

St Peter's Primary School

Inspection report

Unique Reference Number	101739
Local Authority	Croydon
Inspection number	363660
Inspection dates	21–22 June 2011
Reporting inspector	Patricia (Tricia) Davies

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Pat Kingston
Headteacher	Kate Sibly
Date of previous school inspection	15 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed eight teachers during visits to 13 lessons. Meetings were held with senior leaders and staff coordinators, the Chair of the Governing Body and the vice-chair and a representative group of pupils. Inspectors also spoke with pupils in lessons. They observed the school's work, and looked at a range of documentation including documentation relating to safeguarding, assessment and attendance data, monitoring information, the governing body minutes and pupils' work. Inspectors also scrutinised 126 questionnaires received from parents and carers and others from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The success of strategies for accelerating progress at Key Stage 2, including the impact of monitoring by school leaders on the quality of teaching and learning.
- The extent to which lesson activities are adapted to meet pupils' needs and challenge them to do well, especially the more able.
- The impact on pupils of opportunities to promote healthy lifestyles.
- The extent to which the governing body takes active steps to influence the school's work, and especially to extend pupils' experience of cultures and faiths in the United Kingdom and abroad.

Information about the school

St Peter's is similar in size to many other primary schools. A growth in numbers is planned over the next few years so that there will be two classes in each year group. This process started in September 2010 with the formation of two classes in the Reception Year. Building work for new school accommodation is also about to start.

The majority of pupils attending the school are White British, with other pupils coming from a wide range of minority ethnic backgrounds. A very small minority of pupils speak English as an additional language. The proportion of pupils identified as having special educational needs and/or disabilities is below average. The proportion known to be eligible for free school meals is below average. The school has national Healthy Schools status.

The school runs a before-school club each day. There is also an after-school club held on the premises that is not managed by the school's governing body and was not, therefore, part of this inspection. Staffing has been largely stable since the school's last inspection, with some changes at the start of this school year. A new headteacher has been appointed to join the school in September 2011.

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 quality of education for its pupils. Among its strengths is its good pastoral care, creating a safe and friendly community that is much appreciated by parents and carers. Pupils like their school a lot. They get on well together, are courteous and well behaved, and interested and willing to learn. Their enjoyment of school life is reflected in their above average attendance and is enhanced by a wide and varied range of extra-curricular activities that extend and enrich their experience.

The school has maintained high-quality provision in the Early Years Foundation Stage, accelerating children's learning rapidly and thus giving them an excellent start to their education. Thereafter, however, the quality of teaching and learning varies, so that pupils' progress overall is satisfactory. While there is evidence of good progress, this pace is not yet sustained and concerted enough across Key Stage 1 and 2 to lift attainment at the end of Key Stage 2 securely and consistently into the above average range. Consequently, with some variation, the pattern of attainment over time at Year 6 is broadly average. Brisk, precise and challenging teaching ensures pupils' full attention, leading to keen interest and swift learning. However, pupils' progress slows when lessons become too noisy, or tasks are not demanding enough, especially for the more able.

Members of staff are positive about their school and, together with the governing body, show a satisfactory capacity for sustained improvement. Responsibilities are shared widely among teachers so that all play a part in moving the school forward. A key feature of the school's monitoring arrangements is its analysis of assessment information, enabling staff increasingly to fine-tune support in and out of lessons for individual pupils identified as falling behind or in need of extra help. This information in particular gives school leaders a sound view of the school's performance. Teaching and learning are helpfully evaluated through, for example, the scrutiny of planning and pupils' work. However, improvements to teaching are not yet supported fully through systematic and focused observation of lessons. The good practice present in the school is not shared widely enough so that all lessons benefit from these strengths.

The school and governing body have been closely involved in making arrangements for the next school year. The governing body is careful in ensuring that statutory requirements are met so that safeguarding procedures, for example, are good. Arrangements to promote community cohesion are growing. They are valuably established within the school's community and locally, and the school is now seeking and establishing links within the United Kingdom and in other countries to increase pupils' knowledge and understanding of how others live.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Increase the amount of good and better teaching and learning in Key Stage 1 and 2, in order to lift pupils' attainment securely and consistently to above average levels at Year 6, by:
 - ensuring lesson activities are regularly well matched to pupils' needs and challenging, especially for the more able
 - keeping noise levels to a minimum so that pupils remain attentive and well focused on their work
 - sharing the good practices that already exist within the school so that they are common features in all lessons.
- Ensure that the observation of lessons by school leaders is systematic and focused, and evaluates the impact of the school's initiatives to increase pupils' achievement, in order to make further adjustments to provision.
- Extend pupils' experience and appreciation of how others live within the United Kingdom and around the world.

Outcomes for individuals and groups of pupils

3

Much of the time pupils are keen to get on with their work, attentive to their tasks and clear about what they have to do. Even though some do not readily put up their hands to answer questions during whole-class sessions, they are quick to engage in discussions with a partner. Pupils are confident to read out their work to others or have a go at dramatising a poem. When asked to share ideas about environmental issues, for example, responses from older pupils were thoughtful and considered. Pupils are particularly enthused by quick-fire tasks, leading to rapid learning and swift completion of work. Such are their positive attitudes in class that, sometimes, the restlessness of a few pupils does not disturb the learning of others. At other times, however, inattention grows as noise levels rise, so impeding the speed at which pupils learn.

Children in the Reception classes make extremely rapid gains in learning from broadly expected starting points on entry. Progress does not proceed at the same fast pace in Key Stage 1 and 2, affecting all groups of pupils, including those with special educational needs and/or disabilities and pupils who speak English as an additional language. Variations in learning during lessons and, consequently, in pupils' progress in the longer term, do not provide a firm enough base for sustaining pupils' attainment firmly at above average levels by the time they leave at Year 6. While the current group in Year 6 are on track to reach above average attainment in English and mathematics this year, the general picture over time has been one of broadly average attainment, with little significantly above the national average in recent years.

Pupils speak with much appreciation about their safety at school; they are confident that staff care about them and 'everyone counts'. Their happy faces after football practice, glowing with the signs of vigorous physical activity, show their enthusiastic response to keeping fit, while they are knowledgeable about diet and healthy foods. The harmonious relationships among pupils of all ages and backgrounds are a marked feature of the school and enable everyone to make an important contribution to the school's community. So, too, do the close links with a local church and enthusiastic participation in area events,

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such as the dance competition held the night before the inspection took place. Although they did not win, it was clear that, for the pupils, the enjoyment of taking part more than compensated. Such personal qualities are important assets for pupils' future well-being, soundly supported by their academic achievements.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
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	3
Taking into account:	
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 enthused by the school's broad range of activities and benefit from specialist support from outside school and the Healthy Schools status. They like the many sports activities, for example, and thoroughly enjoy learning to play the trumpet. They also benefit from the opportunity to learn to speak French and Spanish, and from taking part in the gardening club. Information and communication technology is used for imaginative projects, such as one class recording another at work for sharing with parents and carers.

During lessons, good relationships with pupils foster a positive climate. Work in small groups is often supported well by teaching assistants. While the progress of those with special educational needs and/or disabilities largely matches that of other pupils in lessons, one-to-one sessions with individual pupils are particularly effective because they are tailored very specifically to each pupil's needs. In the most successful lessons, there are high expectations, not only of what pupils should do, but also in the confidence that they will do well as a matter of course. Nevertheless, such challenge is not always present in the same measure in every lesson. Tasks are generally matched appropriately to pupils'

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needs, but they sometimes target what is known already, without moving pupils on, or pupils are not fully briefed or clear about their activity. Sometimes, too, not enough is demanded of pupils who stay silent during discussion. Where noise levels and restlessness increase, it is often because pupils are not challenged enough, but also because effective action is not taken soon enough to recapture pupils' attention.

The school works closely with outside agencies to bring in specialised support where necessary to help the most vulnerable pupils. As a result, the school can show where it has been the catalyst for increasing individual pupils' social skills, confidence and academic achievement. Good attendance is promoted well, lifting attendance to its above average level last year and sustaining it this year. Pupils, too, play their part through the 'buddy' system for new arrivals into Reception. One governor reported that, although his children had long since left the school, they still kept in touch with those they had met at the school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The entirely positive response received from staff to the Ofsted questionnaire illustrates the strong commitment of the headteacher and staff as a whole to the school community and its well-being. Parents and carers express much satisfaction, and almost unanimous agreement that their children enjoy their experiences at St Peter's. The school's good attention to the personal development of its pupils is not, however, as yet fully matched in meeting their academic needs. For this reason, equal opportunities and the tackling of any discrimination in outcomes, and the school's value for money are satisfactory, rather than good.

Effective steps have been taken to sharpen assessment practices. Assessment information is used already with increasing success to hold staff to account for pupils' progress in their class and identify key priorities for improvement within subjects and for individual pupils. There are appropriate arrangements to evaluate teaching, and teachers new to the school report that they feel well supported. Nevertheless, lessons are not yet visited systematically enough to tackle robustly the variations in their quality, or to evaluate the impact of initiatives that have been introduced to improve practice further and raise achievement.

The school benefits from the dedicated support of a well-organised governing body. The expertise of individual members is used valuably to support improvement, in science and religious education, for example. A system of regular monthly visits, links with different areas of the school's work and information from staff give the governing body a sound

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understanding of the school's effectiveness. There has been careful planning for the new building and valuable consultation with parents and carers when drawing up the school's equal opportunities policy. Safeguarding arrangements follow good practices, with thorough checks, up-to-date training for staff and good attention to internet safety. Advice has been taken from the local authority regarding the site's security in preparation for its building programme. Links in Africa and with Brazil, for example, mark out the early development of community cohesion beyond the school in order to extend pupils' experience of cultures other than their own.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children in Reception play together with great confidence and pleasure, and their well-being and safety is assured through vigilant supervision. Extremely rapid learning is promoted by a highly effective mix of stimulating activities and resources, and focused attention to developing early basic language, literacy and mathematical skills. Considerable interest and excitement is promoted indoors and out. Children's enthusiastic use of the charity shop, for example, promoted not only their imagination, but also their experience of real life as both shopper and shopkeeper, identifying prices and using the tills. In the nocturnal animals' hide outside, children explored with torches and chatted happily about the birds and animals they found inside the tent. Indeed, enjoyment levels among children are considerable. Such was the pleasure and success gained from their work identifying tens and units in two-digit numbers that children were keen to do more. All children are also eager to write. One group confidently read their writing out loud, included punctuation, and attempted spellings independently. Interventions from staff are timely and suggestions for connectives and openings for sentences are readily available, with photographs to give children visual clues. The legacy of the Early Years Foundation Stage

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work on literacy skills is now evident in the positive attitudes to writing among pupils in Year 1.

Staff are highly enthusiastic and ambitious for success and work together very well. Observational assessment is thoroughly embedded and this information is regularly updated and used with a great deal of skill to set personalised targets for individual children, tailor activities closely to their needs and abilities, and spot general areas of weakness in children's development. Although the school reports some anxiety among parents and carers about the expansion to two classes this year, the favourable responses from parents and carers in questionnaires about their children's experience in this larger Reception group mark out the extremely effective management of this important change.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The return of questionnaires from parents, at 52%, is much higher than average. Levels of satisfaction are above 90% in reply to many of the questions, with unanimous agreement that the school keeps children safe. Written responses express pleasure with the school's pastoral care, friendliness and sense of community, and with pupils' enjoyment of their activities. Inspection evidence endorses these views. The main concerns expressed through answers to questions and written comments are largely about the school's communication with parents and carers. Other concerns expressed in writing cover a number of issues relating broadly to children's progress and meeting their needs, and to behaviour. During the inspection, the inspectors found progress to be variable and satisfactory as a whole, and also found that work was not always adapted closely enough to meet pupils' needs. Inspectors found behaviour to be good, but that noise levels in lessons were sometimes too high and that these were not always reduced quickly enough before they constrained pupils' learning. Evidence also showed that the school is eager to strengthen its links with parents and carers. For example, pupils are filming work in classes so that parents and carers can see what happens in school. The daily club run before school also provides a safe and happy place for parents and carers who need to drop off their children early. The school reports that some changes, like those to the size of the Reception group, were dependent on external factors, such as securing suitable accommodation. It was not, therefore, able to pass on information well in advance. However, the governing body reports that it involved parents and carers in putting together the school's equal opportunities policy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's 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 126 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	67	38	30	3	2	0	0
The school keeps my child safe	86	68	39	31	0	0	0	0
My school informs me about my child's progress	47	37	69	55	8	6	2	2
My child is making enough progress at this school	51	40	64	51	4	3	4	3
The teaching is good at this school	55	44	61	48	5	4	2	2
The school helps me to support my child's learning	52	41	62	49	10	8	1	1
The school helps my child to have a healthy lifestyle	47	37	75	60	4	3	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)	44	35	63	50	7	6	1	1
The school meets my child's particular needs	49	39	67	53	4	3	4	3
The school deals effectively with unacceptable behaviour	40	32	72	57	10	8	0	0
The school takes account of my suggestions and concerns	36	29	71	56	9	7	5	4
The school is led and managed effectively	44	35	71	56	5	4	5	4
Overall, I am happy with my child's experience at this school	68	54	49	39	6	5	2	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



23 June 2011

Dear Pupils

Inspection of St Peter's Primary School, Croydon CR2 7AR

Thank you for your friendly welcome when we visited your school and for talking to us about what you were doing during lessons and at other times. This letter is to tell you some of the things we found out about your school while we were with you. Most importantly, your school gives you a satisfactory education and the staff are making improvements to help you make even faster progress than you do now. It was good to hear that you think school is fun and that you know that the care and safety of each one of you matters to the staff. Your care towards each other was clear, too, in how well you all get on together and in the links forged between older pupils and those of you new to the school.

Here are some other important things about your school.

- In the Reception classes, children progress really quickly and thoroughly enjoy writing and working with numbers.
- You are keen to learn, but sometimes lessons are a bit too noisy so that you lose attention and then your progress slows down.
- You enjoy the school's many clubs and activities like the dance competition, the girls' football sessions and the lunchtime chess club, and taking part in the many sporting activities makes sure you keep fit and healthy.
- Careful checks on your progress help staff to see where some of you would benefit from extra help in small groups or on your own.

These are the things your school has been asked to do to help it to improve.

- Give you more challenging work to complete during lessons, keep noise levels down in class and share good teaching methods between all members of staff in order for you all to achieve well.
- Make sure that teaching and learning are checked carefully by staff with particular responsibilities so that they know if their improvements are successful.
- Increase your experience of how other people live in this country and around the world.

All of you can help, too, by making sure that you are always attentive in lessons.

Yours sincerely

Patricia Davies Lead Inspector

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