

St Peter's Primary School

Inspection report

Unique reference number	100352
Local authority	Hammersmith And Fulham
Inspection number	395620
Inspection dates	29–30 May 2012
Lead inspector	Sarah McDermott

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair	Emma Bruce
Headteacher	Jean Shipton
Date of previous school inspection	23 November 2007
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Age group	3–11
Inspection date(s)	29–30 May 2012
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Introduction

Inspection team

Sarah McDermott

Additional inspector

Olson Davis

Additional inspector

This inspection was carried out with two days' notice. The team observed 16 lessons taught by eight teachers, totalling eight hours. The inspectors held meetings with members of the school governing body, members of the senior leadership team and several groups of pupils. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's day-to-day activities and scrutinised school documentation including school development planning. They also investigated procedures for keeping pupils safe, scrutinised behaviour logs and looked at pupils' work. They analysed responses to pupil and staff questionnaires as well as 127 questionnaires returned by parents and carers.

Information about the school

St Peter's Primary is a smaller than average-sized school. The proportion of pupils known to be eligible for free school meals is below average. About half of the pupils are from minority ethnic groups, predominantly of Black African or Black Caribbean heritage. A third of pupils speak English as an additional language. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is average. Their needs mostly relate to speech, language and communication difficulties. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The Early Years Foundation Stage comprises one Nursery class and one Reception class. The governing body manages a breakfast club on site. The school holds the Healthy Schools accreditation and the Activemark award. The school is accommodated on three different but closely located sites.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- St Peter's Primary is a good school. It is not yet outstanding because the quality of teaching in Key Stage 2 is not as consistently strong as in Key Stage 1 and the Early Years Foundation Stage. Senior leaders do not all spend enough time rigorously checking the impact of teaching on pupils' learning.
- Pupils make outstanding progress from their entry into Nursery to the end of Year 2. Attainment at the end of Key Stage 1 has been exceptionally high for several years. In 2011, pupils did not make the expected progress in mathematics by the time they left in Year 6. However, the learning and progress of pupils currently in Key Stage 2 is good. Disabled pupils and those with special educational needs also make good progress.
- Teachers are especially good at encouraging pupils to use their initiative and 'have a go' at activities with little teacher direction. Most monitor learning closely, picking up misconceptions quickly and constantly challenging pupils to stretch themselves. However, in Key Stage 2, there are inconsistencies in how well teachers motivate pupils and in their marking.
- Pupils behave well. They have good attitudes to learning because of positive relationships with their teachers and with each other. The excellent behaviour and attitudes of the children in the Early Years Foundation Stage help them to acquire other skills very quickly. Attendance is high and punctuality is good. Pupils feel safe and are confident to turn to adults for help.
- The headteacher closely monitors the performance of the teachers and is quick to provide tailored training to improve the quality of teaching and learning. However, some senior leaders are not sufficiently involved in this process.

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What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - ensuring lessons always provide stimulating activities so all pupils are fully motivated and make the most of their learning
 - checking that teachers follow consistent practices in marking to give pupils ideas how to improve their work and opportunities to follow up the suggestions.

- Ensure all senior and subject leaders take full responsibility for improving achievement by:
 - spending more time observing learning first hand in lessons
 - rigorously identifying what needs developing in teaching practice to enable them to give their colleagues effective support in improving the quality of teaching further.

Main report

Achievement of pupils

Pupils thoroughly enjoy their learning, and parents and carers are pleased with the progress their children make. One parent commented, 'My son is so happy at school he gets up at 6am to get here'. Pupils are very proud of what they already can do but are also just as keen to find out more. They work very well together to support each other and generate new ideas. Lessons start promptly because pupils know what is expected of them and the vast majority are itching to get on with their work. Children arrive in the Early Years Foundation Stage with skills broadly in line with those expected for their age. They come on in leaps and bounds because of the stimulating environment and very careful attention to individual need. For example, a group of boys in the Reception class learnt a huge amount about the natural world through their own independent investigations. They were thoroughly engrossed in devising a house for snails, choosing the juiciest grass lining and securing all escape routes. By the time children leave Reception class, they have skills well above expectations for their age. Pupils continue to make outstanding progress in Key Stage 1 and attain high standards in reading, writing and mathematics at the end of Year 2. Daily and systematic tuition in how to sound out letters give pupils essential building blocks to tackle new words with great confidence.

In 2011, attainment at the end of Year 6 was above the national average in English, including reading, but in line with the average for mathematics. These particular pupils had made satisfactory progress in English but not enough of them had made the expected progress in mathematics. Since then, the headteacher and senior team have moved quickly and effectively to improve the teaching and hence, the achievement of pupils in mathematics. Currently, pupils in all Key Stage 2 classes are making good progress in reading, writing and mathematics, with some outstanding progress at the top end of Key Stage 2. Pupils in Year 6 are on track to attain well

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above what is expected at the end of Key Stage 2 in reading, writing and mathematics and return the school to the high levels of achievement seen in previous years.

Disabled pupils and those with special educational needs benefit from effective support and make similarly good progress to their peers. Pupils from different ethnic backgrounds, those who speak English as an additional language and those who are known to be eligible for free school meals also make good progress.

Quality of teaching

Teachers have very positive relationships with their pupils that set an effective foundation for good and outstanding learning. They make a point of promoting spiritual, moral, social and cultural development, including leading healthy lives, at every opportunity. Planning for lessons is usually thorough and carefully based on the particular needs of pupils. Teachers are adept at providing a good match of work for a wide range of abilities. Disabled pupils and those with special educational needs progress well because they are given good separate support by teaching assistants yet still feel valued and included members of the class. The most-able pupils are challenged with extra activities that help them go one step further. Teachers are fully confident in adapting plans for the week if they feel pupils need to revisit a concept they found difficult or could move faster through the planned activities.

During times for independent work, teachers keep a close eye on how each pupil is progressing so they can help and inspire them. In an excellent mathematics lesson in Year 6 about interpreting graphs, the teacher successfully encouraged pupils to assess and give ideas to each other for improvement. In the best lessons, when teachers give free rein to the pupils to use their initiative, pupils relish the chance to explore and reinforce their learning. On occasion, such as lengthy reading sessions, pupils are not sufficiently motivated so some become distracted and their learning slows.

Throughout the school, teachers emphasise the importance of the core skills of literacy and numeracy. Whenever possible, new vocabulary is introduced and explained. Pupils have plenty of chances to read with adults, including the good number of parent volunteers. The consistent practice of setting success criteria for each lesson ensures pupils know how well they are doing and what teachers need to reinforce. However, teachers are not all following agreed procedures when marking pupils' work. While some teachers give detailed feedback with extra little exercises to embed learning, others merely tick work and do not add sufficiently constructive comments to help pupils make the most of their learning.

Behaviour and safety of pupils

Pupils behave well because adults have high expectations and pupils know that rules are fairly applied. Pupils agree that behaviour is typically good and say that the school is quick to sort out misbehaviour should it arise. Nearly all parents and carers

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believe that there is a good standard of behaviour and learning is very rarely disrupted. School councillors play a good part in reviewing the code of conduct and have a say in deciding the consequences for inappropriate behaviour. Pupils are polite, courteous and confidently greet visitors. They all get on very well together, whatever their ethnic or religious background, showing great respect for different views and beliefs.

Pupils, parents and carers confirm that instances of any type of bullying, including racist or homophobic comments or cyber-bullying, are very rare. Should any name-calling happen, pupils know adults are quick to put a stop to it by helping them to sort out their arguments. Pupils feel protected while in the school's care and parents and carers confirm their children feel safe in school. In particular, children in the Early Years Foundation Stage grow in confidence because of safe and secure surroundings and good attention to their welfare needs. Pupils are mature and sensible, with a high awareness of how to keep themselves safe when out and about in busy London. Pupils are very good ambassadors for their school when on trips or competing in sports competitions against other schools. The school is working particularly well with parents and carers to ensure rates of attendance are high and pupils arrive punctually in the morning. Year 6 pupils are well prepared for continuing on to secondary school; one parent commented, 'St Peter's is a wonderful springboard for the future'.

Leadership and management

The headteacher leads the school with thoughtful determination and shares a clear ambition with staff, governors, parents, carers and pupils alike to strive for the best. Since the dip in mathematics achievement in 2011, the headteacher and deputy headteacher have introduced a more effective system to track the progress of pupils. Any potential slowing of achievement can be picked up very quickly and extra support added to help individual pupils catch up. Consequently, pupils' progress in mathematics is now at least good. The headteacher has an accurate overview of the quality of teaching because she regularly visits lessons to experience the learning of the pupils. Her senior colleagues are starting to monitor in lessons more frequently, but still are not all sufficiently confident in picking out precisely what needs developing in order to improve the quality of teaching. Nevertheless, the headteacher ensures all teachers have access to well-targeted professional development in order to sustain or further improve their effectiveness. The senior leadership team is clear about the school's strengths and areas for development, and has devised a focused development plan to steer improvement. The school has a good capacity to improve further.

Pupils enjoy a wide range of experiences to promote their spiritual, moral, social and cultural development, particularly enjoying their weekly afternoon of sports in Ravenscourt Park. Teachers are good at threading literacy into other topics and making mathematical learning fun. The younger pupils made very good progress in their knowledge of money and other cultures by setting up Mexican market stalls to sell their wares. The school ensures no pupil is discriminated against and all have an

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equal opportunity to achieve. Senior leaders use assessment information well to ensure that all groups of pupils achieve equally well. Members of the governing body are thoroughly involved in many aspects of school life and routinely challenge the headteacher on the school's performance. Well-established links with St Peter's church are appreciated by parents and carers. One mother observed, 'The gentle, guiding direction from the church is what makes St Peter's such a success'. Safeguarding meets all legal requirements. The breakfast club provides an enjoyable and safe start to the school day for pupils who need to be dropped off early.

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.



31 May 2012

Dear Pupils

Inspection of St Peter's Primary School, London W4 9BA

Thank you very much for welcoming us to your school. St Peter's Primary is a good school. You make good progress and usually attain well above the national average in English and mathematics. You enjoy school and feel you learn a lot in lessons. We judge teaching to be good because teachers help you to be confident in tackling difficult work on your own and they constantly check how well you are progressing. Your headteacher wants the best for you. She and her team of senior teachers lead the school well. They work well together and know what needs improving.

You all feel very safe at school and know how to look after yourselves. We agree with you that your behaviour is good. You told us you are not worried about any types of bullying and are confident that teachers will sort out any problems. Your attendance is excellent. Well done!

To make your school even better, we have asked your headteacher to:

- improve the quality of teaching so it is consistently the best by making sure activities in lessons always hold your attention and marking shows how you can improve your work even more
- make sure other senior teachers spend just as much time as her watching your lessons so they can help teachers to improve the quality of teaching to the highest standard.

We certainly enjoyed our visit to your school. We know that your teachers and their assistants make your school a very special place for you. All of you can help by always trying to do your best, continuing to behave well and making your families and the school proud of you.

Yours sincerely

Sarah McDermott
Lead inspector

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