

# St Peter's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	118617
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358401
<b>Inspection dates</b>	16–17 November 2010
<b>Reporting inspector</b>	Eileen Chadwick

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>	132
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Sharpe
<b>Headteacher</b>	Simon Temple
<b>Date of previous school inspection</b>	10 September 2010
<b>School address</b>	Mount Pleasant Aylesford, Kent Aylesford ME20 7BE
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## Introduction

This inspection was carried out by two additional inspectors. Seven lessons were observed and six teachers were seen. Inspectors also held meetings with pupils, staff with key responsibilities and a representative of the governing body. In addition to observing the school's work and evaluating documentation such as policies, the school improvement plan and records of pupils' learning and progress, inspectors examined 94 completed questionnaires from parents and carers, 71 pupils and nine members of staff.

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

- Children's attainment on entry to the Early Years Foundation Stage compared with their attainment at the end of Reception.
- Pupils' attainment in English and mathematics and their progress throughout Key Stages 1 and 2.
- The consistency of good teaching and learning from Reception to Year 6 and the impact of the school's initiatives to improve teaching in areas such as writing.
- How effectively leaders have tackled barriers to improvement, such as major recent changes in staffing.

## Information about the school

This primary school is smaller than average. It serves the immediate local community and its surrounding area. Most pupils are of White British heritage. The proportion of pupils known to be entitled to free school meals is average. The percentage of pupils identified with special educational needs and/or disabilities is also average. These pupils' difficulties relate mainly to: emotional and behavioural; speech, language and literacy; and numeracy. An above average proportion of pupils join the school part-way through their primary education. Since the previous inspection, the number of pupils attending the school has risen and half of teaching staff have joined the school since then.

The Early Years Foundation Stage has one single-age Reception class and pupils in Years 1, 2 and 6 are also taught in single-age classes. The other two classes comprise pupils of mixed age. The pre-school on site is managed by the school but was not inspected at this time. The school runs a breakfast club and after-school club on a daily basis. It holds a number of awards including Activemark, Healthy Schools and Artsmark.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Peter's provides a satisfactory and improving quality of education. It successfully fosters a family atmosphere and the strong ethos of care and consideration leads to pupils' good spiritual, moral, social and cultural development, good behaviour and enjoyment of school. Pupils have an excellent awareness of how to stay safe and contribute well to the community in which the school plays an important part. The stimulating curriculum underpins pupils' enjoyment of school and their excellent understanding of how to lead a healthy lifestyle. ♦

Pupils' attainment at the end of Year 6 is broadly average. They attain well and make good progress during Reception, but progress varies as they move through the school and is satisfactory overall. In recent years, pupils' better progress in Reception class and Key Stage 1 has led to them being better prepared for their junior education than in the past. Pupils do well in writing in all year groups reflecting a successful school focus on improving the teaching of writing. Throughout the school, there are numerous examples of pupils' successful writing where they have written for different purposes across the curriculum. Pupils' reading and mathematical skills are improving in Key Stage 2, particularly in Year 6, but overall, are less well developed than in writing.

The quality of teaching is satisfactory, but variable. For pupils taught in single-age classes, it is consistently better, notably in Year 1, as teachers match pupils' work more closely to their different ages and capabilities. In Key Stage 2, this happens less reliably as teachers make insufficient use of assessment information in their planning. At times, the challenge for more-capable pupils slows or work is too hard for lower attaining ones. This prevents these groups making consistently good progress.

Leadership and management are satisfactory as is the school's capacity for sustained improvement. The headteacher provides strong leadership and has successfully led the school through an unsettled period when there were substantial staffing changes. He is supported by an effective staff team and everyone shares the same high ambitions. Senior leaders and the governing body have an accurate picture and understanding of the school's strengths and weaknesses. Robust, whole school assessment systems and thorough checks on pupils' progress enable the school to accurately measure the impact of its own provision. This has helped the school to identify and address areas of underachievement arising since the previous inspection. Staff changes mean that several middle leaders are still developing their capacity to lead and monitor improvements in their subjects. The governing body is supportive and well led by a knowledgeable chair although a minority of governors are still receiving training in matters of attainment and progress.

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

- Accelerate progress in mathematics and reading in Key Stage 2, especially for more-able pupils, by:
  - improving pupils' mental skills in mathematics and their ability to use different approaches to solving problems.
  - employing a similarly strategic approach to the teaching of reading as to writing. employing a similarly strategic approach to the teaching of reading as to writing.
- Increase the proportion of good or better teaching by:
  - using assessment information more effectively to plan and teach activities for pupils of different abilities and ages in the same class.
  - ensuring a high degree of challenge for all pupils, including the more able. ensuring a high degree of challenge for all pupils, including the more able.
- Ensure all those with leadership responsibilities, including governors, monitor the quality of provision more rigorously by:
  - increasing opportunities for middle leaders to observe colleagues teach .
  - strengthening the ability of the governing body to evaluate data so it can provide greater levels of challenge in matters of pupils' achievement.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Adults' good relationships with pupils mean that learning takes place in a supportive classroom atmosphere. In an excellent mathematics lesson on fractions in Year 6, pupils made good progress in developing different ways of solving problems. Pupils had good opportunities to share ideas and explain their thinking. Accelerated progress in Year 6 enables pupils to make up some ground lost earlier in Key Stage 2, where work does not always build well on their basic skills. More-able pupils make slower progress in Key Stage 2 than during their earlier years in the school.

Observations during the inspection showed that lower attaining pupils, including those with special education needs and/or disabilities, are making similar progress to their peers. Extra help accelerates their progress but, as the level of the work is not consistently matched to their needs in lessons in Key Stage 2, their progress sometimes slows. Pupils with emotional and behavioural difficulties are helped well and incidents of poor behaviour are rare.

Pupils' strong sense of responsibility and maturity underpins their good behaviour and is seen in how well they cooperate and share ideas in lessons. By Year 6, they are keen ambassadors for the school. Throughout the school, they make a good contribution to its work and to their community, for example, through the school council, as play leaders, by fund raising and doing charity work. Along with demonstrating their responsibility within school, of special note is pupils' respect for each other's backgrounds and other people's religions. Close links with the church help to promote pupils' good spiritual and moral development. Their excellent understanding of the importance of keeping fit and eating healthily is reflected in their enthusiasm for sport and in the school's national awards.

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Pupils are competent when using computers in different subjects and develop their economic awareness through enterprise activities. Pupils' attendance is average and improving because the school has improved procedures for promoting good attendance. The extent to which pupils apply their basic skills prepares them soundly for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Lessons are usually enjoyable and pupils experience an appropriate mix of listening to the teacher, responding to questions, sharing ideas and working independently. This, along with teachers' effective strategies for managing pupils' behaviour, means that pupils are attentive and interested. Day-to-day assessment is effective in most lessons but in some cases, opportunities for well-focused learning are missed because pupils' different starting points are not taken into account in teachers' planning. Pupils in mathematics lessons are not routinely given sufficient opportunities to explain their thinking.

There is a thorough and effective structure for embedding the key skills of literacy and numeracy in the context of a broad curriculum. The creative curriculum has been used well to speed up their progress and is having a particularly good impact on raising pupils' attainment in writing. Subjects are linked together imaginatively and pupils' learning often has a practical starting point. Subjects such as art and design, together with the valuable contribution of visitors to the school, bring learning alive and are used well to underpin academic learning, for example, when pupils learn and write about the Tudors. Pupils

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really enjoy the good range of after-school clubs, which enrich the curriculum and cater for the interests of both boys and girls, including in sport.

Effective procedures ensure that pupils are protected, safe and secure in school. Pastoral care is strong. Good partnerships with parents enhance pupils' progress. Pupils and parents appreciate the family atmosphere in school and how well later entrants are enabled to settle. Good support for vulnerable pupils helps them to adjust to school and learn well. The school also draws upon its good links with outside specialists to help these pupils. Older pupils are very clear about their targets but not always clear about the steps they need to take to reach a particular National Curriculum level. Good links with secondary schools ease the transfer to Year 7. The provision in the breakfast club and after-school clubs is good and supports pupils and working parents well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher demonstrates a clear vision which is shared by staff. Following changes in staffing, improving teaching has been a major priority. Teaching and learning are regularly monitored by the headteacher and a very effective system has been introduced for recording data and checking pupils' progress. This system has been used well to set challenging targets and raise standards. Responsibilities are evenly shared but, while some subject leaders are having a strong impact on raising attainment, others do not have a whole school picture of teaching and learning and do not yet observe colleagues teach. Staffing changes have held back further development of subject leaders' roles. Partnerships with other primary schools are satisfactory although the school is taking active steps to develop these. The governing body has supported the headteacher in implementing changes since the previous inspection, including in improving premises. Systems are in place to ensure statutory requirements are met and finances are managed prudently. Governors have a good range of expertise but not all have received recent training in understanding performance data and this limits the extent to which they can challenge the school. ♦

Safeguarding is prioritised and is firmly established in policies, working practices and the ethos of the school. This is affirmed by the high degree of endorsement from parents in the questionnaires returned and pupils' unequivocal view that they feel safe. There was no evidence of discrimination at the time of the inspection, and the similar rates of progress of different groups of pupils as they move up through the school mean that equality of opportunity is satisfactory. The school is active in promoting community cohesion at a local level and also develops pupils' understanding of cultures in different parts of the

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world. However, the school has rightly evaluated that it is not yet doing all it can to help pupils understand fully the cultural diversity to be found in the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Close links with the pre-school on site and a warm welcome from staff ensure that children settle well. Care and welfare are given a high priority and this helps children feel safe and secure. There is a range in children's levels of skill and knowledge on starting school although, overall, they are broadly in line with those expected. Children make good progress and, by the end of Reception, their attainment is above average, including in literacy and numeracy. The strong focus on developing their language and personal skills, and thorough systems for teaching phonics and reading give children a good start. They explore and learn well through a range of activities which children enjoy. Role play, for example in the 'Robin Hood' den, supports their creative development as well as their language and personal skills. Adults strike a good balance between more formal, adult-led activities and those that children select for themselves. Activities are carefully planned for learning indoors and outside. The school makes good use of the outdoor area, although this is small. Good leadership and management ensure that the procedures for assessing children's work and monitoring their progress are effective. There are excellent transition arrangements when children move on to Year 1. Staff provide good information for parents, who are delighted with how well their children are progressing.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Just over two thirds of all parents and carers returned questionnaires, which is a much higher rate of response than is typically found. A large majority are pleased with their children's experiences at the school. They feel this is a happy school where their children are kept safe and their children enjoy attending. The majority of parents and carers are pleased with the progress their children are making but a few felt progress was inconsistent for more-capable pupils. Additionally, a few are concerned that teaching is not good in every class. A minority do not feel the school always listens to their concerns. Inspectors agree with the positive comments made by parents and carers and also agree that more-capable pupils do not make consistently good progress in Key Stage 2. They agree that teaching is less consistently effective in Key Stage 2 than in Reception and Key Stage 1. They found no evidence that the school does not listen to the concerns of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's Church of England 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 132 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	66	32	34	0	0	0	0
The school keeps my child safe	68	72	24	26	2	2	0	0
My school informs me about my child's progress	41	44	47	50	4	4	1	1
My child is making enough progress at this school	47	50	37	39	6	6	0	0
The teaching is good at this school	57	61	31	33	3	3	2	2
The school helps me to support my child's learning	59	63	30	32	2	2	2	2
The school helps my child to have a healthy lifestyle	62	66	31	33	0	0	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)	52	55	32	34	4	4	0	0
The school meets my child's particular needs	49	52	41	44	4	4	0	0
The school deals effectively with unacceptable behaviour	51	54	37	39	3	3	1	1
The school takes account of my suggestions and concerns	44	47	39	41	4	6	6	6
The school is led and managed effectively	63	67	23	24	5	5	0	0
Overall, I am happy with my child's experience at this school	62	66	27	29	3	3	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 November 2010

Dear Pupils

**Inspection of St Peter's Church of England Primary School, Aylesford, ME20 7BE**

Thank you very much for welcoming us to your school. We enjoyed talking with you and your teachers. This letter is to tell you what we found out about your school.

- The school provides you with a satisfactory and improving education. Here are some of the things you and your school do well: You make a good start in Reception and continue to do well in Key Stage 1.
- Your progress is good in Year 6 and you do well in writing in Key Stages 1 and 2.
- You enjoy school and help to make it a special place because you are polite, helpful and behave well.
- Your spiritual, moral, social and cultural education is good.
- You feel extremely safe and have an excellent understanding of how important it is to keep fit and healthy. You know you should not eat too many cakes and sweets.
- Senior staff, teachers and governors take good care of you and are working hard to make your school even better.

This is what we are asking your school to do to improve:

- Help some of you to make faster progress in reading and mathematics in Key Stage 2. ◆◆◆
- Make all lessons as good as the best ones so that the work is at the right level for you all.
- Make sure all school leaders check more thoroughly how well you are progressing.

We hope you will continue to enjoy school and you can help by working hard in all you do. ◆

Yours sincerely

Eileen Chadwick

Lead inspector

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