

St Peter's Church of England Voluntary Controlled Primary School

Marshall Drive, Brotton, Saltburn-By-the-Sea, North Yorkshire , TS12 2UW

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Pupils' achievement is good. All groups of pupils make good progress from their different starting points.
- Teaching is good and some is outstanding. Teachers have supportive, friendly relationships with pupils and generally plan lessons which help them to learn well.
- Behaviour is good. Pupils are keen to do well and they enjoy learning. They feel safe here. They appreciate the wide variety of activities provided by the school to extend their learning.
- Pupils' spiritual, moral, social and cultural development is very strong and pupils view their school as a real community. They are courteous and respectful to each other and to adults.
- Leaders and governors are very ambitious for the school and its pupils.
- The headteacher, ably supported by the leadership team, provides strong leadership and is determined to continue to improve the school.

It is not yet an outstanding school because

- Progress in reading is not as rapid as it is in writing and mathematics.
- There is not yet enough outstanding teaching across the school.
- In a few lessons in Key Stage 1 and Key Stage 2 planning does not always meet the needs of all pupils. This results in work that is too easy for some.
- Teachers mark work regularly and give suggestions about how to improve but do not provide opportunities for pupils to make these improvements.
- In some lessons pupils do not have enough opportunities to find things out for themselves.

Information about this inspection

- Inspectors observed 15 lessons, one of which was a joint observation with the headteacher and one with an assistant headteacher. Inspectors also heard pupils read in Years 2 and 6.
- They took account of 26 responses to the on-line questionnaire (Parent View) and 39 questionnaires completed by the staff.
- They held a meeting with a group of pupils including members of the school council and talked informally with other pupils at lunchtimes and break times. Inspectors talked to five members of the governing body and a representative of the local authority. They also had discussions with leaders at different levels including the special educational needs coordinator, the leader of the Resource Base Provision and the leader of the Early Years Foundation Stage.
- Inspectors observed the school at work and looked at a range of documentation, including internal and external data relating to pupils' progress, pupils' workbooks, school improvement planning and the school's procedures for gaining an accurate view of its own performance. They also considered minutes of governing body meetings, reports written by the local authority, and safeguarding and child protection documents.

Inspection team

Peter Eeva, Lead inspector	Additional Inspector
David Bridgewater	Additional Inspector
Michele Crichton	Additional Inspector

Full report

Information about this school

- This is larger than the average sized primary school.
- The proportion of pupils supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those who are looked after by the local authority or those from service families, is above average.
- The proportion of pupils who are from minority ethnic backgrounds is very low and there are few who speak English as an additional language.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported by school action plus or by a statement of special educational needs is well above average.
- There is a specially resourced provision for pupils with special educational needs who have moderate learning difficulties. There are two units: the Infant Assessment Class with 10 pupils and the Junior Support Base with 17 pupils. Pupils are educated both in the bases and with the rest of the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further increase attainment in reading, so that it is at least the same as in writing and mathematics, by keeping a very close eye on the new systems and procedures in place to ensure that consistently strong gains in progress are maintained throughout the school.
- Increase the proportion of outstanding teaching by:
 - using information about pupils' progress to plan work at precisely the right level to help them achieve the very best they can
 - providing sufficient opportunities for all pupils to find things out for themselves
 - giving pupils the time to make the improvements that teachers suggest when marking their work.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from their varied starting points. Evidence from lesson observations, examination of pupils' workbooks and the school's own data confirms this.
- Children start Nursery with skills that are much lower than those typical for their age, and in some cases very much lower.
- Children in the Early Years Foundation Stage are helped to talk, play and learn together by the caring environment, good teaching and the wide range of carefully planned activities. As a result, they make good progress.
- Good progress continues in Key Stages 1 and 2 so that by the end of Year 6 pupils' standards are similar to those expected of their age in writing and mathematics. In recent years progress has been slower in reading but this is beginning to accelerate as a result of new systems and procedures put in place; consequently, standards are beginning to rise from below average.
- Thorough systems are now in place to check on pupils' progress throughout the school. As a result, the school can swiftly identify any gaps in pupils' knowledge and skills. Rapid action is taken to boost pupils' learning by providing extra support in class or out of class, individually or in small groups.
- The progress of pupils known to be eligible for pupil premium funding, including those known to be eligible for free school meals, is also good and the gap between their performance and the performance of other pupils has closed by the end of Year 6. This is because of the extra support provided for them such as the small-group and individual one-to-one work.
- The school provides additional support for disabled pupils and those with special educational needs so they too make the same good progress as others in the school. Pupils who attend the Infant Assessment Class and the Junior Support Base also make good progress. The caring, nurturing environment and the successful integration into the life of the main school play a key part in helping this to happen.
- Younger children are now taught well how to link letters to the sounds they make using improved systems to help them read unfamiliar words. This good start is being built on in Key Stage 1 and pupils are becoming better readers. As a result, standards are approaching those in writing and mathematics. By the end of Year 6 many pupils can write in a variety of styles and they correctly solve mathematical problems.

The quality of teaching is good

- The quality of teaching is good and sometimes outstanding in its impact on pupils' progress and achievement over time.
- Teachers plan lessons which interest and enthuse pupils. In a Year 4 class pupils were absorbed in using flow charts independently to understand how, hypothetically, the school was blown up!
- Teachers mostly use their knowledge of pupils' progress and attainment to plan activities that meet the needs of their pupils. However, occasionally the work is too easy and teachers do not plan work that helps pupils move on quickly enough. As a result, some pupils do not have enough time to attempt the most challenging tasks.
- Teaching assistants and other adults are deployed well and have a clear understanding of the needs of the different pupils. They work closely with teachers and are skilled in meeting the needs of different groups of pupils including disabled pupils and those with special educational needs. This is why the achievement of these groups is good.
- Teachers want their pupils to do their very best and expect a lot from them. Good relationships are typical and pupils are keen to succeed. Pupils typically say, 'The teachers are great and really help you to learn.'

- Teachers mark pupils' books regularly and make suggestions about how to improve. In a few classes time is being given to pupils to make these improvements but this is not happening everywhere.
- In most lessons time is used well and the rate of learning is often brisk as pupils move between activities. In a few lessons, though, all the pupils do the same tasks and do not have enough opportunities to find things out for themselves. This is when the rate of progress slows.
- In the Infant Assessment Class and the Junior Support Base the detailed knowledge of the pupils means that work is carefully planned for each individual.

The behaviour and safety of pupils are good

- Behaviour is typically good and in some cases exemplary, for example in assembly. In lessons pupils behave well because they understand it will help them to learn.
- Pupils say that bullying is uncommon and most parents and staff agree. All say that if it happens it is dealt with very quickly by the staff. Pupils have a good understanding of the different forms of bullying and talked about the recent anti-bullying week and the display that was created as part of it.
- Pupils say they feel safe in school and are clear about how to keep themselves safe, including when they use the internet.
- Pupils are polite and welcoming and some described the school as like a family where everyone knows and cares about each other. Pupils know, through the school's atmosphere, assemblies and teaching that it is important to care for and treat everybody the same. As a result, throughout the school there is a supportive and caring feel.
- Attendance has improved as a result of determined work and because pupils want to come to school to learn.
- Pupils benefit from a rich curriculum and a very wide range of after-school clubs and activities. They are particularly keen on gardening and proud of their sporting record and are eager to fill their new trophy cabinet.
- Pupils readily take on responsibilities such as play leaders and are diligent in carrying out their duties.
- The school has effective systems for managing pupils' behaviour and disruption to learning is uncommon. There have been no fixed-term, permanent exclusions or racist incidents in recent years.

The leadership and management are good

- The school is well led by a determined and effective headteacher supported by a strong leadership team.
- Staff performance targets support improvements in teaching. They have access to a range of training and, as a result, are able to keep up to date with developments in teaching and improve their skills. They are not awarded pay increases unless their performance over time shows that they have met their targets.
- Improvements in tracking are now highlighting more efficiently any gaps in pupils' achievement. The school is aware of where reading progress is less secure, but currently its monitoring to ensure consistently good progress is at an early stage. The school knows itself well and has correctly identified and planned for where it needs to improve. Recognising that children start with low skill levels, the school is astutely planning to create a provision for two-year-old children, which they firmly believe will give them a better start when they join the Nursery.
- The leader with responsibility for the Infant Assessment Class and the Junior Support Base is also the special educational needs coordinator and so is well placed to ensure that individual

pupils have their needs carefully identified and planned for.

- There are many opportunities for pupils to develop their spiritual, moral, social and cultural understanding and these are strengths of the school.
- All staff are committed to promoting equality of opportunity and all pupils have equal access to the curriculum and to different after-school clubs and activities. Pupils from the Infant Assessment Class and Junior Resource Base units join mainstream classes wherever possible.
- Safeguarding and child protection policies and practice meet current requirements.
- The local authority is providing appropriate advice and support which is valued by the school.
- Improvements in the achievement of different groups of pupils indicate that there is a clear capacity for further improvement.
- **The governance of the school:**
 - The school benefits from an effective and determined governing body which knows the school very well, monitors its performance rigorously and systematically asks challenging questions to promote further development. Governors are very ambitious for the achievement and welfare of the pupils. They are well informed about all aspects of school life, in particular about the quality of teaching and, increasingly, the data relating to pupils' achievement. Governors are familiar with the Teachers' Standards and use them to help manage teachers' performance. They oversee the spending of pupil premium funding and they are aware of the very positive impact this is having on pupils' achievement.

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	111674
Local authority	Redcar and Cleveland
Inspection number	412007

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	338
Appropriate authority	The governing body
Chair	David Jackson
Headteacher	Richard Unthank
Date of previous school inspection	24 February 2010
Telephone number	01287 676210
Fax number	01287 203023
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