

St Peter's CofE (A) Primary School

Inspection report

Unique Reference Number	124331
Local Authority	Staffordshire
Inspection number	359637
Inspection dates	23–24 November 2010
Reporting inspector	Doris Bell

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Steven Osbourne
Headteacher	Adrian Dipple
Date of previous school inspection	6 March 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons and saw seven teachers teach. They also met with parents and carers, groups of pupils, governors and staff. They observed the school's work, and looked at a range of documentation including teachers' planning, the school improvement plan, assessment, monitoring and evaluation records, records for pupils with special educational needs and/or disabilities and safeguarding policies. The responses to the pupil and staff questionnaires were analysed, as were those from 69 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Why do pupils do less well in English than in mathematics at Key Stage 2, particularly when there is specialist teaching in Years 5 and 6?
- What is the school doing to help boys catch up with girls in Key Stage 1, and how well is it addressing the dip it identifies in Years 3 and 4?
- How well does the curriculum support basic skills and promote community cohesion?
- How clear are leaders and managers at all levels about their roles and responsibilities, especially in relation to improving teaching and learning?

Information about the school

In this smaller than average school, the Early Years Foundation Stage consists only of the Reception class. The proportion of pupils with special educational needs and/or disabilities is broadly average, and the proportion known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic backgrounds, a small number of whom are at the early stages of learning to speak English, is also below average. The school achieved a Healthy Schools award last term.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils achieve well. Good leadership and management have established a shared sense of purpose throughout the school, which manifests itself in a strong determination to help all pupils do as well as they can. The teamwork arising from this ensures that all staff appreciate the part they have to play in how well the pupils do by Year 6. Attainment is at least above average in Year 2 and Year 6. Pupils' work and data held by the school confirm that the good and, in mathematics, excellent progress seen in recent years is continuing. The school's self-evaluation is accurate and well founded. The priorities arising from it have led to good improvement across almost all aspects of the school's work since the previous inspection. All of this shows that the school has good capacity to sustain improvement in the future.

Assessment procedures are considerably better than reported at the previous inspection. They contribute to the good progress now seen throughout the school. Although there are still some inconsistencies, the procedures are becoming increasingly embedded in all of the school's work. Teachers make good use of the information gained from them to plan the next steps in pupils' learning. In the best lessons, they use a wide range of techniques, including, for example, giving pupils time to discuss answers to questions with a partner before making their responses. However, the range of questioning techniques used is sometimes too narrow, resulting in too few pupils taking an active part in whole-class sessions. Changes to the organisation of teaching in Years 3 and 4 are resulting in better continuity in learning for the pupils. Tracking data show they are now making good progress in those two year groups.

Pupils enjoy school, as their above average attendance suggests. They are happy and relaxed, and they engage confidently with adults and with each other. They accept responsibility for many aspects of school life, but not always for their own learning. In this, they are not independent enough. They too often seek their teacher's approval for each stage in their work, instead of moving on to what they need to learn next. This happens even though good teaching and good marking ensure that they know what those next steps are. Marking almost always shows pupils how to improve their work, but pupils are not always given time to respond to it.

Pupils work and play in a warm, welcoming and informative learning environment where their individual needs are met well. The care, guidance and support provided for them, including those whose circumstances might make them vulnerable, are outstanding. The school's excellent partnerships with external agencies contribute especially well to this. A good range of displays celebrates pupils' work and raises their awareness of different backgrounds and cultures. Pupils know how to keep themselves safe, fit and healthy. The well-planned curriculum provides many opportunities for pupils to learn in different ways and it makes a good contribution to their learning and personal development. Pupils'

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above average basic skills, their good progress and their well-developed personal skills all ensure that they leave the school well prepared for the future.

What does the school need to do to improve further?

- Ensure all teaching supports good learning and progress at all times by:
 - fully embedding assessment practices in all year groups
 - giving pupils time to respond to marking comments
 - using a wider range of questioning techniques so that more pupils can take an active part in whole-class sessions
 - improving pupils' ability to work independently and to seek out ways to support and extend their own learning

Outcomes for individuals and groups of pupils

2

Children start school with levels of attainment below those expected for their age, particularly in communication, language and literacy. They achieve well and, in Year 6, attainment is above average in English and well above in mathematics. This reflects the success of the increased focus on mathematics in the past two years. Pupils make good progress in writing, and usually engage the reader well. However, they sometimes resort to using too many colloquialisms, which results in their writing not always demonstrating a secure sense of audience and purpose.

Pupils use their good literacy, numeracy and information and communication technology skills well in topic work. They appreciate the importance of having good basic skills and how this will stand them in good stead for the future. Pupils with special educational needs and/or disabilities make the same good, and sometimes excellent, progress as other pupils. The school has recently admitted several pupils from minority ethnic backgrounds and they, too, make good progress in their learning. Pupils' work shows that there are no significant differences between the progress of boys compared to girls, including in Key Stage 1.

Pupils feel safe and know how to keep themselves safe, including when using the internet. They participate eagerly in the many sporting and exercise activities available to them. They readily describe what it means to eat healthily, but they do not always adopt the healthy eating principles, for example, at lunchtime, and they admit this.

Pupils are reflective and caring, and they have a good understanding of the impact different cultures have on people's lives. They learn to care for the environment, and have a strong sense of how to protect it. For example, as 'Travel Ambassadors', they successfully persuaded some parents to share transport to cut down on the number of cars being used. Behaviour is good and pupils are very sociable. In the playground, they can be over-boisterous sometimes, but they look out for each other well. They have a strong sense of right and wrong, and know that actions have consequences. They take responsibility well, for example, as school councillors. They contribute effectively to the school and local community, working with it to design and build a 'cutting garden' to complement their vegetable garden. They develop good enterprise skills as they sell their produce and organise school fayres. They do not, however, take responsibility for their own learning often enough.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	2
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	2
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils are well known as individuals. They are exceptionally well cared for, and they and their parents and carers have high levels of confidence in the school. Staff are skilled at recognising when individual pupils need additional help, and at accessing the right support for them, be it academic or personal, for as long as they need it. This contributes to the pupils' good progress and personal development, as does the well-planned curriculum. A good range of visits, visitors and well attended extra-curricular activities across sports and the arts enriches the curriculum and contributes well to pupils' learning and personal development. The curriculum places due emphasis on promoting basic skills, and good planning across all subjects ensures that as they are brought together in topic work, the links between them are meaningful. This enables pupils to see how what they learn in one subject can help their learning in another. Specialist teaching in Years 5 and 6 has contributed effectively to the pupils' good progress in English and mathematics in the past. The school is keeping a close eye on this as it moves towards a more creative curriculum that promotes basic skills fully in all subjects.

Planning and pupils' progress are kept under constant review to ensure individual needs are met, although pupils are not always encouraged to be independent enough in their learning. In all lessons, learning objectives are clear and they are shared with pupils. They are accompanied by success criteria that show pupils the steps they need to take to reach

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them, and pupils are suitably involved in assessing their own and each other's learning. In the best lessons, pupils' work is adjusted as the lesson proceeds in response to how well they are learning. All of this contributes to the good and often excellent progress all groups of pupils make.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Good leadership and management have successfully embedded in all staff the drive and ambition to help all pupils do well. This has resulted in challenging targets for staff and pupils, progress towards which is constantly checked and action taken to tackle any potential underachievement. Teaching and learning are regularly monitored. Lesson observations are undertaken by the headteacher. Other senior leaders have a good understanding of their roles and responsibilities, and are involved in the analysis of pupils' work and teachers' planning. They are successful in ensuring that learning is pitched at the right levels for different groups of pupils. Their role is being extended further by their involvement in a leadership programme.

Governance is good. The governing body uses its expertise well to support and challenge the school. It seeks and acts on the views of parents, carers and pupils, and is fully focused on sustaining the good outcomes achieved in recent years. The comprehensive school improvement plan provides a secure scaffold for further improvement, and governors keep a close check on progress towards the priorities therein.

The leadership and management of special educational needs and/or disabilities are especially effective in ensuring full account is taken of pupils' individual needs. Thus, pupils' transition throughout the school and on into high school is made easier for them. The excellent partnerships with the church, external agencies and other schools contribute greatly to this and to pupils' learning and personal development. The school works hard to break down any barriers to learning and to eliminate discrimination of any sort. The school is especially vigilant in ensuring that good practice is adopted in all areas of safeguarding, including child protection. All training is up to date for staff and governors. The checking and recording of the suitability of all adults who engage with the pupils is a model of good practice.

The school promotes community cohesion well. It has an excellent understanding of its own context and that of the community it serves. This includes the local community as well as the wider community of the parish. It is particularly successful in raising pupils' awareness of different cultures around the world, and of global issues, through its direct links with a school in Kenya and its developing links with schools in different European

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countries. The school relies on its religious education syllabus, and the knowledge of pupils who have joined it from different cultural backgrounds, to raise pupils' awareness of the different faiths, ethnicities and cultures that exist in the United Kingdom today. Relatively speaking, this is the weakest aspect of the school's work on community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Reception class and reach average levels of attainment at the end of their Reception year. Good leadership and management ensure that they are safe, happy and well cared for. Parents and carers are kept well informed, communication with them is good, and they have high levels of confidence in the school. Children successfully learn to take responsibility, for example, moving their name tags when they go outside, clicking on their names on the interactive whiteboard when they arrive in the morning, and selecting their preferred activities. Effective induction procedures and repetitive routines ensure they settle well and know what to do at all times.

Relationships are excellent and children's work is planned well to meet their individual needs. Adults involve them in determining some of their own learning. This motivates them hugely because it informs specific activities that enthral them, for example, finding out about Christmas in different parts of the world. Most children can form letters and numbers accurately. They are eager to talk to adults and to show how well they can write their names or simple words, or sing songs in a re-creation of a television programme.

Behaviour is good. Children listen carefully to adults and to each other, and readily share toys and equipment. Their learning and progress are assessed well. All adults are involved in this, although they do not all take an active enough part in supporting learning,

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especially when children are working independently. Outdoor learning is much improved since the previous inspection, although the outdoor area is not yet used fully as an extension of the indoor classroom.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The return from the parents' and carers' questionnaire was broadly similar to that of most primary schools. Most of the parents and carers who replied, or who spoke to inspectors during the inspection, are very satisfied with the school. Virtually all say their children enjoy school and the school keeps their children safe. A few parents raised concerns about behaviour and about bullying. Inspectors followed up these concerns and judged that the school has very clear procedures for dealing with any form of unacceptable behaviour, and staff always follow them. Discussions with pupils reveal that pupils know what bullying is, and that it is wrong. They do admit that they sometimes fall out or push each other around. However, they are adamant that this is not bullying, and that, if any bullying should occur, staff would deal with it promptly and effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's CofE (A) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	62	24	35	0	0	0	0
The school keeps my child safe	50	72	18	26	0	0	0	0
My school informs me about my child's progress	39	57	26	38	3	4	0	0
My child is making enough progress at this school	39	57	24	35	5	7	0	0
The teaching is good at this school	37	54	27	39	3	4	0	0
The school helps me to support my child's learning	36	52	27	39	4	6	0	0
The school helps my child to have a healthy lifestyle	40	58	28	41	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	42	34	49	2	3	0	0
The school meets my child's particular needs	37	54	25	36	3	4	0	0
The school deals effectively with unacceptable behaviour	27	39	31	45	5	7	1	1
The school takes account of my suggestions and concerns	29	42	33	48	4	6	0	0
The school is led and managed effectively	34	49	31	45	3	4	0	0
Overall, I am happy with my child's experience at this school	43	62	19	28	5	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



25 November 2010

Dear Pupils

Inspection of St Peter's CofE (A) Primary School, Caverswall, ST11 9EN

Thank you for the very warm welcome you gave us when we visited your school and for talking to us about what you do there. You go to a good school where you are taught well. Therefore, you make good progress and reach above average standards by the time you leave. It was good to see that you enjoy school and want to do well. It is clear that the adults with whom you work care deeply for each one of you, that you respect them and also care and respect each other. You told us that you feel safe in school, that there is no bullying, and that you have every confidence in the staff to sort out any untoward behaviour. You understand well how to keep yourselves safe, fit and healthy. However, we noted, and you admitted, that you know you do not always make the healthiest eating choices despite knowing why you should do so. You need to try a bit harder to remedy this.

Those responsible for leading and managing the school do a good job and we know they want the school to get even better. We have therefore recommended that they make sure you are always taught well by ensuring that the staff:

- make the best use of what they know about how well you are doing in order to move your learning on
- give you time to respond to the guidance they give you when they mark your work
- help more of you to take part in whole-class sessions
- encourage you to become more independent in your learning.

You can help in all of this, particularly by checking your own work against the learning objectives and success criteria given to you at the start of lessons, and finding ways to improve it without constantly having to check with the teacher. We hope that by doing this, you will learn to become more independent, and to enjoy learning even more than you do now, for the rest of your lives.

Yours sincerely

Doris Bell

Lead inspector

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