

St Peter's Church of England Controlled Primary School, Bratton

Inspection report

Unique reference number	123530
Local authority	Telford and Wrekin
Inspection number	395291
Inspection dates	15–16 May 2012
Lead inspector	Brian Cartwright HMI

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	419
Appropriate authority	The governing body
Chair	Martin Picken
Headteacher	Rod Dean
Date of previous school inspection	24 May 2007
School address	Squirrel Meadow Bratton Telford TF5 0NT
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Age group	4–11
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Introduction

Inspection team

Brian Cartwright

Her Majesty's Inspector

Nina Matharu

Additional Inspector

Susan Lowry

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 22 lessons taught by 14 teachers, met with groups of pupils, staff and governors, and a representative of the local authority. Inspectors observed the school's work, and looked at pupils' work, records of monitoring and evaluation of teaching, governing body meeting records, and teachers' planning and assessment information. Inspectors received 66 parental questionnaires, 100 pupil questionnaires and 29 staff questionnaires.

Information about the school

St Peter's is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is similar to the national average. The proportion of pupils from minority ethnic groups is lower than the national average. There is an on-site childcare provision managed by a charitable trust that was separately inspected earlier this year. The school meets the minimum academic floor standards expected by the government.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- St Peter's is an outstanding school. There is a delightful learning ethos that ensures pupils thrive throughout their time in school, and leave thoroughly well prepared for their next steps in education.
- Consistently high expectations of what pupils can achieve are insistently held by the headteacher and staff. Meticulous monitoring and evaluation of teaching performance, including by the governing body, have ensured continuing high quality educational provision since the previous inspection.
- The school's excellent curriculum ensures all groups of pupils achieve outstandingly well academically in all of the National Curriculum subject areas, and develop exceptionally high standards of personal development. Extensive and frequent opportunities for pupils to raise their spiritual, moral social and cultural awareness are a feature of weekly sharing assemblies.
- Very good use of information and communication technology (ICT) through pupils' personal NetBooks further enhances the development of pupils' independent learning and presentational skills in school and at home.
- Teaching is outstanding over time because they consistently experience lessons where teaching is good or better, accurate identification of pupils' individual learning needs, and bespoke tuition in support of any pupils not progressing well. Excellent shared leadership of teaching ensures consistent development of literacy and numeracy across the curriculum. Pupils' work is expertly marked although occasionally suggestions for improvement are too general, and sometimes pupils do not respond with corrections or replies to the advice.
- The behaviour of pupils towards each other, and adults is exemplary. Pupils and parents agree that the school keeps children very safe. Their confidence in talking about their learning begins in Reception classes. Teachers systematically encourage high quality levels of speaking and listening skills from the outset. Reading is very well taught, and pupils' enjoyment of reading is sustained

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throughout the school.

What does the school need to do to improve further?

- Embed the excellent marking and feedback practices consistently, to ensure pupils are always able to develop their learning further.

Main report

Achievement of pupils

The attainment of pupils arriving in Reception classes is broadly average, with good records of initial assessment that are ratified by local authority advisers. From then on, in every class and year group, pupils make consistently good or better progress, so that by Year 6, academic attainment is well above average in all curriculum areas, including English and mathematics. Pupils known to be eligible for free school meals attain at least nationally expected levels of attainment. The overall achievement through school is therefore outstanding. Pupils learn to read quickly so that by the end of Key Stage 1, reading levels are high; their love of reading is well-established, and pupils have become confident and very good readers by Year 6. They all have personal 'readers' and enjoy explaining what they like about their favourite books.

Equally outstanding is the personal development of pupils, giving them high levels of confidence together with excellent skills of communication including in speaking and listening, and exceptionally good ICT skills. Their attitudes to learning, such as inquisitiveness, independence, resilience, and enjoyment of mastering the knowledge, skills and understanding required, are also outstanding. These characteristics are systematically developed throughout the school through an outstanding curriculum that gives sufficient weight and considerable time for pupils' spiritual, moral, social and cultural awareness to develop alongside their knowledge and personal learning skills. As a result, pupils are thriving throughout the school, and all of them, from all different groups are exceptionally well prepared for their next phase of education.

Disabled pupils and those who have special educational needs are well supported, so they remain fully included in classroom activities and make outstanding progress from their starting points. Parents and carers are rightly overwhelmingly supportive of the school. A very few noted some dissatisfaction with home-school communications. Inspectors found that the school is acting on information from home, and school leaders agreed that occasionally more could be done to inform families of their response.

Quality of teaching

The quality of teaching over time is outstanding. This is because lessons are consistently good, in all curriculum areas, so that day by day pupils are routinely

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making better than expected progress. Over time, this leads to exceptionally strong outcomes for pupils. Parents and carers almost unanimously say that teaching is good, as did every pupil who was surveyed. A key feature that inspectors noted in every lesson is excellent, lively dialogue between pupils and teachers, which sets the tone of high expectations, good humour, and a safe working ethos where pupils can try out ideas and discuss their thinking without any fear of 'being wrong'. This culture plays a big part in developing pupils social, moral and spiritual awareness. Almost all the teaching seen during this inspection were good or better, characterised by swift starts that rapidly set the pupils off on activities that were well matched to their previous knowledge. Pupils have the time to become engrossed in their tasks, including long enough to read a substantial part of a book and get absorbed in it. Early reading is well taught in Reception and Key Stage 1. Not surprisingly, therefore, pupils really enjoy reading and love talking about their learning. Teachers and classroom support assistants maintain a very high level of awareness of how well pupils are learning, especially those with disabilities and those with special educational needs. This results in swift but discreet intervention if pupils start to struggle a bit. This ongoing assessment of progress obviates the need for extended summary sessions at the end of lessons, because teachers are already aware of how well pupils have learned. Pupils are also involved systematically in assessing their own and others' work because lessons have very clear learning intentions written in a language that pupils understand. They are well versed in cross checking their work against these outcomes, and enjoy showing teachers (and inspectors) evidence that they have learned the work.

Teachers have very good subject knowledge, and very detailed and sophisticated understanding of learning pedagogy, so are expert at adjusting their teaching to meeting the needs of individual pupils as the lesson unfolds. Teachers routinely reflect on the lesson's success, using this to adjust the next lesson beyond the 'standard' scheme of work outline. All the pupils' written work (except science) goes into planning books, so that writing, whatever the context, is consistently seen as essential to learning. Most written work is expertly marked for literacy standards with improvement points written so that pupils can act on that advice, which in most cases they do. Science is separate only because investigations sometimes spread over several weeks and would appear disjointed if recorded in the planning books. Pupils in Key Stage 2 all have NetBooks, that they use for research, presentations, recording of results, and access to the school's virtual learning environment (VLE). They can do this from home as well, with teachers tracking the use of these systems, and they are in constant use. As a result, pupils are extending their communication skills substantially, from an early age, and are acquiring excellent independent learning skills.

Behaviour and safety of pupils

Pupils unanimously say they enjoy school (although one pupil pointed out they enjoyed holidays even more), feel safe and are well looked after, and parents and carers agree. Pupils know they are learning well, and know what they are aiming for next. All pupils (and parents and carers) are confident that the school deals well with

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rare cases of bullying, are aware of different types of bullying, and they know how to keep themselves safe in school, out in the community, and on-line. Around the school their conduct is superb, across all ages, with pupils keen to talk to visitors, proud and knowledgeable about their school, brimful of energy and inquisitiveness, and positively polite; doors are held open yards away. This is typical of everyday behaviour, since almost every parent, and all pupils surveyed said behaviour is good, Break times are energetically enjoyed by all, with all ages mingling in the large play areas. Older pupils help to mentor younger ones in the hall at lunchtimes; this helps in creating a lively but reasonably quiet space to eat in the company of friends, and is a very good example of the intrinsically good behaviour of pupils. The weekly whole-school sharing assemblies are an integral part of the curriculum, very much enjoyed by pupils, and play an essential part in the development of pupils' social, moral, spiritual and cultural awareness. They take time and commitment from staff and pupils, but the rewards in terms of high quality personal development are outstanding. The school is organised into 'wings' that contain classrooms for all ages of pupils; there is no physical separation between stages, and this helps foster a strong community spirit.

Attendance and punctuality are very high. Serious behaviour problems are rare; pupils know what is expected of them and also know of the consequences of minor shortfalls; a raised eyebrow works most of the time, but there are more formal sanctions that encourage pupils to reflect on their misdemeanours and put them right.

Leadership and management

The headteacher, together with senior and middle leaders, have successfully maintained high all-round standards for pupils since the previous inspection. The outstanding and inclusive curriculum ensures equality and tackles discrimination because every pupil systematically experiences rich learning opportunities in every National Curriculum area. Each pupil is taught how to behave well, study hard, and develop his or her spiritual, moral, social and cultural attributes; each pupil can enjoy trips, visits including residential outdoor centre visits (Arthog, in Wales), visitors, clubs, Forest School, and after school activities. Leaders at all levels, including governors, meticulously monitor and evaluate teaching quality and pupils' work. They use the information to reflect upon changes and any improvements needed, and provide effective professional development as necessary. This culture of reflection applies to class teachers on a daily basis. There is a strongly collaborative professional working climate that fosters discussion of new ideas. As a result the school has sustained its capacity for continuous improvement.

The information governors receive from the school is accurate and evaluative, allowing them to make informed decisions on future strategy. Each governor is linked to a teacher, and will also make at least two visits a year to classrooms. Staff training and development is well matched to the school improvement plan. The school fully meets government requirements for child protection.

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).

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.



17 May 2012

Dear Pupils

**Inspection of St Peter's Church of England Controlled Primary School,
Bratton, Telford, TF5 0NT**

Thank you for your warm and enthusiastic welcome when we inspected your school. St Peter's is an outstanding school. We were very impressed by your positive approach to learning, and by your lively and considerate behaviour in and around the school; it is a delightful place to learn. We know you are thriving throughout school, and will leave thoroughly well prepared for secondary school. We note that you feel safe and can see that you enjoy being here; that shows in your very high rates of attendance; well done!

We agree with you that the regular sharing assemblies are enjoyable, play a big part in helping you understand more about the world in which we live, and give you opportunities to develop other aspects of your learning, such as confidence, working in teams, and responsibility. We think your regular use of ICT through the NetBooks helps you develop independent learning skills. We agree with you that teaching is excellent. We recognise that teachers expertly mark your work, although sometimes their suggestions are a bit vague and some of you do not always respond. We have asked teachers to keep an eye on their marking and advice, to make sure you all have clear guidance on how to improve your work and then act on it.

Best wishes for your successful futures.

Yours sincerely

Brian Cartwright
Her Majesty's Inspector

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