

St Peter's Anglican/ Methodist VC Primary School

Bank Road, Pilning, Bristol, BS35 4JG

Inspection dates 22–23 October 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.

- Since the last inspection, strong and decisive leadership by the new headteacher, well supported by the governing body, has ensured that teaching has significantly improved and that standards are rising quickly.
- Pupils now leave the school with attainment in reading and mathematics that is above average because carefully planned teaching programmes ensure that pupils learn to read quickly and are confident with arithmetic.
- The school's positive ethos, based on Christian values and the commitment to promoting all aspects of pupils' well-being, makes a significant contribution to pupils' good behaviour.
- Teaching is consistently good across the school because pupils listen attentively, they are given good support by additional adults in lessons and they learn well from each other when given the chance to work together.
- The school engages well with its parent community who are fully supportive of what the school is doing. This, together with the commitment of the staff and governors, is ensuring everyone is pulling in the same direction.

It is not yet an outstanding school because:

- Teachers do not use enough checks on pupils' understanding in lessons to enable them to reshape lessons so that all pupils make rapid progress.
- Standards of writing are not as high as they are in reading and mathematics and boys in particular do not get enough opportunity to write about things that interest them. High expectations of presentation and handwriting are not consistent across the school.

Information about this inspection

- Inspectors observed 14 lessons, of which two were joint observations with the headteacher. In addition, inspectors made a number of other short visits to lessons. They also looked at pupils' books and observed other aspects of the school's work.
- Meetings were held with governors, including the Chair of the Governing Body, and teachers. Pupils took inspectors on a tour of the school. The inspectors also listened to pupils reading and spoke to them about it. A meeting was held with a representative of the local authority.
- Inspectors took account of the 33 responses to the online questionnaire (Parent View) and the school's survey of parents' and carers' views and spoke to parents and carers at the school gate. The school also read a letter received from a pupil. Inspectors reviewed 20 questionnaire responses from staff.
- A number of documents were looked at, including the school's own information relating to pupils' achievement, the school's self-evaluation summary and development plan, planning documentation, records relating to behaviour, attendance and checks on teaching, policy documents and documents relating to safeguarding. The inspectors also looked at the school's website.

Inspection team

Martin Marsh, Lead inspector

Additional Inspector

Wendy Marriott

Additional Inspector

Full report

Information about this school

- This is a below average-sized primary school.
- One in every 10 pupils are known to be eligible for the pupil premium (additional government funding which supports pupils known to be eligible for free school meals, looked after children or children of service families). In this school almost all the eligible pupils are those eligible for free school meals.
- One in 20 pupils are disabled or have special educational needs and are supported by school action, and a similar proportion are supported by school action plus or with a statement of special educational needs. The proportions of both groups are lower than national averages.
- Only a very small proportion of pupils belong to ethnic groups other than White British and almost all pupils have English as a first language.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, and unvalidated data suggest this is also the case this year.
- Since the last inspection two years ago, a new headteacher and deputy headteacher have been appointed.

What does the school need to do to improve further?

- Improve the quality of teaching so a greater proportion is outstanding by ensuring teachers systematically check on pupils' understanding throughout the lesson and reshape them where necessary to enable a greater proportion of pupils to make more rapid progress.
- Raise the achievement in writing so that it matches that in reading and mathematics by:
 - giving pupils more opportunities to write in a variety of different subjects and genres, especially those that interest boys
 - making sure that high standards of handwriting and presentation are consistent across the school.

Inspection judgements

The achievement of pupils is good

- Pupils enter the school in Reception with skills that are below the levels typical for their age. They leave the school in Year 6 having made good and often faster progress so that their attainment is above average in reading and mathematics and broadly average in writing.
- Children make a good start in Reception, particularly in learning their letters and the sounds they make (phonics). Systematic reading programmes, set up since the last inspection, are very effective. As a result, the outcomes of the phonics screening check in 2013 for pupils in Year 1 were above those found nationally. By the time the pupils leave the school they are confident and fluent readers with a love of books. Pupils proudly told us about the 'Reading Tree' where they record the books they have read in a school display.
- Pupils can calculate well and are able to apply their skills to solve a range of problems. In the 2013 Key Stage 2 statutory assessment, well over half the pupils achieved higher levels in mathematics. The most able also do well in reading with almost half achieving a Level 5.
- Well-trained adults support a wide range of interventions to support pupils who are not achieving as well as they could. These are particularly effective in ensuring that pupils who are disabled or who have special educational needs make at least as good progress as their peers. The small numbers of pupils who are not White British or whose first language is not English make similar progress to other pupils.
- The very small number of pupils eligible for the pupil premium benefit from small-group and one-to-one sessions which the funding provides. This enables them to progress at a faster rate than their peers and so there is no difference between their attainment and that of other pupils in English and mathematics by the time they leave the school.
- Girls make faster progress than boys in writing but still their attainment is not as high as in reading and mathematics. There are not enough opportunities for pupils to write in different contexts, genres and purposes and sometimes the boys are not engaged because the stimuli for writing do not interest them. Although pupils produce a lot of written work and the content is often good, the expectations in terms of handwriting and presentation are not high enough.
- Other than the difference in attainment of boys and girls in writing, the achievement of all groups of pupils in the school is similar so in all other areas the school promotes equality of opportunity for learning effectively.
- Progress in Reception is good. The opportunities to learn both inside and outside the classroom are well planned and the children's imagination and curiosity are enhanced by adults who challenge and engage with the children very effectively.

The quality of teaching is good

- Excellent relationships between pupils and their teachers and other adults characterise all lessons. Pupils listen well to adults and each other and work very well together when the opportunity is given to them.
- The teaching of pupils in Years 4, 5 and 6 is very strong, enabling pupils to make up the ground they lost through relatively poorer teaching when they were younger and prior to the last inspection. Questioning, although good across the school, is particularly strong in these year groups in probing pupils' thinking and deepening their learning, leading to rapid gains in their knowledge and skills.
- Pupils work hard and produce considerable amounts of work during lessons because they are asked to work on their own quickly. Marking is consistently helpful in letting pupils know how well they are doing and they generally know how to improve their work. Occasionally, the 'next steps' advice they are given is not always understood by the pupils.
- Additional adults are well managed by teachers and, as a result, work very hard and are making a considerable contribution to learning in lessons. As a result, all pupils are able to access what

is happening in the lesson and take part fully.

- There are times, especially when adults are working with groups, that pupils who are working on their own do not make as much progress as they could because not enough checks are made on how well they are doing. As a result, they are not challenged and supported with additional tasks and questions and this slows their progress. In a small number of lessons, teachers do not check carefully enough when they are talking to the whole class that all pupils understand.

The behaviour and safety of pupils are good

- Pupils talked enthusiastically to inspectors about their work and life in school whenever they were given the opportunity. They are very polite and well mannered and enjoy school, something their parents and carers agreed with and which is shown by their above average attendance and good punctuality. Pupils feel very safe and all parents and carers overwhelmingly agreed that they were.
- In lessons and around school behaviour is typically good. In the playground pupils' play is lively and energetic but they respect those that want to sit in the quiet area. There is very little bullying and the pupils know what to do when something does happen and are confident that it will be dealt with if it does. Pupils are aware of cyber bullying and know how to keep safe on the internet. Pupils understand and respect other cultures and faiths and differences. The school is successful in tackling discrimination and fostering good relationships
- The pupils make a significant contribution to the very positive ethos around the school. The high importance the school puts on the pupils' spiritual, moral, social and cultural development also promotes this ethos. An excellent assembly on the story of Zacchaeus the tax collector from St Luke's Gospel enabled pupils to get a real understanding of how admitting to what you do wrong and asking for forgiveness can be a courageous thing to do.
- Pupils willingly respond to opportunities to take an active part in the school whether it is ensuring younger children are looked after at playtime or participating on the school council.
- The pupils understand how important it is to be healthy and respond positively through their good participation in the opportunities they are given to take part in sports and physical activities. The school is in the last stage of finalising plans as to how additional government sports funding is to be spent to further increase participation in sport but also to develop teachers' ability to teach physical education more effectively.
- Although pupils' behaviour and attitudes to learning are good overall, they are not outstanding because there are occasions, when the teaching is weaker, that they lose concentration.

The leadership and management are good

- The quality of teaching and standards of attainment have been rising rapidly since the last inspection. The senior leaders have galvanised the school community to tackle previous weaknesses in teaching and leadership that had previously led to a falling trend in attainment.
- The headteacher's energy, passion and commitment have been a significant factor. He has put in place systems for checking on the performance of pupils and the school is using this information to make sure that no pupils are allowed to fall behind. Parents and carers recognise his commitment and feel part of the school. They are regularly consulted and fully understand and support what the school is working to achieve.
- Rigorous checks on the performance of teachers together with well-targeted training and checks on what has changed as a result are ensuring that the vast majority of teaching is good or better. The school is prepared to make difficult decisions if teaching fails to meet its high expectations. At the same time, the school has developed leaders who take an important role in checking on teaching and lead improvements themselves. As a result, teachers feel valued and are very supportive of what is happening.
- The local authority has provided excellent support and has made a major contribution to the

progress the school has made in such a short period of time. Since September, it has correctly identified the school as needing only light touch support because the school has shown itself to have a strong capacity to improve on its own.

- The curriculum provides well for the pupils, especially in reading and mathematics. There is a good range of visits and visitors to school. The school believes a review of its curriculum is necessary and is using the opportunity afforded by the new statutory curriculum starting in 2014 to reflect on what it needs to do to make learning even more relevant and exciting.
- There are still some management systems that are not fully embedded and progress in writing, particularly for boys, is still an area that is being addressed, which is why leadership and management are not outstanding.
- **The governance of the school:**
 - The school has been on a journey since the last inspection and the governors have been fully involved at all stages, being prepared to make difficult decisions and find good long-term solutions to some of the difficulties it has experienced. They understand the school's data very well and so can challenge the school effectively and make significant contributions to its plans for the future. The governing body takes training very seriously and subscribes to local authority governor services, making sure that training is an item on each governor body agenda. Finances are managed very effectively. The governors understand the quality of teaching and the close link between teachers' pay and performance. Good appraisal plans are in place. They also understand the impact of the funding for pupils eligible for pupil premium and have been fully involved in planning how the extra sports funding is to be used. The governors give good support to the school in meeting safeguarding responsibilities, including those in relation to recruitment, and the school's systems for safeguarding meet statutory requirements.

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	132937
Local authority	South Gloucestershire
Inspection number	426774

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Alison Dark
Headteacher	Paul Overton
Date of previous school inspection	22–23 November 2011
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