

# St Peter's Catholic School

St Catherine's Road, Bournemouth, Dorset, BH6 4AH

**Inspection dates** 21–22 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- This school has rapidly improved since its last inspection in September 2012, because of the clear leadership and vision of the headteacher.
- Year 11 students achieved results that were above the national average in the 2013 GCSE examinations, including in English and mathematics.
- Current students, including disabled students and those with special educational needs, are supported very well and make good progress.
- Teaching has significantly improved. High quality training has enabled teachers to meet the learning needs of students more effectively.
- The quality of teaching and subsequent achievement of students in the sixth form is good and improving.
- Students generally behave well. They are typically courteous, considerate and treat each other with respect. The Catholic Church school status impacts very strongly on behaviour and attitudes.
- Students want to achieve well and therefore their attendance is good. They are well prepared for their lessons and respond positively to advice and guidance.
- All students say they feel safe and secure.
- The school is led effectively by the headteacher and his skilled senior leadership team. Leadership has had a good impact on raising standards.
- The governing body has improved and now provides effectual direction, support and challenge to school leaders.

### It is not yet an outstanding school because

- Teachers do not always provide the timely feedback and recommendations for improvement that help students improve their work and make outstanding progress.
- Students, including the more able, do not tackle more challenging work as soon as they can to make rapid progress in their learning.

## Information about this inspection

- Inspectors observed in 39 lessons, many jointly with members of the senior leadership team. No Year 12 lessons were observed, as this year group was on study leave.
- Inspectors visited tutor time sessions and watched two assemblies.
- They held meetings with several groups of students from different year groups as well as talking to others at breaks and lunchtimes.
- They also met with members of the governing body, senior and middle leaders and other staff. A telephone conversation was held with the school's external advisors.
- Inspectors took account of the 45 responses to the online questionnaire (Parent View), two emails from parents and the school's own surveys of parental views.
- A wide range of school documents were examined. These included self-evaluation summaries, the school's plans for the future, safeguarding information and records relating to achievement. Documents on behaviour, attendance and safety and the minutes of governing body meetings were also examined.

## Inspection team

Jacqueline Goodall, Lead inspector	Additional Inspector
Fran Ashworth	Additional Inspector
Steven Edwards	Additional Inspector
Margaret Faull	Additional Inspector
Jerry Giles	Additional Inspector

## Full report

### Information about this school

- St Peter's is larger than the average-sized secondary school and has a sixth form of over 350 students. Years 7 and 8 are taught on a different site which is over two and a half miles away.
- This Catholic voluntary academy is run under the trusteeship of a Catholic Teaching Order (the De La Salle Brothers) and the Catholic Diocese of Portsmouth.
- The proportion of students with different ethnic backgrounds or whose first language is not English is close to the national average.
- The proportions of disabled students and those with special educational needs supported at school action, school action plus or through a statement of special educational needs, are below the average found nationally.
- Just under a fifth of students are eligible for the Year 7 catch-up funding which is for those who did not achieve the expected levels in reading and mathematics at the end of Year 6.
- The proportion of students known to be eligible for the pupil premium (additional government funding for looked-after children and students known to be eligible for free school meals) is below the national average.
- The school meets the current government floor standards, which set the minimum expectations for students' attainment and progress by the end of Key Stage 4.
- Although St Peter's is currently an 11–18 school, from September 2014 it will begin accepting primary aged pupils on a phased basis.

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

- Increase the proportion of students who make outstanding progress by ensuring that:
  - marking and feedback are always timely and recommendations for improvement are consistently followed up by students
  - all students, including the more able, tackle more challenging work as soon as they can.

## Inspection judgements

### The achievement of pupils

is good

- Students join the school with average starting points and since the last inspection, more are leaving with above average results in their GCSE examinations, including in English and mathematics.
- There has been a significant drive to raise standards. Improvements to the leadership of the sixth form have also resulted in good post-16 examination results.
- Achievement is not yet outstanding because there remains some variability in the achievement of groups of students across the subject range. Although many improvements have been made to teaching in science, these have not yet impacted on GCSE results.
- Within the main school, students of all ages typically make good and sometimes outstanding progress. Underpinned by the Catholic Church school status, there is a drive to eliminate discrimination and to promote equality for all. Consequently, there is a constant focus on ensuring that students who may be disadvantaged achieve all that they can.
- Disabled students and those with special educational needs are supported very well and subsequently make equally good progress to others. Those from different ethnic backgrounds or whose first language is not English are given appropriate support and guidance so that they also typically achieve well.
- In 2013, students eligible for additional funding, called the pupil premium, achieved less well than others in their GCSE examinations. Although on average the gap between their achievement and that of other students was just over one GCSE grade, this gap has narrowed over the last three years. Furthermore, the well-planned and very effective support put in place for these students has resulted in this gap closing rapidly. There is very little difference now in progress between eligible students and their peers, especially in English.
- Students eligible for Year 7 catch-up funding also make rapid progress because of the intensive support given to them.
- Those students coming to the school with above average prior attainment typically leave with a range of suitable qualifications, enabling them to pursue the careers of their choice. The proportion of sixth form students who go on to top universities is large compared with other similar schools.
- There is an increasing focus on raising levels of literacy across the school. Many students are articulate and confident in their use of language and write well.
- Early entry for mathematics GCSE is used for a small proportion of students very effectively.
- The very few students educated off site usually make appropriate progress because of the specialised support they receive.

### The quality of teaching

is good

- Typically teaching is good because the headteacher has helped teachers to develop their skills. In consultation with the staff, he has created an exceptionally effective training programme that embraces best practice.
- The quality of teaching is not yet outstanding because students do not make consistently outstanding progress. This is because students, including the more able, do not always tackle more challenging work as soon as they can. Also marking and feedback are not always timely and recommendations for improvement are not always consistently followed up by students.
- Lessons are generally planned well, providing interesting activities for students within a positive, respectful and supportive environment. Teachers ensure that a range of tasks help students to articulate their views confidently.
- Homework often extends and reinforces learning but more able students say that sometimes it is too easy.
- Displays in classrooms are usually vibrant and informative and are used to display students'

work and celebrate achievement.

- Students receive good information, advice and guidance to help them make appropriate decisions about their careers.
- The support for disabled students and those with special educational needs, those working at low levels of achievement or who are entitled to extra funding is very well organised.

### **The behaviour and safety of pupils** are good

- The behaviour of students at St Peter's is good. It is not yet outstanding because some students' behaviour for learning does not yet have a strong enough impact on their progress.
- There is a core respect for all within the community which is underpinned by the beliefs and expectations associated with the Catholic Church status of the school.
- Students are typically happy, courteous and respectful to each other and the environment. They generally adhere to rules and wear their uniform smartly. Sixth form students model high standards of behaviour and attitudes for the younger students.
- There is a culture of willingness to take on responsibilities and duties that contribute to their community. For example, the school raised £14,000 for its charity, Reaching the Unreached.
- School leaders manage any incidents of unacceptable behaviour well. They review the effectiveness of the behaviour policy regularly and adjust systems as necessary.
- The very small amount of bullying is dealt with firmly and fairly and most students have confidence in the system. There are very few incidents of discriminatory behaviour and abusive language is rarely used. Students know that racism is unacceptable and those of different ethnicity or cultures are welcomed into the community.
- In lessons, students show that they want to learn and therefore mostly arrive on time and come prepared. The majority of students take pride in their work and follow instructions and guidance from their teachers compliantly. Attendance has improved and is similar to the national average. The number of days lost through fixed-term exclusion has been reduced.
- The school's work to keep students safe and secure is good. The school maintains exceptionally clear and detailed records for health and safety, child protection and accidents.
- The majority of students feel safe and parents agree. They are taught to develop safe practices and e-safety is well promoted.
- The attendance and behaviour of students who are educated off-site are monitored on a daily basis and are generally good.

### **The leadership and management** are good

- The clear vision and strong moral leadership of the headteacher have brought about significant improvements in teaching and learning. Supported by his enthusiastic and capable senior leadership team, he has raised expectations, increased the accountability of leaders at all levels and improved examination results. The capacity for further improvement is strong.
- The evaluation and planning skills of senior leaders are meticulous and accurate. Nevertheless, leadership and management are not yet outstanding as some improvements have not had time to fully impact on students' achievement, especially at GCSE level.
- Notable changes to the leadership of the sixth form have brought about considerable improvements to the quality of teaching and learning. Entry requirements for some courses have been adjusted.
- Subject leaders have contributed to the improvement of teaching and learning.
- There is a clear system for evaluating how well a teacher does according to the progress of the students they teach. Leaders and governors make accurate decisions about salary progression.
- The range of subjects and courses taught at St Peter's, especially in the sixth form, is balanced and prepares students well for their chosen careers and interests.
- Normal lessons are supplemented by a range of sporting activities, academic and special

interest clubs, visits and trips. There are also close links with local businesses and universities. These contribute to effective careers education.

- The school shares good practice with other schools and in particular, works collaboratively with other schools in the diocese. It has valuable partnerships with schools in several countries such as India.
- The Church School status contributes significantly to the outstanding spiritual, moral and personal development of students. The chapel is central to the life of the school for all students, regardless of faith, and is a place of reflection and prayer.
- Assemblies are thought provoking and many lessons enable students to reflect on issues such as the difference between sin and crime and the morality of propaganda. The school has been awarded the Anne Frank Award for its work in helping young people to discuss and oppose discrimination and prejudice.
- **The governance of the school:**
  - Following a review of their leadership, governors have become far more effective. They now routinely scrutinise information about the school's performance. They also regularly visit the school so now are better placed to ask searching questions.
  - The governor designated to oversee the effectiveness of pupil premium expenditure makes frequent visits to see the impact on students and reports back to the governing body.
  - Governors know about the quality of teaching and have ensured that arrangements for pay awards are linked accurately to the performance of teachers.
  - Through regular training, governors check that they are carrying out their statutory duties including safeguarding, health and safety and financial requirements.

## 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

<b>Unique reference number</b>	137349
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	431665

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

<b>Type of school</b>	Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1537
<b>Of which, number on roll in sixth form</b>	341
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Dickinson
<b>Headteacher</b>	David Todd
<b>Date of previous school inspection</b>	13–14 September 2012
<b>Telephone number</b>	01202 421141
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