

St Peter's Primary School

Normanton Road, South Croydon, CR2 7AR

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The school is welcoming so that pupils are keen to learn and they make good progress.
- The Reception classes give children a good start to their education. Activities are carefully planned to meet individual needs.
- By the end of Year 6, pupils attain well, particularly in reading. More pupils achieve the expected levels in English and mathematics than do so nationally.
- Effective support for pupils who find learning difficult, or who are starting to learn English, is helping them to achieve well.
- Teaching is good and the marking of pupils' work is outstanding. Pupils receive excellent guidance on how to improve it.
- Pupils join enthusiastically in activities. Their spiritual, moral, social and cultural development is good because teachers make sure they encourage pupils' personal skills.
- Pupils' behaviour is good. Pupils are friendly and polite. They are happy and feel safe in school. Attendance is above average and continues to improve.
- The new headteacher, leadership team and governors are determined to raise standards further by continuing to improve teaching.
- Parents strongly support the school and appreciate what it offers their children.
- The building work is not being allowed to affect pupils' progress despite reducing some outdoor activity.

It is not yet an outstanding school because

- Not enough of the teaching is outstanding and this means that achievement is not outstanding, especially in writing and mathematics.
- Sometimes the pace of lessons is not fast enough.
- The work in lessons is not always matched accurately enough to the abilities of all pupils.

Information about this inspection

- Inspectors observed 16 lessons or part lessons, including a series of short visits (a learning walk) with school staff. They listened to pupils reading, attended assembly and visited the breakfast club.
- Meetings were held with the school council and two other groups of pupils, a representative from the local authority, the Chair of the Governing Body and two other governors, and a range of staff including senior and middle leaders.
- Inspectors looked the school's records of pupils' attainment and progress, records on behaviour and safety, attendance, the monitoring of the quality of teaching and learning, as well as safeguarding documents and other school policies.
- Inspectors scrutinised 66 responses to the on-line questionnaire (Parent View) and the school's own surveys. Other parental views were sought at the start and finish of the school day and from those parents attending the mathematics workshop.

Inspection team

Grace Marriott, Lead inspector

Additional Inspector

Steven Smith

Additional Inspector

Clifford Walker

Additional Inspector

Full report

Information about this school

- St Peter's is an average-sized primary school which is currently undergoing building work to expand in size from 30 to 60 pupils in each year group.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs is slightly below the national average, but with considerable variation between year groups.
- The proportion of pupils for whom the school receives additional funding (the pupil premium) is in line with national average.
- The proportion of pupils from minority ethnic groups is average. The proportion who speaks English as an additional language is also average.
- The school manages the on-site breakfast club but does not manage the after-school club, so it was not included in this inspection. The latest report for the after-school club can be found on the Ofsted website.
- The school does not use any alternative provision (lessons that take place regularly away from school).
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher is new in post since the previous inspection. He has been in post for just over a year. There have been some changes to the leadership team and the Early Years Foundation Stage leader took on responsibility for this area in September 2012.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise achievement further, by:
 - making sure that the work always matches the abilities of the different groups and is neither too easy nor too difficult
 - giving pupils more opportunities to apply their knowledge and skills, particularly in writing and mathematics
 - improving the pace of lessons so that pupils are able to achieve more in the time available.

Inspection judgements

The achievement of pupils is good

- Most children start at the school with skills that are broadly in line with expectations for their age. They leave in Year 6 having achieved well. This includes those from minority ethnic groups and those who speak English as an additional language.
- In Reception, they make outstanding progress in personal and social development, learning to be independent as well as to cooperate, share and play very well with other children. They make good progress in reading, writing and mathematics. They enjoy books and stories and, by Year 1, almost all read at an appropriate level for their age and many read very well. In the past, writing skills have not been as good as reading, but the current work being done is helping to improve writing.
- In 2012, Year 2 assessments, although average, were lower than in previous years, because the number of pupils achieving the higher level (Level 3) in writing dipped. The school's and the local authority's evidence shows that this was because assessment was more rigorous and accurate than in previous years. Progress in writing has improved, and pupils' attainment is above average.
- Results in the Year 6 tests in 2012 were above the national average in English and in the proportion of children achieving Level 4 or better in both English and mathematics. Pupils supported by the pupil premium achieved better results than others.
- Standards in mathematics are not quite as strong as in English. Pupils have good calculation skills because these are well taught, but they are less confident in applying them to solving problems. Teachers' increasing emphasis on practical mathematics is helping to remedy this.
- Pupils are now making much faster progress, and in the current Year 6 over half have already reached the level expected by the end of year. Staff know, however, that there are still variations in progress between some groups. For example, some pupils with special educational needs were not making progress at the same rate as other pupils. Effective additional support is changing this and these pupils are making similar progress to their peer group. Similarly, effective support for teachers is helping to eliminate differences between classes.
- In the school as a whole, pupils read confidently and expressively; their good knowledge of letters and sounds helps them read unfamiliar words. Attainment in writing has been below reading, but more opportunities to use both reading and writing skills in a range of subjects are helping pupils to improve. An example of this is the interesting writing that Year 5 pupils produced based on their research into local history.

The quality of teaching is good

- At all stages in the school, teaching is good and some is outstanding. This is ensuring that, across the school, pupils now make at least good progress. Pupils could talk knowledgeably about what they were doing and how much progress they had made.
- In the Reception classes staff detailed, accurate records of progress help staff plan activities which enable children to learn to read, write and count as well as developing their personal, social and creative skills. For example, they were using fairy stories as the stimulus for exciting activities. The children were totally absorbed in writing reports, building models, making masks and using mathematical skills to plan a wolf trap, as part of their hunt for the wolf in Little Red Riding Hood. The staff are working very hard to minimise the impact of the building programme, but they know that they cannot make as much provision for physical activity as they would like.
- Teaching is good, but it is not yet outstanding at any stage because the match of work to pupils' needs is not always good enough to ensure that pupils make really rapid progress. For example, in problem solving in mathematics, some tasks were not open ended enough to extend the higher attaining pupils and sometimes middle or lower attaining pupils found the work too challenging. Sometimes, also, the pace of lessons slows down, or teachers spend too long on the

introductions to lessons and this affects the amount of work pupils can complete.

- Reading is well taught across the school and pupils enjoy books and can talk about their likes and dislikes. In a good guided reading session in Year 2, the level of challenge and difficulty matched the needs of different groups of pupils well and enabled them to make good progress in their comprehension as well as their reading accuracy.
- Writing and mathematics are current priorities because achievement has been lower than in reading. Teachers' good subject knowledge and planning are now providing increased opportunities for pupils to practise skills in literacy and numeracy across different subjects. This is having a positive impact on the standards in writing and mathematics, but the school rightly acknowledges that it needs to provide further opportunities. Work in books also shows that expectations regarding handwriting and presentation are good.
- The new marking system has had a major impact on the quality of pupils' work. There is now a real dialogue between pupils of all ages and teachers. The pupils were very keen to explain to inspectors how 'responding to marking' (an expression they understood and used) helped them to make progress. Information gained from marking and other checks on pupils' progress is now used consistently to set appropriate work and give pupils clear direction and targets.

The behaviour and safety of pupils are good

- The school sets high standards for behaviour and pupils respond very positively, learning to take responsibility for their own behaviour and actions. They know how they should behave and they told inspectors that the good behaviour seen during the inspection is typical. They say that sometimes a few pupils misbehave but teachers deal with it well and it does not adversely affect learning.
- The consistently good behaviour contributes very well to learning. A learning walk showed high levels of concentration and a purposeful learning atmosphere in classes and this was typical of lessons generally. The Reception class children develop excellent social skills and the efficient way in which they tidied their classrooms at the end of the morning session showed how well they understood their responsibility for keeping the classroom tidy.
- Pupils have a very good understanding of how to stay safe generally. In particular, they were keen to tell us about site safety based on the briefings from the builders which had clearly made a great impression on them. The very good relationships between adults and children help them to feel safe in school. Pupils know that there are adults to whom they turn if there are problems. Both older and younger pupils know what constitutes bullying and what to do about it. Pupils and parents say that bullying is rare and, if it happens, it is quickly dealt with.

The leadership and management are good

- The headteacher's drive and enthusiasm are bringing about rapid improvement. Building very well on the school's strengths, he has systematically tackled its weaknesses. Pupils, parents, staff and governors share his vision and have confidence in his leadership. As a Year 3 pupil said, 'Mr Thomas leads us very well.' This was said in response to a question on what pupils think is good about the school.
- The new leadership team has high aspirations for the school. The members are clear that nothing less than outstanding will be good enough. Self-evaluation is very accurate and the development plans highlight key objectives needed to move the school forward rapidly. The school has good capacity to continue to improve.
- Rigorous monitoring of teaching has increased the amount of good or better teaching and almost eliminated that which requires improvement. Staff say that they are now being held more strongly to account through the performance management systems.
- Equality of opportunity is well promoted and senior leaders ensure there is no discrimination. The school has used its pupil premium funding effectively to provide pupils with a variety of additional support. These pupils are making good progress at least in line with, and often better

than, their classmates. The breakfast club and the early work in classrooms give pupils a purposeful start to the day.

- The school meets all statutory requirements for safeguarding.
- Pupils' spiritual, moral, social and cultural awareness is developed well through a range of subjects and activities which helps to extend learning and widen pupils' horizons. These include visitors, visits, for example an opportunity recently to sing with other schools at the O2 Arena, and good links with families and the local and wider communities.
- The building works have been managed very well to minimise disruption to pupils' learning.
- Parent View showed high levels of satisfaction with the school and, at a well-attended mathematics workshop taking place during the inspection, parents were full of praise for the school and the staff.
- The local authority provides appropriate support for the school. Direct observation of teaching and training focused on improving teachers' expertise have helped to improve teaching from satisfactory to good.
- **The governance of the school:**
 - Governors are effective in supporting the leadership team and holding the members to account. They have been instrumental in moving the school forward and are not afraid to take difficult decisions, for example in relation to staffing. Governors have considerable understanding of all aspects of the school's performance. They rigorously monitor and evaluate through detailed scrutiny of information about pupils' progress and careful checking on the impact of action taken to improve teaching. This includes the performance management systems and their relationship to salary progression. Governors ensure effective budget management and use funding sensibly to bring about improvement. They are managing the pupil premium funding carefully and checking systematically to ensure it is having the desired effect.

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	101739
Local authority	Croydon
Inspection number	404778

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	299
Appropriate authority	The governing body
Chair	Jane Speller
Headteacher	Paul Thomas
Date of previous school inspection	21–22 June 2011
Telephone number	020 86885414
Fax number	020 86865309
Email address	admin@st-peters.croydon.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 2013

