have reviewed and improved the mathematics curriculum. However, on occasion, especially in key stage 1, teachers do not use assessment well enough to allow pupils to build on earlier learning. For instance, there are times when teachers do not address the gaps in younger pupils' mathematical knowledge quickly enough.

Leaders have also made changes to how the curriculum is designed in subjects other than English and mathematics. This means that pupils have a better understanding of these subjects when they go to secondary school. For example, in history the topics that pupils learn about build well on what they have learned already. Pupils

speaking knowledgeably about the historical knowledge that they have gained. Teachers benefit from appropriate training to strengthen their subject knowledge in history and in other subjects. This means that they teach the planned curriculum confidently.

The school caters well for pupils with special educational needs and/or disabilities (SEND). Leaders share detailed and appropriate information with teachers about pupils' needs. Teachers use this information well to make sure that SEND pupils can access the curriculum. Experienced teaching assistants provide additional support for this group of pupils in lessons. This means that pupils with SEND do not fall behind.

The curriculum in the early years focuses on developing children's communication and literacy skills and their mathematical knowledge. In both the Nursery and Reception classes, staff model spoken language well. They share stories enthusiastically to develop children's vocabulary. Children can build on their knowledge of number by counting and playing games. Both the indoor and outdoor Nursery and Reception areas are well designed to support teachers to deliver the curriculum well. There are lots of resources that encourage physical play and stimulate children's imagination. Children play together happily. Relationships between staff and children support learning well.

Almost all pupils told us that they like coming to school. They enjoy learning and they behave well. However, there are a number of pupils whose attendance is not good enough. School leaders work with pupils and their families to help them to improve their attendance. This is having a positive effect. That said, pupils' attendance across the school remains below national average.

The school provides plenty of opportunities for pupils to develop their interests beyond what they learn in lessons. School assemblies are paramount to the growth of pupils' spiritual and moral values. There are also opportunities for pupils to visit art galleries and museums. Year 6 pupils are looking forward to a residential trip when they will take part in outdoor activities and learn to work as part of a team.

The governing body has advised and supported the headteacher well to improve the curriculum. Governors check regularly on the changes that leaders make. This is having a positive effect on the quality of education for pupils.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a high priority at the school. Staff are aware of the needs of individual pupils and the potential safeguarding risks in the local area. Leaders make sure that pupils and parents are kept informed about these dangers. Staff act swiftly to protect pupils if they have concerns. All pupils learn about online safety. Staff ensure that pupils' knowledge of staying safe online remains up to date. The school works well with other agencies to help to keep pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although improving, pupils' rates of attendance are below the national average. This has a negative effect on pupils' learning. Leaders should continue to build on the positive strategies that they have put in place so that pupils' rates of attendance continue to improve.
- There are times when teachers, particularly in key stage 1, do not use assessment well enough to identify and address the gaps in pupils' mathematical knowledge quickly enough. This prevents some pupils building effectively on earlier learning. Leaders should ensure that teachers use assessment information more effectively in their planning. This will help pupils to have a more secure understanding of basic mathematical ideas before they move on to new concepts.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	104479
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10087921
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	335
Appropriate authority	The governing body
Chair of governing body	George MacKenzie
Headteacher	Joanna Mousley
Website	www.saintspeterandpaul.cps.org.uk
Date of previous inspection	3–4 June 2015

Information about this school

- This school is part of the Archdiocese of Liverpool.
- The school's last Section 48 inspection took place on 7 February 2017.
- The school has provision for two-year-olds.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, deputy headteacher, assistant headteacher and subject leaders. In addition, we met with three members of the governing body, including the chair of governors.
- We met with a representative of the Archdiocese of Liverpool and a representative of the local authority.
- As part of this inspection we reviewed the school's work in detail in reading, mathematics, science and history. In these subjects, we made lesson visits with subject leaders, checked on pupils' work and spoke with pupils about their

learning. We also met with subject leaders and teachers to discuss the curriculum.

- We checked on safeguarding arrangements by speaking with leaders, staff, pupils and parents. We reviewed a sample of relevant school policies and checked on school safeguarding procedures. We also reviewed leaders' checks on the suitability of adults who work in the school.
- We observed pupils' behaviour in lessons and around the school during social times. We visited the breakfast club and reviewed leaders' records of pupils' behaviour.
- We spoke informally with parents, reviewed 22 responses to Ofsted's online survey, Ofsted Parent View, including 21 responses to Ofsted's free-text facility.
- We reviewed 96 responses from pupils to Ofsted's pupil survey. We met formally with groups of pupils to ask them about their learning, bullying and the school's support for their personal development.
- We met with groups of teachers and support staff. We also considered 27 responses to Ofsted's staff survey.

Inspection team

Timothy Gartside, lead inspector	Ofsted Inspector
Tina Cleugh	Ofsted Inspector
Lesley Curtis	Ofsted Inspector

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