

Inspection of a good school: St Peter and St Paul, Catholic Voluntary Academy

Western Avenue, Lincoln, Lincolnshire LN6 7SX

Inspection dates:

4 and 5 October 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Leaders and staff are united in wanting the best for pupils in this school. Following a period of change, the school has now put ambitious plans in place, and this is leading to improvement. Pupils, parents and staff recognise and support this improvement.

The curriculum is well planned to ensure that all subjects of the national curriculum are covered. Lessons follow a similar pattern so that pupils know what to expect. In some subjects, pupils achieve well, although this is not yet the case in all subjects.

In most lessons, behaviour is good, and it has improved over time. Teachers now expect good behaviour in lessons. However, there are still some occasions when a small number of pupils disturb lessons or are boisterous when moving around the school.

Leaders have developed a wide range of extra-curricular clubs and activities. Pupils appreciate and enjoy them. The personal development programme prepares pupils for life outside school. Bullying is rare, and is dealt with well by staff. Pupils feel safe in school.

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

The new leaders have a clear and ambitious vision for the school, based on the school's Catholic values. This is shared by staff and governors. Leaders have quickly identified strengths and weaknesses. They have rapidly brought about changes. Although their evaluation is accurate, many improvements are recent and therefore their impact is limited so far.

Leaders have planned a curriculum that is well designed and covers all areas of the national curriculum. They have encouraged pupils to study both a language and a humanities subject at GCSE. The proportion of pupils studying the range of these subjects

has increased. Leaders have made sure that the curriculum for each subject is sequenced well. Teachers know what pupils should know and by when. However, these changes to the curriculum are at an early stage. In some subjects, expectations are too low. Gaps remain in pupils' knowledge in some subjects.

Teachers check what pupils can remember about what they learned before. Then, new knowledge is introduced. If teachers spot that pupils have not understood something, they adapt their teaching. Pupils consistently build on what they have learned before. For example, in modern foreign languages, pupils are given lots of opportunities to apply their knowledge in speaking and listening activities.

Leaders ensure that teachers have the opportunity to develop their skills. As a result of the training they receive, they have good subject knowledge. Teachers appreciate the support they get from leaders to manage workload pressures.

Pupils enjoy reading and are given the opportunity to share books together as a class. Teachers identify which pupils need extra help to read fluently. They get the right help to catch up quickly. There is a lot of support for pupils with special educational needs and/or disabilities (SEND). Their needs are identified with precision. Teaching assistants skilfully involve them in the lessons. As a result, pupils with SEND achieve well.

Sixth-form students are very positive about their experience in school. Their courses build well on the curriculum in key stages 3 and 4. Despite relatively small numbers, there are a good range of subject options available, and students are well prepared for the next stage in their education or employment. They enjoy taking leadership roles in the school, for example by supporting younger pupils with reading.

Changes in the behaviour policy have led to improvements. Leaders keep good records of pupils' behaviour and analyse these to know where support is needed. Behaviour in the majority of lessons is now good, especially where the policy is applied consistently. However, because this is not always the case, a small number of pupils do not yet behave well, both in class and around the school.

Leaders have put a detailed and comprehensive personal development programme in place. This covers important aspects of pupils' spiritual, moral, social and cultural development. As a result, pupils develop good life skills, including leadership skills. They can take on a range of leadership roles in school. They are given good advice about the range of options available to them when they leave school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have put rigorous systems in place to ensure that all concerns are recorded and acted upon. Staff receive high-quality training throughout the year. School records are up to date and thorough, and pastoral staff know pupils well and provide them with good support.

Pupils feel safe in the school and know whom to talk to if they are worried or upset. In lessons, they learn how to keep themselves safe, including online. Although the school has raised awareness of the impact of harmful behaviours, such as inappropriate comments, pupils told inspectors that they want this work to continue.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Expectations are not consistently high in all subjects. As a result, some pupils do not achieve as well as they could. Leaders now need to ensure that teachers are sufficiently ambitious in all subjects and that the curriculum is delivered to a consistently high quality.
- A small number of pupils do not behave well, and this sometimes disrupts learning. Leaders should ensure that behaviour is managed consistently across the school so that it is good in all lessons and, where necessary, that effective support and challenge is provided for individual pupils to enable them to behave well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

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 information from Ofsted Parent View 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.

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	139623
Local authority	Lincolnshire
Inspection number	10240806
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	540
Of which, number on roll in the sixth form	56
Appropriate authority	The governing body
Chair of governing body	Richard Mellows
Headteacher	Caroline Hewardine
Website	www.sspp.lincs.sch.uk
Dates of previous inspection	13 and 14 June 2017, under section 5 of the Education Act 2005

Information about this school

- The school uses one alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, history and modern foreign languages. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with a wide range of senior leaders, including the special educational needs coordinator and leaders responsible for personal development, behaviour and the pupil premium strategy.
- Inspectors met with representatives of the multi-academy trust and those responsible for governance.
- Inspectors looked at information about behaviour, attendance and enrichment opportunities.
- To inspect safeguarding, inspectors talked to the leaders in charge of safeguarding arrangements. They met with a range of staff and pupils and looked at documentation, including the school's single central record, to evaluate the effectiveness of safeguarding procedures.
- Inspectors considered the responses to the online survey, Ofsted Parent View, the responses to the staff survey and the responses to the pupils' survey.
- Inspectors spoke to a range of staff and considered their views expressed through the survey.

Inspection team

Paul Heery, lead inspector

Ofsted Inspector

Jackie Thornalley

Ofsted Inspector

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