

# Boxted St Peter's Church of England School

## Inspection report

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<b>Unique reference number</b>	115072
<b>Local authority</b>	Essex
<b>Inspection number</b>	378996
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	David Shepherd

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>	134
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Cowley
<b>Headteacher</b>	Tania Devereux
<b>Date of previous school inspection</b>	14 September 2006
<b>School address</b>	Carter's Hill Boxted Colchester CO4 5YN
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	10–11 May 2012
<b>Inspection number</b>	378996



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## Introduction

Inspection team

David Shepherd

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in eight lessons led by six different teachers. Meetings were held with staff, three groups of pupils and two members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at safeguarding documentation and the school's analysis of its data on pupils' achievement. Questionnaires from 68 parents and carers, 16 staff and 72 pupils were received and analysed.

## Information about the school

This school is smaller than the average-sized primary school. Almost all pupils are from a White British heritage, with very few from a White and Black Caribbean heritage. Very few pupils speak English as an additional language. A below-average proportion of pupils is known to be eligible for free school meals. The proportion of pupils supported by school action plus and with a statement of special educational needs is average. The school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, in 2011. The school has achieved an Inclusive School award.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. It is not yet good because senior staff are not ensuring that teaching is consistently good or better. This results in pupils' progress overall, and particularly in writing, not being better than satisfactory. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. Pupils' attainment has recovered following a sharp dip in 2011 and is broadly average in reading, writing and mathematics. Progress is satisfactory overall, but quicker in reading and mathematics than in writing. Not enough opportunities are provided for pupils to consolidate their writing skills in different subjects, and this slows down their progress in writing.
- Teaching varies in quality but has been improving as a result of rigorous steps taken by the headteacher over the past 18 months. Some teaching is good, and includes interesting activities that capture pupils' imaginations and encourages them to learn. However, some is not pitched at the correct levels of pupils' abilities and teachers do not check on pupils' understanding during lessons to ensure they are making as much progress as possible. Marking does not always indicate to pupils the next steps in their learning, and this makes teaching satisfactory and not good.
- Pupils' behaviour and safety are satisfactory. Pupils' behaviour is often good, and sometimes, exemplary. However, some pupils do not have positive attitudes to learning, and their work is untidy and carelessly presented. Parents, carers and pupils are generally positive about behaviour. Pupils' considerate behaviour contributes to a safe and orderly environment.
- Monitoring and evaluation of teaching are carried out systematically and accurately, and school performance is managed satisfactorily. The headteacher has successfully brought about sustained improvements since her appointment in spite of some turbulence in staffing. However, some staff are not sufficiently

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skilled or involved in monitoring and evaluating learning to bring about further improvements in pupil outcomes in different areas of school. The key issues from the previous inspection have been fully implemented.

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

In order to become good, the school should implement the following actions.

- By July 2013, raise achievement in writing from satisfactory to good by providing pupils with more opportunities to consolidate and extend their writing skills in different subjects.
- By December 2012, improve the quality of teaching to good or better by ensuring that all teachers consistently:
  - identify to pupils at different levels of ability what they are to learn in lessons
  - check on pupils' understanding and correct mistakes during lessons
  - indicate to pupils in marking the next steps in their learning and provide them with opportunities to act on the guidance given
  - reinforce the pupils' use of letters and sounds to improve their reading.
- Improve leadership and management by providing staff with training and opportunities to monitor and evaluate teaching and progress in their areas of responsibility.

## Main report

### Achievement of pupils

Children start school with skills that are broadly at expected levels. They make satisfactory progress and reach broadly average standards in all areas of learning by the end of the Early Years Foundation Stage. Most pupils reach average standards and make satisfactory progress throughout Key Stages 1 and 2. Attainment dipped sharply in 2011, from previously above average levels, due mainly to staff changes during a period of turbulence and unsuccessful move to federation. Under the strong leadership of the headteacher, this decline has been reversed and improved progress and attainment are clearly evidenced in school data and by standards seen by the inspector in lessons and pupils' books. Both boys and girls achieve at similar levels to their peers nationally.

Disabled pupils and those with special educational needs make satisfactory progress. This is because of the good guidance and support they receive in small groups by teaching assistants. However, these pupils do not make good progress because they do not always receive enough guidance and support to help them with spelling key words or when planning their writing. Their work in mathematics is occasionally

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untidy and they do not always use the squares in their books correctly, and this slows down their progress, especially in their understanding of the value of numbers in different columns.

Pupils enjoy reading and become fully engrossed in their books during reading lessons. They keep systematic records of their reading in school and at home, and indicate preferences for their favourite authors. Most read confidently, but some less-able pupils throughout the school sometimes get stuck when reading unfamiliar words because they do not have the skills to sound out letters and sections of words correctly. This slows down their progress in reading. However, by the end of Years 2 and 6, pupils' attainment in reading overall is broadly average.

Most parents and carers are pleased with how well the school develops their children's skills in reading, writing and mathematics, and pupils agree. However, inspection evidence does not fully support these views. For example, pupils in the Year 4/5 class made inadequate rather than good progress in writing a persuasive letter because they did not receive sufficient guidance during their work about how to improve. In the Year 1/2 class, pupils made satisfactory and not good progress when writing on their whiteboards during a phonics lesson because the teacher did not check and correct what they were writing.

### **Quality of teaching**

Most parents and carers indicate in their questionnaire that teaching is good, and most pupils agree with them. Inspection evidence indicates that teaching is satisfactory and improving throughout the school. It is stronger and often good in the Early Years Foundation Stage, Key Stage 1 and Year 6. Pupils are set targets for their learning in writing and mathematics, and these help to focus on improvements in the longer term. Good use is made of technology to make learning clear to pupils. However, teachers do not always plan learning in these mixed-age classes specifically at the different levels of pupils' abilities, and this slows down the progress of the more-able and less-able pupils in particular. Teachers do not always correct pupils' misunderstandings during lessons, especially when pupils are working independently, and this slows down their progress and is a reason why teaching is not good. Marking encourages pupils but does not always lead to improvement because insufficient guidance is provided about the next steps in their learning and there are not enough opportunities for pupils to respond to suggestions made.

Some lessons enthuse and motivate pupils in their learning. For example, pupils in a Year 1/2 lesson were captivated as they designed and wrote a wanted poster for a pirate. The manner in which they evaluated and valued each other's work during the conclusion of the lesson was outstanding as they identified stars and a wish in each other's work. This helped develop their self-esteem, thinking, speaking and listening skills effectively.

Developing pupils' basic skills is, quite rightly, the main emphasis of the curriculum. The teaching of reading is satisfactory but because the programme of systematic

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phonics (the sounds that letters make) is not fully developed throughout the school, some pupils find reading unfamiliar words difficult. This applies to pupils in Key Stage 1, but also to some in Key Stage 2, especially disabled pupils and those with special educational needs. The teaching of writing is satisfactory and not good because pupils, including disabled pupils and those with special educational needs, do not consistently have opportunities to write for different purposes in subjects such as geography, history and science.

Discussions with pupils about the teaching of values, such as aspiration, friendship, cooperation and understanding, is particularly strong and promotes pupils' spiritual, moral and social development well. Pupils' cultural development is promoted well, especially through the strong links the school has with a school in Ghana.

**Behaviour and safety of pupils**

Relationships are good in all classes, and pupils try hard to please their teachers and teaching assistants. They listen carefully to their teachers and teaching assistants and respond quickly to their requests. They carry out a range of useful tasks around school, including being playground buddies, play leaders and operating the computer for assemblies. Most pupils are polite and considerate, and sometimes their behaviour is exemplary, for example during assembly when they listened to the vicar in silence and responded eagerly to his questions. Pupils work and play well in small groups, as when a group of Year 1 and 2 pupils made a bird's nest with grass cuttings during lunchtime, hoping a bird would use it.

Pupils are ready to learn during lessons, but some do not demonstrate positive attitudes to learning, as illustrated by work sometimes being presented untidily with words crossed out and careless writing. Discussions with pupils indicate that they are aware of the school's strategies for managing and improving behaviour, and think they are appropriate and carried out fairly by staff. They are usually successful in conforming to them.

The majority of pupils, most parents and carers and all staff are positive about behaviour, as indicated by their replies to their questionnaires. A minority of pupils and a very small minority of parents and carers indicated that behaviour is not always good, and inspectors agree with them. However, inspection evidence confirmed that pupils understand the various forms bullying can take and that any inappropriate behaviour or bullying, mainly name-calling, are dealt with quickly and effectively by the school.

Most pupils feel safe as indicated by their replies in their questionnaire. All their parents and carers indicated that their children are safe. Pupils have a good understanding of the risks they face and how to keep safe. For example, in discussion, pupils said how they keep safe on roads, around water and in the event of fire. They also have a good understanding of internet safety. Attendance is above average.

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## Leadership and management

The headteacher has a clear vision for the school and considerable drive and determination that are clearly focused on improvement. Strengths and weaknesses have been identified accurately and appropriate actions to address areas for development are being implemented effectively. A programme of staff professional development alongside performance management is contributing effectively to improvement. For instance, weaknesses in teaching have been identified and corrected, and this has improved teaching, reversed the decline in attainment and ensured satisfactory achievement. The school has also been successful in securing above-average attendance, enhancing provision for outdoor learning for the Early Years Foundation Stage, and firmly embedding the school's values, such as perseverance, responsibility and trust. However, in this smaller-than-average school, too much rests on the headteacher. Other staff are not sufficiently involved because some have not received enough training, or had opportunities to carry out monitoring and evaluation activities that focus on pupil outcomes. In spite of this, the sustained improvements effected since the appointment of the headteacher 18 months ago, demonstrate that the school has satisfactory capacity to improve further.

The curriculum meets pupils' needs satisfactorily. It includes all the required subjects and is enriched by a range of visits to places of interest and visitors to school. The school's provision for promoting pupils' spiritual, moral, social and cultural development is a strength. However, topics in geography, history and science are not always taught in sufficient detail for pupils to gain a deep enough understanding, or do not provide enough opportunities to develop pupils' writing skills. The teaching of reading does not always help pupils, especially disabled pupils and those with special educational needs, to read unfamiliar words.

The governing body is very supportive of the headteacher and shows high levels of insight and commitment to the school. It provides a satisfactory level of challenge and has supported the school conscientiously during the staffing changes caused by long term absence. Safeguarding procedures comply with statutory requirements.

The school promotes equality of opportunity for all groups of pupils and tackles discrimination appropriately so that all groups achieve satisfactorily. School records indicate that provision is allocated effectively to pupils whose circumstances have made them vulnerable and there are examples of some of these pupils making good progress.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



14 May 2012

Dear Pupils

**Inspection of Boxted St Peter's Church of England School, Colchester, CO4 5YN**

Thank you for making me so welcome when I visited your school recently. I enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for me. I found your responses very helpful. You go to a satisfactory school where adults work hard to prepare you for the future. The progress you make in lessons is satisfactory. Here are some of the best things I found.

- You enjoy school and get on well with each other.
- You feel safe and work in a calm, colourful and stimulating environment.
- You like your teachers and teaching assistants and most of you try your best to please them.
- You are well-mannered and courteous to each other and adults.
- You are enthusiastic about all the different activities provided for you. You particularly like going on visits out of school.
- You enjoy reading and talking about books and stories you have read.

I have asked your headteacher, teachers and the governing body to do three things to make your school even better.

- Provide you with more opportunities to write in topic work and science.
- Make sure that activities challenge you, check the work you are doing carefully, and tell you what you need to do next with time to improve your work.
- Make sure that teachers check that you are learning well in different subjects.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd  
Lead inspector

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