

St Peter's Anglican/Methodist VC Primary School

Inspection report

Unique Reference Number	132927
Local Authority	South Gloucestershire
Inspection number	381478
Inspection dates	22–23 November 2011
Reporting inspector	John Eadie

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Alison Dark
Headteacher	Keith Tinline-Purvis
Date of previous school inspection	7–8 October 2008
School address	Bank Road Pilning Bristol BS35 4JG
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Introduction

This inspection was carried out by three additional inspectors. They visited 27 lessons or part lessons and observed seven teachers. Inspectors held meetings with leaders and managers, staff, pupils, the Chair of the Governing Body, the governor responsible for safeguarding and a senior adviser from the local authority. They observed the school's work and looked at a variety of documentation, including the school's improvement plan and policies and procedures, particularly those concerning safeguarding. Inspectors analysed the data showing the progress that pupils are making and evidence from the school's own monitoring as well as that of the local authority. Questionnaires returned by 89 parents and carers were analysed, as were those completed by 95 pupils in Years 3 to 6 and 16 staff.

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

- The progress of pupils in all year groups in the school, as nationally published data suggest that this is inadequate.
- The standards being attained by pupils now, as these appear to have been declining in recent years.
- Levels of challenge for more-able pupils, particularly in Years 1 and 2.
- The progress of boys in Years 1 and 2, as data suggest that they are not performing as well as girls in this age group.

Information about the school

St Peter's is slightly smaller than the average-sized primary school and moved to its present purpose-built site in March 2011. There has been a significant period of turbulence with staffing over the past two years. The school has been led since early September by an acting headteacher, who is a senior school improvement officer with the local authority, as the headteacher is on long-term sick leave. A very large majority of the pupils are White British and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils identified with special educational needs and/or disabilities is below average. Most of these have behavioural, emotional and social difficulties, moderate or specific learning difficulties or speech, language and communication needs. The proportion of pupils joining and leaving the school other than at the usual times is broadly average but has been increasing in recent years. The school runs a breakfast club and hosts an after-school club which is managed privately and inspected separately.

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 is a satisfactory school. It has made several improvements since its previous inspection, for instance in the good quality of care, guidance and support it now provides. Parents and carers recognise this, saying such things as, 'Pastoral care is exemplary.' Pupils feel very safe in school and say that there is always someone to whom they can turn. This care extends especially to pupils with special educational needs and/or disabilities and other potentially vulnerable pupils who, because of the good provision made for them, make good progress in their learning and development of their social skills. A key part of provision is the good safeguarding arrangements.

Pupils' progress is satisfactory. Data from the national assessments last term suggest that pupils were making inadequate progress then. This has been turned round in a short time because of the determination and hard work of the whole staff team, ably led by the new senior leadership team, formed in July 2011, and subsequently the acting headteacher. Pupils' progress, though accelerating, is not yet consistently good because there are lessons where they spend too long listening and others where the pace is not sufficiently brisk. Pupils' attainment is now average and, in most year groups, the large majority of pupils are working at expected levels. This shows significant improvement from the nationally published data from 2010/11, where attainment was below average. However, it is not yet high enough and work continues to raise attainment. Systems of setting targets for pupils' next steps in learning are in place but are not being used consistently, particularly in mathematics. Although there are some variations in parts of the school, there is no significant difference in the performance of boys and girls. Assessments show that very few pupils in Year 2 attained at the higher level. There is still work to be done to raise the levels of challenge for the more able in all year groups, but particularly in Years 1 and 2. Children's progress in the Early Years Foundation Stage has also improved since the last inspection, and is now good due to the improved provision and the clear leadership and management of the setting.

Pupils are developing well into thoughtful and sensible young people who have a keen awareness of their place in society and their responsibilities towards it. Their spiritual, moral, social and cultural development is good. Pupils generally behave well, both in class and around the school. Although there are a few who find behaving well difficult, the school usually manages this well and learning is rarely disrupted.

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The accelerated rate of improvement is largely due the formation of the present senior leadership team. This progress has been given fresh impetus by the arrival of the acting headteacher, who has brought a wealth of experience and empowered all the staff to develop and move forward. The team ethos and desire to improve is reflected in the responses by staff to the questionnaire. They are very positive about knowing what the school is trying to achieve and their involvement in this process. Many commented on this, one saying, 'Since September 2011, I feel that the school has improved greatly and the leadership team is moving the school in the right direction.' There are clear and thorough systems of self-evaluation, which now involve governors. These have built a very accurate picture of the school's strengths and areas for development. However, this is all quite recent and, although clear progress has been made, there are still questions about sustainability and embedding systems, and so the school's capacity for sustained improvement is satisfactory.

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

What does the school need to do to improve further?

- Raise pupils' attainment by ensuring that the system of setting pupils' next steps in learning currently being used are consistently implemented so that:
 - targets are sufficiently specific in order that they match each pupil's needs and abilities
 - pupils know clearly what they need to do to improve from the feedback they receive from teachers.
- Accelerate pupils' progress, particularly in mathematics, by:
 - ensuring that, in all lessons, pupils spend more time actively engaged in tasks and less time listening, particularly in the opening sections of lessons
 - raising the expectations of the rate at which pupils can work so that all lessons move along at a brisk pace
 - ensuring that there are sufficient levels of challenge for the more able, particularly in Years 1 and 2.
- Embed the new management procedures and structures so that consistency is attained in all aspects of the school's work.

Outcomes for individuals and groups of pupils

3

Learning in lessons is typified by a purposeful atmosphere and pupils' enjoyment and keenness to learn. In many lessons, there is a focused buzz of active learning when the pupils are working at their individual or group tasks. Pupils take good levels of independence in their learning. For example, in a mathematics lesson in Year 6, the pupils were deciding for themselves when they had done sufficient examples to master a particular aspect of percentages and were then choosing to move on to more challenging work. In several of the lessons observed, good learning was taking place. For instance, in Year 5, the pupils had been given an 'air raid shelter

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experience’ when a store room with no windows had been cleared so that they could experience what it might have been like to be in a dark air raid shelter. This initiated good discussions on their feelings which helped them to empathise with those who had gone through the Second World War.

Potentially vulnerable pupils, including those with special educational needs and/or disabilities, make good progress relative to their abilities, due to very careful checking of what they have achieved and consequent thorough planning for the next steps in their learning. Although a good start has been made at ensuring that other pupils know what they need to do to improve their standards, particularly in writing, they are not entirely clear, because these strategies are in the early stages of implementation and do not yet match individual needs sufficiently precisely.

Pupils show good knowledge of the factors that go to make up a healthy lifestyle and most put this into practice in their daily lives. For instance, there is good take-up of the variety of after-school sporting clubs and pupils generally make healthy dietary choices. They contribute very well to the smooth running of the school, knowing that their views are valued and that their suggestions will be considered. They are also involved well with the local community, for example working with a councillor to plan improvements to the local park. However, their contribution to the wider community is more limited. Pupils’ attendance is improving and is now above average, reflecting their enthusiasm for school.

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	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	3
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

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

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The quality of teaching is improving and is currently satisfactory, though with a number of good features. This improving picture is a key reason for pupils' better progress. Adults have good relationships with pupils which result in pupils being keen to work. Teachers plan well and are increasingly building better levels of challenge into their lessons. However, there are times when some of the more-able pupils are not sufficiently challenged, particularly in Years 1 and 2. Teaching assistants make a significant contribution to pupils' learning, particularly for those with special educational needs and/or disabilities. Lessons move at a satisfactory pace, which sometimes increases to good, but not consistently. The time pupils spend listening, rather than being actively involved in their tasks, is often too long.

Good examples were seen of teachers using their assessment of what had been achieved in previous lessons and adapting the work to be covered in the next lesson accordingly. A good start has also been made at assessing pupils' longer-term progress so that teachers have a clear picture of the progress of all pupils in their classes and are beginning to take responsibility, with the pupils, for accelerating it.

The curriculum meets requirements and the new topic approach that is developing is increasing its relevance and interest to pupils. There is some good practising of key skills across subjects, particularly for literacy skills, but there is more scope for this, especially in the use of information and communication technology. The curriculum is enhanced through a variety of visits and visitors and there is a good range of extra-curricular activities.

A particular strength in provision is the very thorough monitoring of the progress of no fewer than 12 different potentially vulnerable groups, though several of these have only two or three pupils. This has enabled the school to match provision to their needs very accurately so that these pupils are making good progress in their learning and personal development.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The very clear ambition to drive the school forward is shared by staff and governors. This has largely been instigated by the recently reshaped senior leadership team and given increased momentum by the arrival of the acting headteacher. The input from the local authority over the last six months has aided significantly in the process of

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improvement. The governing body has also reorganised its committee structure with a clear focus on standards and achievement, and governors understand the challenges they are facing. However, these management systems are new and, although they have had an impact on raising standards and accelerating pupils' progress, they have been in place for too short a time to demonstrate sustainability.

Potentially vulnerable groups of pupils are catered for well and are included in all opportunities available within school. Some other pupils, although making satisfactory progress, are not doing as well as they could be, so the promotion of equal opportunities is currently satisfactory. Safeguarding procedures are thorough and there are good quality risk assessments in place, particularly for school trips. Good systems such as these do not at present routinely include monitoring and evaluation of procedures to ensure consistent implementation. The school is a very close-knit community and there is good knowledge of, and involvement in, the local community. However, links with the wider community in the United Kingdom and beyond are more limited. The effectiveness of the partnership with parents and carers is recognised as an area for improvement. Work has started with, for example, a reasonably well-attended recent meeting for parents and carers to discuss how they could further support their children's learning.

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	3
The effectiveness of partnerships in promoting learning and well-being	3
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 make good progress in the Reception class because staff ensure that there are always interesting learning opportunities on offer that children can choose. These activities are well matched to children's needs. Good teaching ensures that children are learning the basic skills of literacy and numeracy well and they use these across their chosen activities.

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There is scope for children to explore larger equipment in the good outdoor provision and they have the choice of playing and learning in both indoor and outdoor areas. Activities are well planned and children’s achievements are carefully recorded and used as a basis for planning for the future. Assessment is used well and ensures that parents and carers understand how their children are progressing. Children develop independence and get on well together, often cooperating in group and paired tasks. They are motivated to play harmoniously together, taking responsibilities and helping out.

Staff ensure the area is safe and secure, and equipment is maintained to a high standard with rigorous evaluation of all activities. Good leadership and management ensure parents and carers are involved with the early steps in their children’s learning. They are regularly invited into school and can easily see how well their children are getting on by looking at the learning diaries that each child produces. These are excellent records of the many experiences that these children enjoy at St Peter’s and the children are justly proud of them. An area for improvement is to raise children’s attainment further by ensuring activities stretch each child and target their individual learning needs.

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 response rate for the questionnaires for parents and carers was above average. A very large majority were positive about the provision the school makes for their children. They were particularly pleased with the way their children are prepared for the next stage in their education and with the way the school helps them lead a healthy lifestyle, and that their children enjoy school. Several made positive comments, such as ‘St Peter’s is a very welcoming, happy and safe school.’ Another commented, ‘I am very happy with the way my children are being taught. Their confidence and social skills have developed well.’

A very small minority of parents and carers expressed concerns about unacceptable behaviour and the effectiveness of the school in dealing with this. During the inspection, inspectors found that, although there are a few pupils who find adhering to the behaviour codes difficult, they are generally managed well and their behaviour rarely becomes disruptive. There were also a few parents and carers who have concerns regarding communication, for example about how they can support their

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children's learning and become more involved in decision making. The school is well aware that there is work to be done in this area and a good start has been made.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter’s Anglican/Methodist VC 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	64	29	33	3	3	0	0
The school keeps my child safe	62	70	22	25	4	4	0	0
The school informs me about my child’s progress	25	28	56	63	5	6	1	1
My child is making enough progress at this school	29	33	45	51	9	10	0	0
The teaching is good at this school	23	26	55	62	5	6	1	1
The school helps me to support my child’s learning	20	22	56	63	10	11	0	0
The school helps my child to have a healthy lifestyle	39	44	46	52	3	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)	33	37	48	54	2	2	0	0
The school meets my child’s particular needs	30	34	49	55	6	7	0	0
The school deals effectively with unacceptable behaviour	29	33	47	53	5	6	5	6
The school takes account of my suggestions and concerns	27	30	43	48	10	11	0	0
The school is led and managed effectively	22	25	52	58	6	7	2	2
Overall, I am happy with my child’s experience at this school	34	38	41	46	5	6	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



24 November 2011

Dear Pupils

Inspection of St Peter's Anglican/Methodist VC Primary School, Pilning, Bristol, BS35 4JG

Thank you for welcoming us so warmly when we visited your school recently. We really enjoyed meeting you and hearing how much you enjoy school. We are not surprised, as you attend a satisfactory school, which is improving fast.

These are some of the best things we found about your school.

- The progress you make in lessons is improving as the quality of teaching improves, and is quite often good.
- The youngest children have a good start and are making good progress in the Reception class.
- Adults look after you well and keep you safe. You told us that there is always someone to turn to when you have a problem.
- You behave well and are developing into sensible and responsible young people who help a lot around the school and in the local community.
- You know a lot about leading healthy lifestyles and put this into practice in your daily lives.
- Your headteacher, the governors and staff have good ideas to continue to improve your school.

There are three things we have suggested need to be improved.

- You are not doing as well as you could because the targets set for you to improve your work are not sufficiently precise and you do not always know exactly what you need to do to improve.
- You could be making faster progress if you spent more time doing your tasks in lessons rather than listening and if more lessons moved at the pace of the best.
- Your headteacher, the governors and staff need to make sure that the new things they have introduced do not slip, so that the school can continue improving.

I know all of you will help by continuing to work hard. Perhaps you could make a point of asking your teachers what you need to do to improve your work.

Yours sincerely

John Eadie
Lead inspector

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