

St Peter's CofE Primary School

Inspection report

Unique Reference Number	122760
Local Authority	Nottinghamshire
Inspection number	327792
Inspection dates	30 June –1 July 2009
Reporting inspector	Georgie Beasley

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	150
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Carolyn Brown
Headteacher	Mrs Linda Cox
Date of previous school inspection	16 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Sandhill Road Farndon Newark Nottinghamshire NG24 4TE
Telephone number	01636 680360
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Age group	4–11
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

Pupils who attend this small village school come from a variety of backgrounds. The proportion of pupils eligible for free school meals is broadly average as is the proportion identified with learning difficulties and/or disabilities. The range of needs identified includes specific and moderate learning difficulties and behaviour and emotional support needs. Nearly all pupils are White British and most live in the village. All pupils speak English. More pupils than the average leave and join the school during each year.

An early years group operates in the afternoons, run by a separate committee. Pupils transfer to a school-run early years group the term after they are four and attend every morning until they become old enough to attend in the Reception class full time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. The headteacher, staff and governors have created a welcoming, safe and caring atmosphere where pupils are enabled to develop well. Nearly all parents are pleased with the improvements that have taken place since the previous inspection. They recognise that an environment has been established where pupils enjoy school and are now eager to learn. The improvements to the curriculum introduced this year have increased pupils' interest and motivation to do well. Pupils love celebrating their successes achieved both in and out of school. They have a good understanding of how to keep healthy and safe and make a good contribution to the school and local communities. Standards have risen steadily since the previous inspection and are now securely average. Pupils make satisfactory progress overall, although in some year groups they make good progress. Pupils have satisfactory skills to support their future education and working lives.

The quality of teaching and learning is satisfactory. Teachers plan for pupils' different abilities and use a varied range of activities to engage their interests. Many teachers share the purpose of the lesson with pupils and review them during and at the end of sessions. However, these aims do not always focus on the precise knowledge, skills and understanding teachers want pupils to learn and develop. In addition, teachers do not always identify the precise group of pupils they will work with and why. Consequently, learning is not checked and built on with enough rigour. Targets are an established part of learning and so most pupils have a good understanding of what to improve although not all are clear about how to do this.

Leadership and management are satisfactory overall. The headteacher provides strong leadership and gives the school clear direction. The staff team and governors have a strong drive for St Peter's to be a good school. Comprehensive systems put into place over the last three years ensure that every pupil's needs are considered when planning learning and school improvement. The quality of teaching is checked on a regular basis, although these observations have not always focused sufficiently on how well pupils are learning. Therefore there is not yet consistently good progress across the school. The tracking of pupils' progress is regularly monitored and so the school now has a clear picture of every pupil's achievement and progress. This is helping staff to plan more effectively for continuing improvement. The leadership team has an accurate knowledge of the school's strengths and what it still needs to improve. These features, combined with improvements in teaching and rising standards demonstrate that the school is well placed to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children start in preschool with skills and knowledge within the range typical of their age. They make satisfactory progress and nearly all achieve the goals they are expected to reach by the time they start in Year 1. Adults plan relevant learning experiences that take place in the classroom and in a suitable outdoor environment. The organisation of the curriculum into themes interests children and makes learning purposeful. Good care for children's welfare ensures they feel safe and enjoy learning. The strong focus on children's personal and emotional development results in good social skills, positive attitudes and good levels of independence by the time they start school full time. Leadership and management are satisfactory. Adults assess children's learning and development carefully to track progress in all areas of learning. A new way of recording assessments this year is helping the school to identify gaps in each

child's knowledge and understanding. As a result, adults increasingly plan learning experiences that match the needs of children more effectively. As a result, some children are now making good progress in important literacy and numeracy skills.

What the school should do to improve further

- Ensure that teachers explain more precisely what pupils will learn in lessons and check during and at the end of lessons that this is being achieved.
- Identify in all lessons those pupils that teachers and teaching assistants will support to develop specific skills, knowledge and understanding.
- Monitor the quality of learning in lessons and use the information to improve pupils' progress so that it is consistently good.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Attainment on entry to Year 1 is average in all areas of learning. Achievement and progress are satisfactory in Years 1 and 2. Pupils reach average standards in reading, writing and mathematics by the end of Year 2. Pupils continue to make satisfactory progress in Years 3 to 6. Standards at the end of Year 6 in English, mathematics and science are securely average. The school acted quickly when standards in English in national tests dipped last year due to a fall in pupils' writing skills. The introduction of a more creative curriculum and structured writing programme is motivating pupils, especially boys, to write and is helping teachers to target individual pupils' learning more effectively. Pupils' achievement in writing has subsequently improved in all year groups and some have made good progress this year. Those capable of higher standards now make satisfactory progress to reach their challenging targets. Pupils with a specific learning difficulty receive suitable support and make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Nearly all pupils behave well for most of the time. They are polite, have positive attitudes and on the whole, enjoy school. This is reflected in their above average attendance, and good concentration and behaviour in lessons. Pupils constantly challenge themselves and encourage others to strive for the different awards that help them celebrate their success, such as when they have learnt their times tables. Pupils feel safe in school and say that if they know, adults always sort out any problems they may have. They know the importance of eating healthily and keeping safe. During the current hot weather everyone demonstrated this by drinking plenty of water, wearing sunscreen and a hat, and staying in the shade. Pupils play a major part in the school community and confidently express their opinions because they are regularly consulted through school and class councils. A long-standing partnership with an inner city school contributes well to pupils' good knowledge and respect for different beliefs and cultures in this country. The broad curriculum, charity works and special events all help develop their good understanding of wider world communities. Satisfactory academic skills give suitable support for the world of work but pupils' ability to work together as a team is good.

Quality of provision

Teaching and learning

Grade: 3

Since the last inspection, the quality of teaching has improved and is now at least satisfactory in all classes and is consistently good in some. Teachers and teaching assistants meet regularly to discuss pupils' progress and to plan lessons that largely meet their needs. Lessons usually include a range of different types of activities that keep pupils interested and involved. Teachers identify and share with pupils what they want them to learn at the start of lessons but these aims are not always specific enough to help teachers assess precisely whether pupils have achieved the intended learning. Teaching assistants' skills and time are usually used effectively to support pupils with a specific need. However, some teachers do not always plan sufficiently well how to use their time in lessons and do not always identify the particular pupils they need to work with on a specific skill or piece of learning. Pupils' work is of a much higher quality when teachers share with them at the start and during lessons what a successful piece of work should look like. When checking progress, some teachers accept too readily when pupils say they have learned something rather than asking probing questions to make them explain their thinking and prove their understanding.

Curriculum and other activities

Grade: 3

The school has started to plan more exciting topics this year that link learning across subjects in more interesting, fun and relevant ways. The current reorganisation of classes every afternoon limits pupils' ability to practise more regularly using key reading, writing, numeracy, and information and communication technology skills for real purposes. Nevertheless, due to improvements this year to curriculum planning, achievement of key skills is improving, especially in writing. A good personal, social and health education curriculum promotes pupils' personal development well. A varied range of extra-curricular activities, visits and visitors enrich pupils' learning effectively. The recent residential visits especially presented pupils with physical and personal challenges that helped build their self-confidence. Strong partnerships with the local family of schools provide pupils with enriching experiences, especially sporting opportunities. The recent triathlon for Years 5 and 6 pupils was particularly supportive in raising their awareness of the importance of keeping fit and healthy. Learning in the outdoor environment adds interest to learning. Pupils enjoy looking after the chickens and look forward to seeing how many eggs they have laid every morning.

Care, guidance and support

Grade: 2

Pupils' social and emotional well-being is a priority for the school and consequently pastoral care is good. The school has rigorous safeguarding procedures, which are followed consistently by all staff. All current requirements are met. Good guidance and support for pupils' academic development are resulting in higher achievement in most year groups, especially in writing this year. However, these improvements are not consistent practice in all year groups and have not been in place for long enough to secure good achievement overall. Pupils know their targets and often refer to them in lessons to help them remember what to do. Teachers' marking lets pupils know whether they have achieved the purpose of the lesson. The best marking says why. There are often comments on what needs to be improved and the best comments show how

this can be done. Pupils settle quickly into school because of the positive relationships the school has formed with parents and close links with the separate early years group on site. Breakfast club helps set pupils up for the day. They particularly enjoy a healthy meal and spending time in the school's attractive garden. The school uses specialists well to help deliver support for pupils with learning difficulties and/or disabilities to help them concentrate in lessons. A strong partnership with the local secondary schools prepares pupils well for their next stage of education.

Leadership and management

Grade: 3

The clear direction from headteacher has raised the expectations and aspirations for pupils' achievement. She receives effective support from the assistant headteacher and lead teacher who have helped lead improvements in the quality of teaching, the curriculum and in how pupils' learning is assessed and checked. These checking systems have improved and now evaluate every aspect of the school's work. As a result, the school knows accurately what it does well and what still needs to be improved. The governing body makes a good contribution to the school's leadership and management. Governors know what they need to know and how to find it out, and use the information to ask the school challenging questions about its work and why it has decided to improve specific areas. The school has several effective partnerships with the church, local schools and communities further afield that contribute well to pupils' personal and academic achievement. Community cohesion, however, is satisfactory because leaders have not yet completed a formal audit to evaluate fully the contribution its many partnerships make to pupils' learning and to the community. There is as yet no formal action plan for the continuing developing of its community partnerships. Resources are deployed satisfactorily and the school gives satisfactory value for money.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

2 July 2009

Dear Children

Inspection of St Peter's CE Primary School, Farndon, NG24 4TE

Thank you to all of you who made me feel so welcome when I visited your school recently. In particular, thank you for being so polite and for telling me so much about your school. You are keen to know how the inspection went so this is how I judged your school.

I agree with your headteacher and your teachers that St Peter's is a satisfactory school but it has improved a lot since its last inspection. The area that is most improved is your behaviour and the way you approach your learning. The way you pay attention in lessons and how you help each other out with difficult tasks are impressive. Good luck with trying to achieve the 'No Namer' award. I know some of you would really like an award named after you. Well done for looking after your own health, the chickens and your school garden and grounds so well. It was good to see you remembering to drink plenty of water and to wear sunscreen and hats on the very hot days.

I have asked your headteacher and teachers to think about how they can help you make faster progress so you can achieve even higher standards. In particular, they are going to:

- share with you precisely what they want you to learn in lessons and then to check that you have really understood and are not just relying on you saying that you understand
- identify in all lessons which of you they are going to work with and then make sure that they do
- check that your progress is as good as it can be by looking closely at how much you learn in lessons.

You can help by asking questions if you are not sure about anything and by trying to answer your teacher's questions even if you get the answer wrong. You may also earn yourself a signature just for trying to get the answer right.

Thank you again for your welcome. I hope you continue to enjoy school.

Yours faithfully

Georgie Beasley

Lead inspector