

St Peter's Primary School

Inspection report

Unique Reference Number	116666
Local Authority	Herefordshire
Inspection number	358003
Inspection dates	5–6 July 2011
Reporting inspector	Alan Dobbins

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Rev Clare Sykes
Headteacher	Kevin Wright
Date of previous school inspection	20 February 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed, in part or in full, eight lessons and all eight of the classroom teachers. They held meetings with the Chair of the Governing Body, staff, groups of pupils, the local authority link advisor and the school improvement partner. Inspectors looked at policies and reviewed documents and the school's data on pupils' progress. They scrutinised 56 questionnaires from parents and carers and spoke with 15 parents and carers.

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

- How accurately do staff assess pupils' attainment?
- How effective are teachers in meeting the learning needs of all pupils, but especially pupils with learning difficulties and/or disabilities?
- How effective is the new team of senior leaders in improving the school?

Information about the school

St Peter's is an average sized school. Most pupils are White British. The proportion of pupils known to be eligible for free school meals is above national averages, as is the proportion of pupils with special educational needs and/or disabilities. Since the last inspection there has been a substantial turnover of senior leaders and teaching staff. Only two current teachers were at the school during the time of the last inspection. The headteacher took up his post in January 2009. The school is one of seven schools that, through local collaboration, form a Trust.

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

St Peter's is a good and improving school. It is a calm and well ordered place where, routinely, pupils and staff go purposefully about their business. Over the last two years, the team of senior leaders have worked successfully in raising expectations and embedding procedures to support continuing improvement. Pupils are making better progress than at the time of the last inspection because teaching is better. Almost all parents and carers are firm supporters of the school. One writing, 'all three of my children have been thoroughly happy at school and as a parent so have I'.

Children in the Early Years Foundation Stage gain an outstanding start. Typically, they enter with levels of development below those expected nationally in each area of early learning, with language development well below the level expected. In a safe and nurturing environment they settle quickly as they develop strong relationships with the adults who work with them. Children make outstanding progress so that, by the time they enter Year 1, their language development, while still below, is much closer to that expected. Their attainment matches or exceeds national averages in the other learning areas. Over Years 1 to 6, good teaching is ensuring that pupils build well on the skills they develop in the Early Years Foundation Stage. The impact of this through the school is leading to a noticeable trend of rising attainment. Pupils in Year 6 who left last year (2010) attained below national averages in English and mathematics. Those who are leaving this year (2011) have matched the national average in English and are close to the average in mathematics. The school's records show that pupils in each of the Years 1 to 5 are, typically, attaining at higher levels than was the case for pupils in the same classes last year. This applies to all pupils, including those with special educational needs and/or disabilities. They make good progress against their targets because of the good support they receive for their learning. The outstanding help and guidance provided for their other difficulties has a significant impact on raising pupils' self-esteem and confidence as learners. The priority given to firstly improving progress in English, then mathematics, is reflected in the better rate of improvement for English. Hence pupils' attainment in mathematics lags a little behind that in English.

Pupils show by their good behaviour and the respect they have for their teachers and assistants that they have fully accepted their role as learners. They are proud of their school, feel very safe there and enjoy working hard to do their best. They talk with maturity about the right of others to hold different opinions and beliefs and of how membership of the class councils and school council raises their awareness of the need to be fair and of the workings of a democracy. They know what is right and wrong, and make difficult choices well, including those to do with staying safe and keeping healthy.

The headteacher guides a formidable team of senior leaders in whose leadership governors and staff have full confidence. Collectively, they are making a significant and

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positive impact on school improvement. Beginning with assessment, senior leaders put in place systems to ensure that judgements on what pupils know and can do were accurate and introduced an effective system for recording and tracking pupils' progress. These have benefited teaching and learning significantly because teachers are now using this accurate assessment information well to plan work that matches closely with the learning needs of individual pupils and is not too easy or too hard for them. The progress of individual pupils is tracked well using these new systems. However, assessment information is not being used robustly enough to check the standards achieved by different groups of pupils, such as boys and girls, pupils with special educational needs and/or disabilities and for each year group as they move through the school. Embracing parents and carers in a fuller partnership has increased the community feel of the school. Making outstanding use of other schools and agencies has produced a curriculum that is broader and more relevant to pupils than was the case at the last inspection.

The better teaching and progress, the improved curriculum, the outstanding way the school looks after the pupils and the closer links with parents and carers and with partners show the capacity to sustain improvement to be good.

What does the school need to do to improve further?

- Give a higher priority now to raising standards in mathematics to match the rate of the improving attainment in English.
- Sharpen the analysis of assessment information so that it provides a clear picture of the achievement of different groups of pupils as they progress through the school.

Outcomes for individuals and groups of pupils

2

Lessons are enjoyable because pupils like their teachers and the assistants very much, and this helps them feel comfortable and confident as learners. Their positive attitudes to learning, routinely shown through the efforts they make to do their best, make an important contribution to their improving progress. In an outstanding lesson in mathematics, which focused on the use of coordinates to describe and explain locations and directions, all pupils worked animatedly and enthusiastically. They had great fun working with each other in solving their tasks before joining together at the end of the lesson to discuss and apply their new learning. Pupils rose to the high expectations of the teacher and this was evident in the quality of their discussions and the respect they showed for the thoughts and opinions of their friends.

Pupils gain a good awareness of the need to stay safe as provision is tailored to the school's location in a rural setting and emphasises the need to be safe around water and farming machinery. Pupils enjoy the healthy lunches and most packed lunches include healthy foods. There is high take up for the lunchtime sports activities and the sports competitions with the other schools in the Trust. The school is a cohesive community in which pupils are proud to take responsibility, for example as members of the councils for each class and of the school council, and when they show visitors around the school. The school has a high profile in the town because the links with the surrounding community are very strong. They are sustained through pupils' regular visits to local places, such as theatres and museums to support classroom learning and, especially, through taking part with the town's people in the flower, choir and craft events. The close link with the church helps pupils gain a clear understanding of spiritual issues, such as the importance of truth,

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trust, respect and friendship. Pupils develop strong awareness of the different cultures and beliefs that contribute to the diversity of the United Kingdom through good opportunities in the curriculum and well established links with schools in Tanzania, New Zealand and the USA.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

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?

Planning for lessons now follows a consistent format over all classes. Teachers routinely state the purpose of the lesson and what they expect pupils to learn. Pupils like this because they know what is required of them. They also like knowing the levels at which they are working in different subjects and what they have to demonstrate to progress to the next level. Teaching and learning are increasingly well organised. Planning for individual learning is better and pupils are clearer about their responsibilities; both contribute to the increasing proportion of outstanding teaching.

The curriculum is well organised and provides learning experiences that are relevant to each pupil. English and mathematics are taught as discrete subjects. Well selected topics, such as volcanoes and circuses, guide work in the other subjects while building pupils' curiosity and enthusiasm for learning. The wider range of enrichment activities results in pupils being presented with more opportunities than at the time of the last inspection. For example, the PlayPod is used at lunchtime very effectively to promote innovative play activities that especially benefit social skills and increase awareness of recycling. The

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music week includes demonstrations and instruction in playing percussion instruments and learning dances from different countries. The residential visit to an outdoor activity centre is very much enjoyed by the older pupils. The secondary school in the trust provides beneficial opportunities for pupils to use specialist facilities not available at St Peter's, such as workshops for design and technology activities.

The school is justifiably proud of the outstanding way it looks after pupils. They feel very safe and are secure in a caring environment that increasingly requires more from them as learners. Parents and carers are rightly fulsome in their praise for how good the school is at helping their children with their learning and with issues to do with growing up; as well as helping them deal with those to do with the family. The excellent relationships with many agencies mean that quick and expert help is available when matters cannot be dealt with solely by school staff. All pupils are able to make the best of all the opportunities provided by the school. Transition through the school and to the next school is smooth and seamless. The school's considerable work on attendance is leading to rapid improvements in this and in the reduction of the number of pupils who are persistently absent.

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?

The headteacher's first step to improvement was to raise expectations of pupils' progress by improving teaching through rigorous procedures for monitoring the quality of teaching and for supporting the development of teaching staff. The strategy was to improve progress in English, then mathematics. This has meant that the rate of gain in English is currently better than in mathematics. Designating a Pupils' Individual Needs Manager successfully created an increased focus on the attainment and progress of all pupils, including those with special educational difficulties and/or disabilities and the more able. Effective monitoring of the progress of individual pupils ensures they have good access to all the school offers. Consequently, all groups of pupils make good progress towards challenging targets. Information from the new tracking system has been primarily used to help teachers plan lessons that are right for the pupils in their classes. Less use has been made to judge the progress of different groups to make sure that any differences in achievement, should they appear, are picked up quickly.

Parents and carers appreciate their closer links with the school, including the increased flow of information they gain on their children through the new format for reports, the open days and open classrooms, the stay and play sessions and the new website. They especially like the home-school liaison book through which they 'chat' to their children's

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teachers. The closer links are stimulating an increasing number of volunteers to help in school. Parents and carers appreciate the regular opportunities they have to comment on the school through the school's questionnaire, and to influence school decisions, even when they may not always agree with the decisions, for example the changed car parking arrangements. The support of parents and carers through the Friends of St Peter's has been substantial. Community cohesion is promoted well through effective auditing and planning for the school's needs. The school has strong local and international links. The partnerships with the local trust schools provide additional benefit to pupils' learning.

Through their good reporting procedures and their regular visits, governors know the school well. They are well led and are assiduous in ensuring the school is a safe and secure place. Staff training is to a high level. The personal, social and health education programme is relevant because it focuses well on issues to do with safety and safeguarding particular to the school's rural location. Collectively, governors have the skills, knowledge and determination to challenge leaders in their drive for improvement.

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	1
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

Leadership and the day-to-day management of the Early Years Foundation Stage are outstanding. The Early Years Foundation Stage is a rich learning environment characterised by outstanding teaching that is supported by an excellent range of relevant resources, both indoors and outside. It is a joyful place where children have many opportunities to choose what they wish to do and to talk about their experiences, for example of tending their plants, riding their big bikes and trikes and exploring counting. Record keeping is detailed and assessment information is used exceptionally well to ensure that learning experiences are made relevant, irrespective of children's capabilities and needs. Assessment is based firmly on national guidelines and provides an accurate

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judgement of childrens' developmental levels on entry and the outstanding progress they make in Nursery and Reception. As they play together children develop understanding of the routines and expectations for learning and an awareness of the importance of staying safe. They are prepared outstandingly well for Year 1.

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 response rate was low when compared to schools nationally. The small number of parents and carers who responded to the invitation to complete the questionnaire or who spoke with an inspector are uniform in their praise for the school. They are especially happy that their children enjoy school and that they feel safe there. Most judge that the school is effectively led and managed. Those who talked with inspectors say the school is getting better. A very small minority of parents and carers feel that their suggestions and concerns are not dealt with well enough. Inspectors looked closely at this and talked with six parents and carers specifically about this. Inspectors judged that parents and carers have many channels through which they can communicate their thoughts and feelings to the school so that senior leaders can recognise these in their decision making. One parent reflected her strong feelings for the school when she said that she and her son were so happy with the school that she, 'wished he could stay there forever'.

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 56 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	57	23	41	1	2	0	0
The school keeps my child safe	41	73	14	25	1	2	0	0
My school informs me about my child's progress	28	50	21	38	2	4	4	7
My child is making enough progress at this school	24	43	26	46	4	7	1	2
The teaching is good at this school	31	55	19	34	3	5	1	2
The school helps me to support my child's learning	22	39	29	52	4	7	1	2
The school helps my child to have a healthy lifestyle	20	36	35	63	1	2	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)	24	43	28	50	1	2	0	0
The school meets my child's particular needs	25	45	26	46	4	7	1	2
The school deals effectively with unacceptable behaviour	16	29	34	61	2	4	2	4
The school takes account of my suggestions and concerns	18	32	29	52	7	13	1	2
The school is led and managed effectively	17	30	31	55	5	9	1	2
Overall, I am happy with my child's experience at this school	29	52	23	41	2	4	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



7 July 2011

Dear Pupils

Inspection of St Peter's Primary School, Bromyard, HR7 4UY

It was a pleasure for me and my colleagues to meet and spend time with you when we visited your school. Thank you for making us so welcome. We found your school to be a good school that is getting better. We especially liked that you told us you enjoy school and feel very safe and happy here. These are some of the other things we especially liked.

The outstanding start gained by the children in the Early Years Foundation Stage.

The outstanding way in which you are helped with your learning and other issues which you may have as you are growing up.

The good way you behave and the good attitudes you have to your learning, which are shown by the way you try to do your best in lessons.

The way that teaching is getting better and the good progress you make in your learning.

The outstanding links the school has with your parents and carers and with other schools and agencies, both of which contribute to your good progress.

The way in which your headteacher and his team of senior leaders are working hard and successfully to make the school an even better place for you to learn.

There are two things that we would like to see improved. We would like you to make the same progress in mathematics as you are making in English. We also want your senior leaders to make better use of the assessment information they have on you to judge how well different year groups and other groups of you, such as boys and girls are doing in your learning. You can help by always behaving as well, and by working as hard, as you did in the lessons that my colleagues and I visited.

Yours sincerely

Alan Dobbins

Lead Inspector

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