

St Peter's CofE (C) Primary School

Inspection report

| | |
|--------------------------------|----------------|
| Unique reference number | 124252 |
| Local authority | Staffordshire |
| Inspection number | 395375 |
| Inspection dates | 17–18 May 2012 |
| Lead inspector | Helen Morrison |

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 | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 444 |
| Appropriate authority | The governing body |
| Chair | Robert Heath |
| Headteacher | Samantha Price |
| Date of previous school inspection | 20 February 2008 |
| School address | Reservoir Road Hednesford Cannock WS12 1BE |
| Telephone number | 01543 512400 |
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Introduction

Inspection team

Helen Morrison

Additional Inspector

Stephen Fletcher

Additional Inspector

Lynne Thorogood

Additional Inspector

This inspection was carried out with two days' notice. Inspectors visited 28 lessons taught by 20 teachers, spending over 13 hours directly observing pupils' learning in class. They heard pupils read and looked at their work in books and on display. Meetings were held with pupils, staff, members of the governing body and a representative of the local authority. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at curriculum planning, data on pupils' achievement, including their current progress, evidence relating to the care and protection of pupils, plans for improvement, and records of the school's monitoring of its performance. They also analysed 164 questionnaires that were returned by parents and carers, together with 100 from pupils and eight from staff.

Information about the school

St Peter's is a larger than average sized primary school where most pupils are from White British backgrounds and very few are learning English as an additional language. The proportion of pupils known to be eligible for free school meals is low. The proportion of disabled pupils and those who have special educational needs is below average.

Since the last inspection, there have been several changes of staff including the headteacher. Following the resignation of the previous headteacher in the summer term 2011, the deputy headteacher acted as headteacher for a term. During that time there was a high level of staff absence. Three teachers were absent through illness during the inspection. The current headteacher joined the school in January 2012 as acting headteacher and was appointed to the post permanently in April 2012.

The school meets the current government floor standard, which sets minimum expectations for pupils' attainment and progress.

Independently managed before- and after-school care for pupils operates each day. This is subject to a separate inspection and report.

Inspection judgements

| | |
|---------------------------------------|----------|
| Overall effectiveness | 4 |
| Achievement of pupils | 4 |
| Quality of teaching | 4 |
| Behaviour and safety of pupils | 3 |
| Leadership and management | 4 |

Key findings

- In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- The overall effectiveness of the school is inadequate because all pupils in Key Stages 1 and 2 make too little progress in writing and mathematics, and senior leaders have not been effective in raising the quality of teaching to improve this.
- Pupils' achievement is inadequate. Although children in the Early Years Foundation Stage make satisfactory progress, pupils in Years 1 to 6 make inadequate progress. Pupils' attainment is average by Year 2 but attainment at the end of Year 6 has declined for the last three years. It was well below average in 2011.
- Teaching is inadequate because teachers do not always have high expectations of pupils' attainment and the progress they should make. The curriculum is not planned well enough to enable pupils to use their writing and mathematics skills in other lessons. However, provision for pupils' spiritual, moral, social and cultural development is good. There are some examples of good and outstanding practice but they are not shared sufficiently to ensure all teaching is improving. Marking does not consistently tell pupils what they need to do to improve.
- Behaviour and safety are satisfactory. Pupils usually behave well around school and in the playground although, when the pace of teaching is too slow, some pupils' attention wavers and they become restless.
- The new headteacher has rapidly gained the respect of pupils, parents, carers and staff, and has quickly begun to introduce improvements. However, leadership is inadequate because other leaders are not skilled in monitoring

pupils' progress or in planning for improvement. Evaluation of the school's work is not rigorous. Leaders have not managed the performance of teachers well enough to eradicate inadequate teaching. The governing body has only recently begun to monitor the school's work effectively.

What does the school need to do to improve further?

- Improve teaching and accelerate the progress made by pupils in order to raise their attainment by:
 - ensuring that there is a systematic approach to teaching skills in writing and mathematics, and providing opportunities for pupils to use and apply these skills across the curriculum
 - sharing current good and outstanding practice regarding the expectations of pupils, and the pace at which they should progress
 - ensuring that teachers' marking provides pupils with consistently good guidance on what they need to do to improve their work, and that pupils are given opportunities to respond to teachers' advice.
- Improve the effectiveness of all leaders in order to secure rapid improvement by:
 - regularly and rigorously monitoring the quality of teaching and using this information to provide a coherent programme of professional development for all staff
 - regularly checking the progress made by all pupils in order to set challenging targets and hold teachers to account for pupils' progress
 - sharpening the skills of leaders in monitoring and evaluating the school's provision so that they are able to support the headteacher effectively with school improvement.

Main report

Achievement of pupils

The achievement of pupils is inadequate. Those currently in Key Stage 1 made good progress when they were in the Early Years Foundation Stage and started Year 1 with skills above those expected for their age. However, these levels have not been sustained and inspection evidence shows that they have made inadequate progress to reach average standards in reading and writing by the end of Year 2. Most parents and carers believe that their children are making good progress at school but inspection evidence does not support this view. For example, the school's analysis of its own assessment data reveals that fewer than half of the pupils make expected progress in writing and mathematics as they move through Key Stage 2. Attainment in reading is average at the end of Year 6 but it is below average in mathematics. Spelling is weak across the school. Work in pupils' books shows that recent initiatives, such as the introduction of a consistent approach to calculation and guided reading, are helping to quicken progress but it is too soon for pupils to have made up the ground lost in previous years.

The achievement of disabled pupils and those with special educational needs is inadequate. In Key Stage 1, these pupils make satisfactory progress because they

have carefully targeted teaching which supports manageable steps in learning. However, progress in Key Stage 2 is inadequate because pupils are not always sufficiently challenged.

Pupils read satisfactorily and show understanding that is generally accurate. Most pupils in Years 1 and 2 use their knowledge of the sounds made by individual letters to work out words effectively, although some are less confident in identifying words that do not follow a regular pattern of spelling. More able pupils in Year 6 read with expression and enjoyment, and talk confidently about authors whose work they enjoy. However, some in Year 6 are not always able to tackle unfamiliar words because they do not have enough knowledge of how to blend the sounds that letters make.

In contrast, children in the Early Years Foundation Stage make better progress than pupils in the rest of the school. They start in the Nursery class with skills generally in line with those expected nationally. The work of children in the Early Years Foundation Stage shows they make satisfactory progress. In the Reception class more able children use their knowledge of the sounds that letters make to write sentences and captions. However, inaccurate spelling of common words such as 'my' and 'the' are not always corrected and children are not consistently expected to form letters correctly. Good routines, such as playing music to signal 'tidy-up time', promote good development of social skills. When working with an adult in small groups children often make good progress, but some activities are not purposeful enough to extend children's learning so their progress is not consistent.

Quality of teaching

The impact of teaching on pupils' learning over time is inadequate because teaching methods and expectations are inconsistent. Many pupils have been taught by several teachers, including supply teachers, and this has contributed to underachievement over the last three years. Pupils are not reaching the levels of which they are capable. In some lessons teaching assistants are not involved enough to support pupils' learning, so that disabled pupils and those who have special educational needs do not always make as much progress as they should. In too many lessons the pace of learning is slow, and pupils spend too much time practising what they already know rather than being challenged by new learning. For example, in one lesson in Year 3, pupils answered questions on the 10 times table which they already knew well. In some lessons teachers talk for too long and pupils are not involved enough in exciting and engaging tasks. As a result they lose concentration and sometimes become restless, so that they do not achieve as much as they could. Some pupils told inspectors that work is often too easy.

In the best lessons teachers have high expectations of all pupils. They use their good subject knowledge to plan exciting activities which are matched carefully to pupils' learning needs and capture their interest and imagination. For example, in a mathematics lesson in Year 4, skilful questioning and absorbing tasks enthused pupils and effectively developed their knowledge of the properties of three-dimensional shapes.

Teaching promotes pupils' spiritual, moral, social and cultural development well

through the themes and topics taught. This provides good opportunities for pupils to listen to each other, to work in pairs and groups, and to be creative and imaginative. For example pupils in Year 1 enjoyed devising their own villains and heroes as characters for writing in the style of traditional tales.

Most pupils say they usually enjoy lessons and are keen to learn. However, teachers do not always make clear the purpose and expected outcomes of lessons and do not have precise enough targets for pupils' next steps in learning. Teachers mark work frequently, often with constructive comments, but these do not always help pupils to know what they need to do to improve their work. Some teachers provide regular homework but this is inconsistent. Although most parents and carers say their children are taught well, the inspection evidence does not support these views.

Behaviour and safety of pupils

Behaviour is satisfactory rather than good. Concerns have been expressed by a small minority of pupils, and there are instances when pupils become restless in lessons. The school's behaviour records generally show that behaviour seen during the inspection is typical of that found every day. Pupils usually behave well in lessons and around the school. Pupils are polite to visitors and courteous to each other and to adults. The school has recently introduced suitable systems for promoting good behaviour. Attendance is average and most pupils are consistently punctual.

Pupils have a satisfactory understanding of different types of bullying, such as persistent name-calling, bullying relating to gender, race, disability or special educational needs and cyber-bullying. Most pupils say any instances of bullying are dealt with well and, as a result, they feel safe in school.

Pupils with social and emotional difficulties are usually supported well so that they are able to play a full part in lessons. Satisfactory levels of pastoral care ensure that there is sensitive support for pupils and families whose circumstances may make them vulnerable. Pupils have a satisfactory understanding about how to be safe and to look after themselves, particularly with regard to road safety and when using the internet. The vast majority of parents and carers hold positive views about the behaviour and safety of pupils. Most parents and carers who responded to the inspection questionnaire say their children are well looked after and feel safe. A large majority of parents and carers agree with the statement: 'the school deals well with bullying'.

Leadership and management

Declining attainment, underachievement by pupils and inadequate teaching over a period of time have resulted from inadequacies in leadership and management, including ineffective performance management. The newly appointed headteacher has made an encouraging start to improving the school's performance and the morale of staff. In a few weeks procedures for using assessment information have been introduced, staff training has ensured more consistent teaching in literacy and numeracy, aspects of child protection have been improved and staff recruitment has begun to be dealt with as a matter of urgency.

The school's current self-evaluation is accurate and realistic, and the headteacher recognises the wide range of issues that need to be tackled. However, other senior leaders do not have sufficiently strong skills in monitoring and evaluating the school's work to support its improvement. As a result, the school's capacity to improve is inadequate. The lack of effective evaluation in the past also means that shortcomings in the curriculum have not been identified. The curriculum does not meet the academic needs of all pupils, particularly in Key Stages 1 and 2, because it does not focus enough on using writing and mathematics skills in all subjects. However, it does offer a broad range of experiences through combined themes that contribute well to pupils' spiritual, moral, social and cultural development. For example, pupils' creativity is promoted well through music, art and drama. Pupils enjoy participating in the extra-curricular opportunities offered to them.

The school caters satisfactorily for pupils whose circumstances might make them vulnerable. The school is inclusive and has suitable policies and procedures for tackling discrimination. There is no evidence of any discrimination. However, the school's promotion of equal opportunities is inadequate because too few pupils are achieving as well as they should.

Recent recruitment to the governing body, thoughtful new leadership, and governor training have strengthened governance. Members have a secure understanding of their duties, roles and what needs to improve in the school. The governing body is making a determined contribution to leadership. Safeguarding procedures meet statutory requirements and these, together with updated training for all staff and teaching about safety, ensure that pupils are safe in school.

Parents and carers are mostly supportive of the school with the majority saying their children's needs are met. A few parents and carers commented that they felt the school relies too heavily on text messages to keep them informed and want more detailed information to help them support their children's learning.

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.



21 May 2012

Dear Pupils

Inspection of St Peter's CofE (C) Primary School, Cannock, WS12 1BE

Thank you for welcoming inspectors to your school and showing us what you are learning. We really enjoyed talking with you, sharing your lessons and reading your questionnaires. We found that St Peter's is not giving you a good enough education because there are a number of things that need to improve. We have decided that your school needs extra help to make the improvements and we call this 'special measures'. An inspector will come back to check on the progress that the school is making and write another report so your teachers, parents and carers can see how things are improving.

Here are some of the pleasing things we found out about your school.

- Almost all of you like coming to school and attend regularly.
- You told us you feel safe in school and you know how to keep yourselves safe.
- Children in the Nursery and Reception classes make satisfactory progress.

We have asked the headteacher, your teachers and the governing body to work urgently to make sure that:

- you make better progress in writing and mathematics and practise using these skills in other subjects
- all lessons are as good as the best ones
- teachers' marking helps you know how to improve your work and you have sufficient opportunities to follow up your teachers' advice
- senior leaders check carefully how well you are learning
- you have challenging targets that will lead to you making good or better progress.

You can all help by continuing to try your best at everything you do.

Yours sincerely

Helen Morrison
Lead inspector

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