

# St Peter's CofE First School

Church Lane, The Holloway, Droitwich, WR9 7AN

**Inspection dates** 18–19 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- In this happy school, pupils make good progress and achieve well in a wide range of subjects so that they are well prepared for the next phase of their education.
- Since the previous inspection, leaders and managers have maintained the school's strengths and made further improvements, such as to the teaching and achievement of disabled pupils and those who have special educational needs, and attendance.
- Teaching is good and staff convey high expectations of achievement and behaviour to pupils. Around the school and in classrooms, attractive displays of work remind pupils what they can achieve.
- Behaviour is good around the school and in lessons. Pupils are courteous and respectful to others. They say they feel safe, and parents are confident about their child's safety because the school places great emphasis on this area.
- The headteacher, fully supported by senior staff, sets high standards and expects them to be met, so that staff morale is high and staff are proud to work in the school.
- Governors know the school well and are vigorous and effective in holding the senior leaders to account.

### It is not yet an outstanding school because

- The questions teachers ask in lessons do not always challenge pupils to think harder, and pupils are not always clear about knowing what they should aim for to reach the next level in their work.
- Teachers' marking is not always helpful in showing pupils how to improve their work, or checking that they have learnt from their mistakes.

## Information about this inspection

- Inspectors observed 15 lessons including two lessons on phonics (letters and the sounds they make). Two lessons were observed jointly with senior staff. Additionally inspectors observed registration, class reading sessions, and a whole-school assembly.
- Meetings were held with pupils, staff, governors, and a representative of the local authority.
- Inspectors heard individual pupils read to them.
- The school's work was observed and inspectors looked at a variety of documents including records of behaviour, assessments of pupils' attainment and progress, records of attendance, and documents relating to safeguarding.
- The 41 questionnaires returned by staff were analysed.
- The 87 responses to Parent View (the online questionnaire) made in the last year were taken into account, and inspectors spoke informally to parents bringing their children to school.

## Inspection team

Michael Farrell, Lead inspector

Additional Inspector

Stewart Gale

Additional Inspector

Lynda Townsend

Additional Inspector

# Full report

## Information about this school

- The school is a larger than most first schools.
- The very large majority of pupils come from White British backgrounds, and almost all speak English as their first language.
- A below-average proportion of pupils receive support through the pupil premium (additional government funding for pupils who are eligible for free school meals or cared for by the local authority).
- The proportion of disabled pupils and those who have special educational needs supported at school action is about average, as is the proportion supported at school action plus or with a statement of special educational needs.
- At the time of the inspection nearly all pupils in Year 4 were away on a residential trip. Inspectors were able to speak with a group of Year 4 pupils before they left for the trip, spoke to parents including ones of Year 4 pupils, and examined Year 4 books and records of progress.

## What does the school need to do to improve further?

- Further improve teaching and achievement by ensuring that:
  - teachers ask more challenging questions in lessons to extend pupils' knowledge and understanding
  - pupils' work is marked effectively throughout the school, so they understand and reflect on what they should do to improve it
  - pupils know and use their 'learning targets' to help them improve their work in English and mathematics
  - leaders and managers continue to closely monitor and ensure these changes lead to better achievement.

## Inspection judgements

### The achievement of pupils is good

- Children enter school in the Reception year attaining at levels typical of their age overall, but with a substantial proportion attaining at lower levels. Through the Reception year, children make good progress because lessons are stimulating and activities capture their imagination. During the inspection, a story session in particular enabled children to empathise with others.
- Pupils make good progress and achieve well as they pass through the school. The teachers provide many opportunities for pupils to develop their skills, confidence and ability to take on responsibility.
- Different groups of pupils, including boys and girls and pupils of different abilities, all achieve well because their progress is closely monitored and support is provided if any pupil is at risk of slipping behind.
- Pupils reach average standards in phonics checks at the end of Year 1, and in mathematics and reading by the end of Year 2. Standards are above average in writing at the end of Year 2. Many pupils exceed the standards expected for their age in English and mathematics by the end of Year 4.
- Progress across different year groups and in different subjects is consistently strong. This is shown in the school's data and pupils' work, and through discussions with pupils.
- Pupils enjoy reading and read a wide range of fiction and non-fiction books. Developing readers apply phonic skills with increasing confidence and use other clues, including illustrations and the context of the story. They can readily name books they especially like, and their home-school reading records show evidence of extensive reading.
- Individually tailored work, good use of funded resources and close monitoring of achievement mean that pupils supported through the pupil premium make good progress, which accelerates as they move through the school. In 2013 at the end of Year 2, eligible pupils were on average two and a half terms behind other pupils in reading by, two terms in writing, and less than two terms in mathematics. This year their progress is accelerating and these gaps are narrowing.
- Disabled pupils and those who have special educational needs make good progress and achieve well because of good help and guidance. Careful assessments of their individual needs ensure that support is effective, including one-to-one tuition where appropriate.
- Pupils apply skills and knowledge from subjects such as reading, writing and mathematics across various areas such as art, design and technology, and topic work. They are well prepared for the next stage of their education.

### The quality of teaching is good

- Staff provide a very positive climate for learning so that pupils try hard and grow in confidence. In Reception children are taught well and make good progress, helped by well-planned lessons and the encouraging learning atmosphere.
- Reading, writing, communication and mathematics are taught effectively. Particularly strong teaching is accelerating the progress of disabled pupils and those who have special educational

needs, and pupils receiving support through the pupil premium.

- Teachers convey high expectation of achievement and behaviour. This, combined with good use of their subject knowledge, helps deepen pupils' knowledge and understanding and enables them to apply skills and knowledge to different subjects.
- Homework is set regularly and great care is taken to set it at a level that will interest and challenge pupils. Pupils report that they enjoy doing homework.
- Where learning is most effective, teachers ask probing questions that help pupils understand what they are learning and extend their knowledge. Sometimes, however, teachers' questions do not encourage pupils enough to analyse what they are learning about or bring together different pieces of information to make good sense of it. Where this is the case, pupils do not make as much progress.
- Teachers' assessments of pupils' attainment and progress are accurate. The school has improved the quality of marking and much of it now helps pupils to reflect on their work. This is still inconsistent though, and where marking does not help pupils to reflect and improve understanding, this slows progress.
- Pupils do not always know what their 'learning targets' are. These are the main things they should be working on to improve their achievement, for example starting sentences with a capital letter and ending them with a full stop. Some pupils know the targets in detail. Others might be able to say the level they are aiming for, but do not know what they have to do to get there. Where this is the case, it holds back their progress.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils have good manners and show consideration to both adults and other children.
- Because of the positive atmosphere that permeates the school, pupils try hard and grow in confidence. They take care with their work and have pride in their school. Pupils respond well to the many opportunities for them to use their initiative. Pupils' good behaviour supports their good achievement in lessons.
- Pupils are punctual to lessons and arrive ready to start work straight away. They follow staff guidance promptly. Pupils appreciate what the school offers and are quick to talk about subjects they enjoy. A few stated they would like more art and more puppet shows. Pupils recognise the efforts that go into making lessons interesting. As one said, 'Teachers make learning fun, even though it is quite serious.'
- Pupils attend regularly and attendance is improving year on year because the school has worked hard with parents and pupils to emphasise the importance of regular attendance.
- Pupils themselves consider that behaviour is good. Parents also are confident in the good behaviour that the school promotes.
- The school's work to keep pupils safe and secure is good. The school's arrangements for safeguarding pupils meet current government requirements. Parents and pupils are confident that children are safe in school. A young pupil illustrated these feelings of safety by stating, 'The

grown-ups keep looking after us.'

- Pupils know what bullying is and say that although it sometimes occurs, it is rare. Name-calling is very rare. Pupils say they know that if there is any bullying they can go to a member of staff, who will deal with the situation effectively.
- Pupils can give examples of how to stay safe near a railway line, roads, and water. A 'belt and braces' approach to safety was illustrated by one pupil, who said, 'Never go in the water without an adult unless you are a professional swimmer.' Pupils know that you have to be careful using the internet and that there are some 'rude' sites you should not go on.

### **The leadership and management are good**

- Leaders and managers convey high expectations consistently to staff, empowering those with responsibilities below the level of senior management to effectively hold others to account for the progress and behaviour of pupils.
- Leaders manage the performance of staff rigorously. They ensure a tight match between the needs of the whole school and individual staff, and meet them through extensive opportunities for training and support.
- Teaching is monitored regularly and steps are taken to ensure that it is improving. The school has ensured that there is good support for the more vulnerable pupils. Achievement and teaching remain good rather than outstanding because leaders have not yet fully resolved some weaker aspects in teaching over time.
- The school very effectively promotes pupils' spiritual, moral, social and cultural development. It conscientiously encourages good behaviour and good achievement. Literacy is promoted well, leading to pupils enjoying reading and writing.
- The school's evaluation of its own work is accurate, and leaders know its strengths and the areas it needs to develop further. Since the previous inspection they have improved attendance, the progress of disabled pupils and those who have special educational needs, and the indoor facilities for the children in Reception. This demonstrates their capacity for further improvement.
- The local authority effectively supports and challenges the school, for example through visits and reviews.
- Sports funding is used effectively, for example to extend after-school clubs and coaching. This has led to physical education being a subject that is popular and enjoyed by pupils. Pupils have improved their performance in sporting skills, for example in cricket, and their well-being has been enhanced by these activities.
- Communication with parents is a very strong area. Parents are very supportive of the school and value it highly.

**■ The governance of the school:**

- The governing body effectively supports and challenges the school, drawing on the very wide range of skills and life experiences of its members. Governors have a clear view of pupils' achievement and how it can be improved. They have a good understanding of the quality of teaching and assessment through visits to the school and from reports. Governors take care to ensure pupils are safe and regularly undertake related training. Governors effectively oversee the use of resources and have successfully tackled a longstanding budget deficit, for example by overseeing the restructuring of some management responsibilities. They make sure sports funding is well spent and its impact monitored. Governors ensure that pupil premium funds are conscientiously used and their impact evaluated. Governors conscientiously manage the performance of the headteacher and take care to oversee the performance management of other staff so that their pay is linked to performance. Governors regularly review how they can improve their work and ensure that their training is up to date.

## 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

<b>Unique reference number</b>	116877
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	443806

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

<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Norrington
<b>Headteacher</b>	Tracey O'Keeffe-Pullan
<b>Date of previous school inspection</b>	1 October 2009
<b>Telephone number</b>	01905 772138
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