

St Peter's CofE Primary and Nursery School

Bellamy Road, Mansfield, NG18 4LN

Inspection dates 18–19 June 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In Key Stages 1 and 2, the progress made in year groups is too variable. Disabled pupils and pupils with special educational needs do not always make enough progress. Boys do not achieve as well as girls in writing.
- The most-able pupils are not always given work which is hard enough to help them reach the higher levels they are capable of, particularly in writing.
- Teachers do not always check on pupils' progress frequently enough to move on learning or re-shape tasks where necessary.
- Teachers' marking and feedback are not always effective.
- Teachers do not always have high enough expectations of the quality of work pupils can produce.
- The role of middle leaders is not developed well enough to ensure they play their part in checking on progress and teaching.
- Governors do not have the skills and in-depth knowledge of all aspects of the school's work to be fully effective in holding leaders to account for the school's performance.

The school has the following strengths

- Children in Early Years Foundation Stage make good progress.
- Pupils are safe in school and have good attitudes to learning. They are polite and well-mannered towards each other and adults in school.
- The headteacher has an accurate view of the school's strengths and areas for development. There are now thorough procedures to manage the performance of staff.

Information about this inspection

- Inspectors observed 15 lessons, five of which were seen together with the headteacher. In addition, inspectors spoke to pupils about their views of the school, listened to them read and scrutinised the work in their books.
- Inspectors looked at a range of documents including the school's own evaluation of its performance, plans for improvement, policies and records of pupils' behaviour and attendance, and information relating to safeguarding.
- Meetings were held with the headteacher, senior and middle leaders, members of the Governing Body and a representative from the Local Authority.
- The 47 responses from parents to the online survey (Parent View) were considered. Inspectors also spoke to parents at the beginning of the school day.
- Inspectors considered the responses from 31 staff to Ofsted's questionnaire.

Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Philip Scull

Additional Inspector

Full report

Information about this school

- This is a smaller than average primary school.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or through a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals and those in local authority care) is below the national average.
- Most pupils are from White British backgrounds.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has recently undergone building work in preparation to increase intake numbers.

What does the school need to do to improve further?

- Make sure teaching is at least good and that there is more outstanding teaching by:
 - making good use of assessment to check how well pupils are learning and re-shape tasks if necessary, particularly in the case of disabled pupils and those with special educational needs
 - ensuring teachers' marking of pupils' work consistently offers clear guidance to pupils on how they can improve and help them to understand their next steps in learning.
- Raise standards in all subjects, particularly those of boys and the most-able pupils in writing by:
 - having higher expectations of the quality of work pupils' can produce
 - introducing more themes and topics that interest boys so they enjoy their learning.
- Strengthen leadership and management by:
 - developing the role of subject leaders and those with other responsibilities to lead improvements so that they are more involved in monitoring the quality of teaching and pupils' achievement
 - ensuring that governors receive more training and acquire a more informed knowledge of the quality of teaching and learning so that they hold school leaders more effectively to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because in Key Stages 1 and 2 too few pupils make good progress from their previous starting points. Progress between year groups and among groups of pupils is too variable.
- When children join the school in the Early Years Foundation Stage, their skills, knowledge and understanding are usually below those typically seen at their age. Some children join the school with limited acquisition of English language. However, children's learning gets off to a good start because of the good teaching they receive and make good progress. They generally reach levels of development expected for their age when they move into Year 1.
- Pupils' progress previously in Years 1 and 2 has been too variable over time. Standards in 2013 were below those found nationally in reading, writing and mathematics. Current school data shows that standards have improved, with pupils reaching levels that are more in line with those found nationally. The proportion of pupils reaching the expected standard in the Year 1 check of their knowledge of letters and sounds (phonics) improved in 2014 to the point where it is broadly in line with national averages.
- Achievement at the end of Key Stage 2 requires improvement, particularly in writing. Although it is now improving, too few pupils make better than expected progress in this subject. In 2013, the proportions of pupils who made expected progress were average in reading and above average in mathematics. The proportions making expected and better than expected progress in writing was below average for the same pupils, confirming that, whilst good in places, progress is too variable overall.
- The achievement of the most-able pupils requires improvement. Not enough pupils reach the higher levels at the end of Year 6. Teachers' expectations of what the most-able pupils can achieve are not high enough, especially in writing.
- The achievement of pupils supported by the pupil premium also varies. In Year 6 in 2013, pupils known to be eligible for this support were over four terms behind their school peers in reading and over five terms behind in writing. The pupil premium funding has been spent more effectively recently to provide extra teaching support and some pupils are now making good progress. Current data shows that the gap is closing in their attainment and that of their peers.
- Disabled pupils and those with special educational needs make variable progress. A good level of support is often in place, particularly from additional support staff, but they do not make consistently good progress because teaching does not always help them to learn well.

The quality of teaching

requires improvement

- The quality of teaching is not yet consistently good because it is too variable across Key Stages 1 and 2.
- Not all teachers check frequently enough on how well pupils are learning, resulting in pupils not always being moved on to the next stage quickly enough. This happens most regularly with the most-able pupils where they continue to work through activities they already understand.

- There is some high quality marking across the school but overall it is too variable across different subjects and year groups. Marking does not consistently give pupils, including disabled pupils and those with special educational needs, a clear understanding of what they need to do next and pupils are not always given opportunities to practise work or correct mistakes in order to improve.
- Teachers' expectations of the quality of work pupils are expected to produce are sometimes too low, particularly in English lessons. Handwriting errors and weaknesses in presentation, particularly by boys, are too often overlooked by teachers.
- Teaching is good in the Early Years Foundation Stage. Adults have a good knowledge of each child and plan learning for them that meets their needs. For example, in the Reception class pupils were enthusiastically investigating the life cycle of a butterfly, whilst being skilfully questioned by the teaching assistant to guide their learning.
- Teaching assistants are deployed well and have a clear understanding of the needs of pupils who are disabled or who have special educational needs and this allows them to intervene effectively when it is needed. However, the teaching of these pupils is not always good enough to ensure they progress as quickly as they need to for them to catch up with the others.

The behaviour and safety of pupils are good

- Behaviour in school is good. Pupils are courteous, polite and friendly. They open doors for adults, greet people cheerfully and are generally well-behaved in class, around the school and on the playground.
- Behaviour in the vast majority of lessons is good and as a result, lessons run smoothly without disruption to learning. This is because teachers set consistently high expectations of behaviour and pupils are eager to learn and co-operate with their teachers. However, in lessons that require improvement, these expectations were not always fully maintained, resulting in occasional minor chattiness and inattentiveness by some pupils.
- Pupils, parents and teachers state that it is a happy school and that behaviour is good. Pupils insisted that bullying is very rare and that they would feel comfortable telling someone about anything that was concerning them. Pupils have a good understanding of different types of bullying including, for example, cyber-bullying and staying safe online.
- The school's work to keep pupils safe and secure is also good. Effective policies and procedures are in place to ensure the safety of pupils. Pupils themselves have a good understanding of how to keep themselves safe including fire safety and road safety where Year 5 pupils are trained as Junior Road Safety Officers to support learning with younger pupils in this area.
- Attendance has improved and is now broadly average.

The leadership and management requires improvement

- Although the headteacher has brought stability to the school, following some disruption brought about by building work, leadership and management require improvement because not enough has been done to secure consistently good achievement and teaching since the last inspection.
- Middle leaders, including those responsible for subjects are clear on the strengths and areas for

development with their area of responsibility. However, they are not yet fully involved in monitoring the quality of teaching and do not make effective use of the tracking system and assessment data in order to fully contribute to school improvement.

- The school's academic curriculum is not always imaginative enough; teachers' choice of topics do not always engage pupils' interest sufficiently, which limits their engagement and subsequent progress, particularly in the case of boys.
- The school's own judgement, including that of governors, on its performance is over-optimistic. It does, however, accurately identify important areas in need of improvement, for example, raising achievement in writing.
- The school now has a comprehensive system for checking on pupils' progress and identify any pupils who are falling behind. This is enabling the school to be much more effective than previously in planning additional support for individuals or groups of pupils. Consequently, groups such as those eligible for the pupil premium are now beginning to make better progress that is increasingly in line with that of other pupils in school.
- Procedures for managing the performance of teachers are thorough and include clear targets for pupils' progress and teaching. There are appropriate links to teachers' standards and salary progression. Staff responses to the inspection questionnaire show that they have confidence in the senior leadership of the school. Staff morale is high.
- Sporting and musical opportunities, such as taking part in the school choir, promote pupils' spiritual, moral, social and cultural development well. The additional sports funding is being used effectively to support teachers' skills and increase the range of physical education activities. This is making a positive difference to pupils' well-being.
- The local authority provides the school with appropriate levels of support.
- **The governance of the school:**
 - Governors have only recently started to gather accurate judgements about the achievement of pupils and the quality of teaching, and the governing body has not challenged the school's work robustly enough to hold leaders to account for the school's performance.
 - Newly appointed governors, including a new Chair of the Governing Body, are very keen to help drive the school forward more quickly. They welcome opportunities to undertake training to improve their effectiveness. Governors' knowledge of the school's performance is starting to improve. This means that they are now better placed to hold the school to account.
 - Governors manage the school's finances well. They oversee decisions regarding teachers' pay progression to ensure these more closely reflects pupils' progress and how the pupil premium funding is spent. However, they are not yet fully clear what impact this is having on pupils' progress.
 - Statutory duties with regard to health and safety, safeguarding and safe recruitment are met.

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	133265
Local authority	Nottinghamshire
Inspection number	444132

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Christine Bacon
Headteacher	Pearl Day
Date of previous school inspection	12 May 2010
Telephone number	01623 489980
Fax number	01623 489980
Email address	admin6@st-petersfirst.notts.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 and 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 2014

