

St Peter's Primary School

Cherry Tree Close, Winslow Road, Bromyard, HR7 4UY

Inspection dates 22–23 January 2014

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children, parents and staff are proud to be part of this happy school. Pupils achieve well in a wide range of subjects, making good progress and becoming thoroughly prepared for the next stage of their education.
- Since the previous inspection, leaders, managers and governors have consolidated good teaching and achievement and improved attendance.
- Teaching is consistently good and the questioning of pupils is especially skilful. In the welcoming and stimulating classrooms, behaviour is well-managed.
- In lessons and about school, behaviour is good with pupils being courteous and thoughtful towards others. They feel safe and know how to keep safe because the school curriculum encourages this effectively.
- The headteacher and senior staff lead the school well. They are fully supported by staff, who use opportunities for professional development fully.
- Governors are knowledgeable, using their wide range of skills and experience to hold the school strongly to account.

It is not yet an outstanding school because

- Sometimes, teachers try to cover too much ground in one lesson. At other times, they plan activities rather than what pupils should learn, inhibiting progress from being outstanding.
- Last year, in Key Stage 2, the gap in writing attainment between pupils who are eligible for the pupil premium and that of others widened.

Information about this inspection

- Inspectors saw eight lessons, two of which were jointly observed with senior staff, a phonics session, and a Key Stage 2 assembly. All teachers were observed teaching.
- Meetings were held with pupils, staff and governors, and a telephone discussion took place with a representative of the local authority.
- Inspectors heard individual pupils read to them.
- Inspectors observed the school's work and looked at various school documents including information on pupils' progress, documents relating to safeguarding, behaviour records, and records of attendance.
- Some 20 responses to Parent View (the online questionnaire) were seen and an inspector spoke informally to about a dozen parents and grandparents collecting children before and after school.

Inspection team

Michael Farrell, Lead inspector

Additional Inspector

Tania Sanders

Additional Inspector

Full report

Information about this school

- St Peters is an average sized primary school.
- Most pupils are White British.
- The proportion of pupils who speak English as an additional language is increasing, although still below average.
- The school runs its own breakfast club.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is low. The proportion of such pupils who are supported at school action plus or who have a statement of special educational needs is above average.
- An average proportion of pupils are eligible for support from the pupil premium (additional government funding for pupils known to be eligible for free school meals or who are cared for by the local authority).
- A higher proportion of pupils than is typical joins or leaves the school during the school year.
- The school has links with a local special school, Westfield School, Leominster, where very occasionally a pupil may be educated for a number of days a week while remaining on the role of St Peters.
- St Peters is one of six schools that through local collaboration form a Trust. This Trust called 'Education for Bromyard' was formed to encourage these schools to work together for example by sharing resources where appropriate.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Ensure teachers do not try to cover too much in each lesson, and that planning makes it clear what pupils should learn.
- Close the gap in writing standards between pupils in Key Stage 2 who are eligible for free school meals and their classmates.

Inspection judgements

The achievement of pupils

is good

- Children enter Nursery with skills and understanding below those typical for their age. Their language development is well-below that usually found. In Nursery and Reception, children achieve well, joining Year 1 with attainment that is closer to national averages, but still below. In Key Stages 1 and 2, pupils make good progress, usually attaining similarly to pupils nationally by the end of Year 6.
- In 2012, the attainment of pupils at the end of Year 2 was below average. This was a group which had particularly low attainment when they children entered school. In 2013, attainment for Year 2 pupils was close to national averages.
- In 2013, in the phonics check (the sounds letters make) for pupils in Year 1, boys' levels were low. The school has since accelerated progress in this aspect, through individual and small group work and well-focused phonics teaching. Pupils throughout the school read extensively and regularly. Beginning readers persistently apply various strategies to tackle words because the school teachers these systematically.
- Pupils achieve well in English, mathematics and a range of other subjects, being well prepared for the next stages of their education.
- Different groups achieve well. Disabled pupils and those with special educational needs benefit from activities tailored to their needs and interests, and from extra help in individual and small group work. Pupils attending the local special school part time progress well. For pupils whose circumstances might make them particularly vulnerable, the school works effectively with other services such as health and social services to enhance provision.
- More-able pupils are challenged by more-difficult work and do well. For example, in a Key Stage 2 mathematics lesson, they successfully found many correct solutions to a problem.
- Pupils speaking English as an additional language are helped by numerous 'hands on' activities, and their fluency in English improves. This ensures that their progress in reading, writing and mathematics is good.
- Last year, the pupils in Year 6 who were entitled to support from pupil premium were behind their classmates by one and a half terms in mathematics, a term in reading, two and a half terms in writing and over three terms in English, grammar, punctuation and spelling. The gap has narrowed for mathematics and reading but widened for writing.
- The school's 'tracking' system reveals any fluctuations in standards allowing action to be taken to help ensure pupils have the equal opportunity to progress well. For example the school has started to narrow the above gap in writing and is taking action to reduce it further.

The quality of teaching

is good

- Teaching in all subjects observed and for all teachers was good and the school has evidence of outstanding lessons it has observed. In joint lesson observations, the school's judgements agreed with those of the inspectors.

- Classrooms have stimulating and attractive displays enriching the very positive atmosphere of learning. Teachers and teaching assistants remind pupils of the high standards of work and behaviour expected, successfully encouraging them to meet these expectations. Children in Reception progressed well in writing sentences about 'Jack and the Beanstalk' because the teacher had clear expectations of what different groups could do, and challenged them through suggesting using more 'tricky' words.
- Staff ensure lessons are interesting and enjoyable. A nursery lesson imaginatively encouraged communication through a vet's corner, story tent and pirate game. In a literacy lesson centring on 'magic porridge' in Key Stage 1, pupils made good progress in writing simple sentences independently or ordering picture sequences, developing their language well. Activities such as mixing magic porridge and focused work with the teacher stimulated their imagination and motivated pupils to try hard. In a Key Stage 2 mathematics lesson, pupils achieved well, tackling fractions problems in various ways because challenging activities were set for each group.
- Reading, writing, communication and mathematics are taught well. Teachers' planning usually enables good progress but sometimes there are too many learning 'objectives', some describing the activities the pupils are expected to carry out rather than what they should learn. Consequently, the precision of the lesson is blunted, so that progress, while good, is prevented from being outstanding.
- Teachers use questioning very skilfully to probe pupils' knowledge and modify the lesson accordingly. Teachers' demonstrate good subject knowledge and infectious enthusiasm. This was seen when a teacher in a Key Stage 2 lesson provided interesting opportunities for research into aspects of farming in ancient Egypt, so that pupils were engaged and achieved well
- Staff knowing pupils well helps ensure accurate assessments of attainment and progress. Assessment is accurate both in lessons and in pupils' books. Marking is thorough and there are many examples of pupils writing notes in their books to show that they understand what the teacher is asking them to do.
- A good range of effective teaching approaches is used in lessons and suitable homework regularly set. Good targeted support is provided for pupils as necessary.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. Attitudes to learning and behaviour are highly positive, making a strong impact on the progress pupils make in lessons. These positive attitudes are evident in different subjects and with different staff. Pupils understand the importance of good attitudes because the school emphasise these and staff, in their day-to-day contacts with pupils, demonstrate courtesy and respect.
- Reflecting pupils' good attitudes, the school environment is tidy and well cared for and pupils ensure it remains so, taking pride in the building and grounds.
- Pupils take a pride in their success. For example, beginning readers were very eager to show inspectors what they could read.
- Pupils come to lessons ready to learn, enabling lessons to start straight away. They respond well to staff requests and guidance so that lessons proceed without interruption. No disruption was seen in any lesson during the inspection. Over several years, there have been no permanent or short period exclusions as behaviour has improved.

- Attendance is above average, having improved since the previous inspection. The school does all that can be reasonably expected to tackle the persistent absence of a very small number of pupils.
- Parents and pupils express no concerns about pupils' behaviour and safety. Pupils behave well in the breakfast club, in lessons, at break times and lunchtimes, showing consideration for others. They have good manners.
- The school does not tolerate discrimination and there is no evidence of any. Pupils are aware of what bullying is but say either that they have not seen any or that it is very uncommon. Where there are disagreements pupils have confidence that staff will resolve these fairly.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and have an understanding of how to keep safe that is in line with their age. They can provide examples of keeping safe when using the internet, when near roads and when near ponds or rivers. Pupils behave in class and around school in a safe manner.

The leadership and management are good

- The headteacher and senior team offer strong, purposeful leadership and, with governors, expect and encourage high expectations. The headteacher has gained respect through openness and by sharing leadership duties, so staff know their responsibilities and fulfil them confidently. Staff with particular responsibilities, but who are not members of the senior management team, are equally clear and confident about their contribution.
- The school involves parents deeply for example offering workshops to help parents support their children's learning. Parents speak highly of staff.
- Through accurately checking each pupil's progress and the quality of teaching, and through checking all aspects of its provision, the school knows itself well; tackling vigorously any slowing of progress of different groups or individuals.
- Due to effective management of staff performance, individual development and training needs and the requirements of the school are well coordinated. Leaders ensure staff promotions and pay relate to pupils' achievement and progress.
- Well considered curriculum and policies lead to rich and stimulating activities supporting good progress in literacy and other subjects. Spiritual, moral, social and cultural development is very well promoted while good behaviour and care for safety are highly encouraged. The school works effectively with other schools in its Trust to enrich provision, for example through shared activities.
- Through well used primary school sport funding, a part time dance teacher has been employed, and the number of athletics events increased; enhancing pupils' enthusiasm for, and engagement in, sports.
- The local authority has carried out a school risk assessment, deeming it to require light touch support and has been effective in providing courses that staff find useful.
- Safeguarding procedures meet statutory requirements.

■ The governance of the school:

- Governors effectively challenge leaders, contributing to good teaching and achievement. They have a clear grasp of pupils' achievement and the progress of different groups, including comparisons with national figures, because they scrutinise data with care. They gain an accurate picture of the quality of teaching from visits to the school and from headteacher reports. Similarly, governors know how pupil premium funding is spent, for example on extra teaching assistant support, and that it is having a positive effect. They conscientiously oversee the pupils' safety through school visits and discussions with pupils. Their up-to-date training is suited to their responsibilities. Governors ensure resources are used effectively, including how staff are deployed. They participate in managing the head teacher's performance and ensure staff pay relates to pupils' performance. Governors regularly seek better ways to carry out their duties.

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	116666
Local authority	Herefordshire
Inspection number	440418

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Joseph Hodgson
Headteacher	Kevin Wright
Date of previous school inspection	5 July 2011
Telephone number	01885 483237
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