

# St Peter's CofE (C) Primary School

## Inspection report

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<b>Unique reference number</b>	124277
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	380849
<b>Inspection dates</b>	9–10 February 2012
<b>Lead inspector</b>	Clive Lewis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	134
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michelle Painter
<b>Headteacher</b>	Tracey Parton
<b>Date of previous school inspection</b>	7 July 2009
<b>School address</b>	Main Street Stonnall Walsall WS9 9EE
<b>Telephone number</b>	01543 372060
<b>Fax number</b>	01543 452338
<b>Email address</b>	office@st-peters-stonnall.staffs.sch.uk

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## Introduction

Inspection team

Clive Lewis

Additional inspector

This inspection was carried out with two days' notice by an additional inspector, who observed nine lessons. All teachers and most support staff were seen working with children. Meetings were held with pupils, members of the governing body and members of staff. Questionnaires from 102 parents and carers were analysed. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, looked at documentation including teachers' planning documents, and examined tracking and assessment data.

## Information about the school

The school is much smaller than other primary schools. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils from minority ethnic groups is below average and only a very small proportion of pupils speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is below the national average. The school meets the current government floor standards, which set the minimum expectations for attainment and progress. The headteacher has been in post for two years.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- St. Peter's is a good school which has improved rapidly since the last inspection under the strong leadership of the headteacher.
- The headteacher has successfully introduced a number of initiatives designed to tackle previous underachievement and instil a culture of accountability in the staff and pupils. She is supported exceptionally well by a very strong and experienced team of teachers and practitioners.
- The school plays a central part within the community and is greatly valued by parents and carers, the overwhelming majority of whom are happy with their children's experience at the school.
- Teaching across the school is good and often outstanding. Children in the Early Years Foundation Stage make good progress in developing their skills and knowledge across a wide range of areas. The high quality and consistency of the teaching of reading and the sounds letters make is demonstrated in the high standards achieved at both key stages.
- Progress in Key Stages 1 and 2 is good and standards at the end of Year 6 are above average. Pupils' progress in mathematics is not yet as rapid as in reading and writing, however, because pupils do not receive enough opportunities to use their mathematical skills across a range of subjects.
- Pupils have extremely well-developed personal skills and a good understanding of how to keep safe. Pupils' behaviour is excellent.
- Pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. This level of enrichment makes a strong contribution to their spiritual, moral, social and cultural development.
- Although the school has exceptionally well-developed and accurate systems for assessing and tracking individual pupils' progress in reading, writing and mathematics, it lacks equivalent systems for science and the foundation subjects.

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

- Improve standards in mathematics, so that they match the high standards

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achieved in English, by providing more opportunities for pupils to use their numeracy skills across a range of subjects.

- Improve assessment and tracking systems for science and the foundation subjects.

## **Main report**

### **Achievement of pupils**

All pupils make good and sustained progress over time from their starting points. All adults pay close attention to children's individual needs and quickly identify those who may show a delay in learning. They provide good support through the good links they have with external health agencies. This ensures that disabled pupils and those who have special educational needs and those for whom English is an additional language make similar progress to their classmates.

Children typically start in the Early Years Foundation Stage with skills and capabilities broadly in line with those expected for their ages. They make good progress in the Reception class and standards are above average when pupils enter Year 1. This good progress continues as they move through Key Stages 1 and 2. Good quality daily lessons in the sounds letters make and regular guided reading activities ensure reading is taught well and consistently across the school. As a result, attainment in reading by the end of Key Stage 1 and by the time pupils leave the school is above average. Attainment by the end of Year 6 is above average overall although pupils' standards in mathematics are not as high as those in reading and writing.

Observations during lessons demonstrate that pupils apply a wide range of skills to good effect, including reading, writing and communication across the curriculum, for example, Year 3 and 4 pupils used their literacy skills effectively to develop and record a radio advert. However, the use of numeracy skills across subjects is not so well developed. The overwhelming majority of parents and carers feel that their children are making good progress and inspection findings support their views.

### **Quality of teaching**

The quality of teaching observed during the inspection was good overall and this is reflected in the good progress shown in pupils' books. The overwhelming majority of parents and carers feel that their children are taught well and this was confirmed by inspection findings. Teachers ensure classroom routines are made clear and are regularly reinforced. Relationships between teachers and pupils are extremely good and pupils demonstrate positive behaviour and excellent attitudes to work in lessons. Consequently, pupils learn well across the curriculum. Learning is structured carefully and all pupils contribute to lessons. Teachers generate high levels of enthusiasm for learning among pupils. This contributes well to pupils' spiritual, moral, social and cultural development. Teachers systematically and effectively check pupils'

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understanding through skilled questioning, anticipating when they need to intervene to support or challenge. In one outstanding Year 5/6 numeracy lesson, for example, the teacher demonstrated excellent subject knowledge, skilled lesson management and very high expectations of work and behaviour. A brisk pace was set, starting with pupils marching, saluting and chanting responses to mental maths problems shouted at them by a 'sergeant major' and maintained throughout the lesson. Pupils responded very well to the teacher's questions in her role as 'Lady Sugar', confidently offering answers and solutions to questions such as 'What are the cheapest to make?' Pupils knew precisely what they were expected to do and as a result were well-motivated and made excellent progress in their understanding of multi-step calculations.

Teachers have a very good understanding of the progress that pupils are making in literacy and mathematics due to the regular analysis of assessment and tracking data and pupil progress meetings which take place every half term. However, assessment of science and the foundation subjects is still at an early stage of development. Appropriate and regular homework contributes well to pupils' learning. Marking is of a consistently high quality, leading to high levels of engagement from the pupils. Teaching in the Early Years Foundation Stage is good. Children make good progress in the Reception class, and this is built on successfully and consistently through Key Stages 1 and 2. The teacher plans brisk, animated daily phonics (the sounds letters make) activities for children which interest and motivate them well and contribute well to the good progress made in their reading and listening skills. All staff monitor and record children's progress effectively on a day-to-day basis and observations and achievements are recorded in individual child profiles.

**Behaviour and safety of pupils**

Observations during lessons and around the school confirm that pupils' behaviour is excellent. Pupils show high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. Pupils confirm that behaviour is good and there is no bullying of any kind, including name-calling and racial harassment. School records confirm that this high standard of behaviour has been maintained over time. Parents and carers also say that they believe pupils behave well and are safe in school.

Pupils show respect for the feelings and beliefs of others. They have mature attitudes to learning and develop considerate relationships with peers and adults. They understand the need for healthy lifestyles and exercise. All groups of pupils say they feel safe at school at all times. They understand what constitutes unsafe situations and are aware of how to keep themselves and others safe. Pupils have a good range of opportunities to contribute to school and local communities through the work of the school council and regular collections for a number of charities. They take on responsibility and play a constructive role in the school and, through the school council, have had some influence on decisions about school life. For example, the school behaviour policy has been recently enhanced by the pupils' own rewards and sanctions ladder produced by the school council. Pupils say they enjoy coming to school, and this is reflected in above-average levels of attendance. Children in the

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Early Years Foundation Stage clearly enjoy school and have settled into routines well, playing happily both together and individually, indoors and out.

## **Leadership and management**

Senior leaders and managers, including the governing body, consistently communicate high expectations and ambition. The headteacher is supported by a very strong team of highly committed staff. Leaders focus relentlessly on improving teaching and learning, resulting in teaching that is consistently good and frequently outstanding. Teamwork is strong and sophisticated and rigorous monitoring and evaluation procedures successfully drive improvement. Staff regularly take advantage of professional opportunities to enhance their work. Equal opportunities are at the heart of the school's ethos and all staff show a very strong commitment to equality and diversity, celebrating the individual qualities of each child and their family very well. The governing body has a clear understanding of the school's strengths and areas to develop. Members of the governing body are very supportive of the school and are effective in holding it to account.

The curriculum provides a rich and creative mix of activities which meets pupils' needs and promotes their spiritual, moral, social and cultural development well. A good range of visits and visitors, including an annual residential visit to France, provide pupils with memorable experiences and a thirst for learning. Strong links with parents and carers ensure the personal needs of the children are addressed well. Resources are well deployed. Safeguarding procedures meet requirements, policies are comprehensive and procedures ensure children are protected and supported very effectively. There are strong links with a wide range of external agencies which contribute well to children's progress. The school runs very smoothly on a day-to-day basis and its track record in improving standards since its last inspection demonstrates it has a strong capacity to improve further.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 February 2012

Dear Pupils

### **Inspection of St Peter's CofE (C) Primary School, Walsall, WS9 9EE**

I would like to thank you for your help during the recent inspection of your school. I very much enjoyed my visit. I enjoyed watching lessons and talking to as many of you as I could. You attend a good, very happy and friendly school which is led well by the headteacher and the staff. They care for you well and give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this very well. You told me that you really like your school and there are lots of things to do and enjoy. Good teaching is a feature of your school and this, combined with exciting curriculum activities and your hard work, results in you making good progress and achieving above-average standards. You make a good contribution to the life of your school through all the responsibilities you take on and through your school council. Your behaviour is exceptionally good and you work hard and try to succeed in all that you do. Well done!

You told us that you really enjoy school and are proud to attend. To help you to make even better progress, we have asked the school to:

- give you more chances to use what you learn in your mathematics lessons in other lessons
- develop ways of checking how well you are doing in all the subjects you are learning.

You too can contribute to the further improvement of your school by continuing to attend with the same very positive attitudes and willingness that you show at the moment. I wish you well in your future education.

Yours sincerely

Clive Lewis  
Lead inspector

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