

St Peter's Church of England Primary School Wymondham

Glebe Lane, Wymondham, Melton Mowbray, LE14 2AF

Inspection dates 30–31 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and reach above average standards in English and mathematics.
- Teaching is consistently good with some that is outstanding. Teachers question pupils well and have excellent working relationships with all pupils.
- Staff plan challenging tasks for disabled pupils and those who have special educational needs, and they make good progress.
- Pupils enjoy school and their behaviour is excellent. They have exceptionally positive attitudes to their learning.
- Bullying is extremely rare and the school keeps pupils very safe, a view shared by parents.
- School leaders and managers, including the governing body, are very well focused on school priorities and are driving improvement well. As a result the quality of teaching and pupils' achievement continue to improve.
- Self-evaluation by the headteacher is very accurate and she has instilled a strong culture of success and high achievement.
- Pupils' spiritual, moral, social and cultural development is very strong. They reflect thoughtfully on a wide range of issues and have very clear understanding of the school's values. Pupils put this into practice very frequently, demonstrating excellent levels of care towards each other.

It is not yet an outstanding school because

- Boys' progress in writing is not quite as strong as it is in reading and mathematics.
- Sometimes teachers miss opportunities to pick up pupils' misunderstandings or fully challenge higher-attaining pupils.

Information about this inspection

- The inspector observed 11 lessons during the inspection.
- He talked with members of the school council about their views of the school, and held discussions with the Chair of the Governing Body, the headteacher and teachers responsible for particular aspects of the school, for example literacy and numeracy.
- The inspector also met a representative of the local authority, scrutinised samples of work from all year groups, looked at displays of pupils' work in class and around the school and saw how well work was presented, marked and assessed.
- The inspector looked at the school's assessment data, planning documents, the school's improvement priorities, self-evaluation documents, governing body minutes, attendance records and documents relating to safeguarding.
- The inspector took account of 14 responses to the online questionnaire (Parent View), the school's own survey of parents, carers and pupils and seven questionnaires completed by staff.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Full report

Information about this school

- St Peter's CE Primary School is much smaller than the average-sized primary school. Most pupils attend from the local community. The school has three mixed-age classes.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported by school action plus or with a statement of special educational needs is below average. The proportion of pupils who are supported through school action is below average.
- The proportion of pupils who are known to be eligible for the pupil premium is below average.
- The school meets the current floor standards, the minimum standards expected by the government for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the achievement of boys in writing by:
 - providing more time for pupils to write longer pieces of writing
 - linking writing to more activities in different subjects.
- Ensure more teaching is outstanding by:
 - ensuring teachers use mistakes made by pupils during lessons to speed up progress
 - providing tasks that always challenge the more-able pupils

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from average starting points. Disabled pupils and those who have special educational needs also make good progress because their programmes and additional support closely meet their individual needs.
- In the Reception year pupils are taught well and work at a wide range of activities that help their learning and development. Attainment in English and mathematics is at least above average by the end of Year 6. For some pupils attainment is well-above average, particularly for girls in reading.
- In Key Stage 1 pupils quickly make progress, particularly in mathematics, because lessons are practical and pupils are keen to learn. This was seen when pupils in Year 1 excitedly explored shapes independently and confidently used a range of vocabulary, including 'corner' and 'side'.
- Pupils make good progress in Key Stage 2. The school's own assessment information and test results in 2012 indicate this is being maintained. Some pupils make very fast progress where teaching is most effective.
- Both boys and girls make quick progress because teachers plan lessons and use resources that focus on their needs and interests. However, boys make slightly slower progress than girls in writing because they do not always get the opportunity to write in different subjects or the time to write at length and develop some of their ideas.
- Pupils eligible for the pupil premium funding make good progress. Their needs are identified and staffing and other resources are effectively allocated to support their learning. The additional provision effectively supports both their academic skills and personal well-being.
- Pupils throughout the school read well. Reading is taught systematically and practised daily. Parents and carers contribute to their children's success by listening to reading at home and writing comments in reading diaries. These are used well to share with parents and carers how their children can improve their reading skills.
- Learning in lessons is good and sometimes better. Pupils of different ages work together very enthusiastically in the mixed-age classes. They show a high level of respect for each other, and listen to and consider each other's ideas well. They often make very good contributions to class discussions.

The quality of teaching is good

- Teachers create a positive climate for good learning. For example, in a history lesson for older pupils, carefully selected artefacts and historic diary entries motivated pupils' interests. Teachers provide stimulating classroom environments and maintain excellent relationships with a high level of care. One parent told the inspector, 'Teachers are great!'
- Teachers use a wide range of teaching methods effectively. Questioning is frequently searching and makes pupils explain their thinking and challenge the opinions of others. The teaching of mental mathematical skills is good and helps drive up standards. The teaching of phonics (linking letters to sounds) is effective and leads to pupils' above-average standards in reading.

- In most lessons work is demanding and fast paced, and based on accurate assessment of pupils' progress and individual learning needs. In these lessons pupils are readily involved in learning. However, there is scope for more challenge in some lessons, especially for more-able pupils, and particularly at the start of lessons.
- Teaching assistants are deployed effectively. Their good skills and sensitive management of pupils contribute significantly to good progress. A mixture of approaches supports pupils well, both within lessons and for short periods of withdrawal from lessons. These approaches are tailored precisely to meet individual pupils' needs.
- Teachers' planning is consistently detailed. This ensures pupils know clearly what they are going to learn. It also makes sure that pupils know the key features of learning that they must check at the end of the lesson to assess their own progress. Sometimes teachers do not make the most of mistakes made by pupils during lessons to show them how to improve their work or deepen their understanding.
- Some teaching is outstanding. It is inspirational and the high expectations and enthusiastic instruction ensure pupils' attention and interest is constantly at a high level. One teacher provided exciting opportunities for pupils in Years 2 and 3 to learn about teeth using a range of information and communication technology resources. The 'Knowing your Gnashers' activity helped pupils very quickly understand the difference between the different types of teeth.
- Teachers provide good opportunities to promote pupils' spiritual, moral, social and cultural development. Pupils consider qualities such as honesty and perseverance and they work together cooperatively. Teachers apply sanctions and rewards fairly.

The behaviour and safety of pupils are outstanding

- Pupils very much enjoy school, one saying 'I love it', and another told the inspector when asked to give the school a mark out of ten, 'I would give it 100'. They are very proud of their school and accept responsibilities readily, for example as school councillors or leaders during lunchtime.
 - Pupils have excellent attitudes to learning and are keen to do well in their lessons and when taught in small groups. They take responsibility for their learning by checking their work against teachers' comments on previous work and this helps them to achieve well.
 - Pupils have an acute awareness of different forms of bullying and the dangers of using the internet and mobile telephones. They are clear that rare instances of bullying of any kind are dealt with swiftly and so pupils feel very safe and secure in school.
 - Behaviour is outstanding in lessons and around the school. Pupils are very polite and mindful of each other. Adults skilfully intercept any potentially poor behaviour and make sure lessons move forward briskly with no time wasted.
 - Pupils have a very clear sense of what is right and wrong. Older pupils understand how younger pupils might feel in a larger group and take seriously the important job of being a role model to them, especially at playtimes. Together, these attributes reflect the importance staff attach to pupils' spiritual, moral, social and cultural development.
-

- Pupils are punctual at the start of the school day and their attendance is above average. The school keeps up its efforts to make sure that attendance is good, and follows up all unexplained absences quickly.

The leadership and management are good

- The headteacher has built effectively on the strengths identified in the previous inspection. The common purpose and clear vision of staff and the governing body have successfully carried the school further forward.
- Checking how well staff are working and their professional development are key to improving day-to-day teaching and learning. The school has sharply focused targets on improving the achievement of pupils and only awards pay increases when teaching is good. Leaders ensure every adult is committed to sustaining the quality of their work to a high standard.
- As a result of rigorous and accurate evaluation of teaching, planning and the assessment of pupils' work, school self-evaluation drives planning effectively. Leaders' accurate overview of the school's work enables them to identify clear priorities and tackle them vigorously.
- Well-organised data on pupils' progress are available to all staff and are used effectively to identify pupils who fall behind or those who can achieve more. An effective system identifies each individual pupil so that staff all know the progress they are making.
- The school is committed to providing equality of opportunity and discrimination is not tolerated. Pupils are involved in projects with schools in different countries such as Sri Lanka and this is improving pupils' awareness of different cultures.
- The local authority provides light-touch support for this good school. It monitors the school's performance effectively but the school is regarded as one not currently requiring close support.
- The school works well with partner establishments to share expertise and to improve pupils' learning. There are good opportunities for staff and pupils to work with professionals in other schools and agencies. This widens the engaging curriculum planned by the school and provides further enriching opportunities for pupils' learning and personal development.
- Good communication with parents and carers ensures their full support as partners in their children's education. They are very positive about the school and agree their children are happy and safe.
- **The governance of the school:**
 - The governing body is led well and understands well the school's strengths and needs. Governors visit the school regularly and provide informed challenge and support for the headteacher. They work in an effective partnership with senior staff in planning improvements. The governing body has ensured that additional funds through the pupil premium are used effectively to help pupils who are falling behind in literacy and numeracy. Governors are fully aware of their responsibilities and there are robust procedures for safeguarding pupils and staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120208
Local authority	Leicestershire
Inspection number	403430
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair	Joan Palframan
Headteacher	Anne Boyce
Date of previous school inspection	7 November 2007
Telephone number	01572 787658
Fax number	01572 787658
Email address	schooloffice@st-peters-wymondham.leics.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

