

St Peter's C of E Primary School

Little Green Lane, Farnham, Surrey, GU9 8TF

Inspection dates 24–25 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- Children learn quickly in the Early Years Foundation Stage and do especially well with their writing.
- Pupils in Years 1 to 6 achieve well in reading, writing and mathematics and make especially good progress in reading.
- Teachers work closely with teaching assistants to provide pupils with work that is interesting and helps them to learn.
- Pupils behave well and are keen to learn new things. They help each other with their work and are polite and friendly.
- Pupils feel safe at school and know how to stay safe because systems for keeping them safe and secure are robust.
- Leadership and management, including governance, are speeding up pupils' achievement and improving teaching quickly.
- Spiritual, moral, social and cultural development is supported well, enabling pupils to be thoughtful and responsible.
- The headteacher and other leaders know what to do to make the school outstanding.

It is not yet an outstanding school because:

- Attainment and progress in writing are not as strong as in reading. Pupils have weaknesses in their spelling and handwriting and are given too few opportunities to consolidate and extend writing skills when working in other subjects.
- Teachers do not consistently ensure that pupils are given hard enough work, especially the most able in mathematics. Pupils are not always expected to improve their work quickly when they have been given advice through teachers' marking.

Information about this inspection

- The inspection team observed teaching in 21 lessons, several jointly with the headteacher or deputy headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and representatives from the local authority.
- The inspection took into account the 96 responses to the online Parent View survey and a few letters from parents and carers. Informal discussions were held with a random sample of parents and carers.
- The inspectors considered the views expressed in survey responses from 46 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance and safeguarding procedures.

Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

Ramesh Kapadia

Additional Inspector

Gordon Jackson

Additional Inspector

Full report

Information about this school

- St Peter's C of E Primary School is a larger than average-sized primary school. The school has been growing in size since the previous inspection and now has two classes in each year group up to the end of Year 4.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority, is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average and the proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher joined the school in January 2013. There have been many changes of governors and teachers since the previous inspection, including senior leaders.
- A private nursery on the school site did not form part of this inspection.

What does the school need to do to improve further?

- Strengthen attainment and progress in writing, by:
 - ensuring that pupils are helped to improve their spelling and handwriting
 - providing greater opportunities for pupils to consolidate and extend their writing when working in other subjects.
- Move good teaching to outstanding, by:
 - ensuring that pupils are always given hard enough work, including the most able in mathematics
 - making sure that pupils are expected to improve their work quickly when given advice through teachers' marking.

Inspection judgements

The achievement of pupils is good

- The majority of children start in the Reception Year working at levels typical for their age. They make rapid progress, especially in developing their writing. For example, during the inspection they were confident about spelling out words for their lists of ingredients for secret potions. Occasionally, when working in a large group, the learning of the most-able pupils was not moved on quickly enough.
- Attainment by the end of Year 6 is broadly average in mathematics and writing and above average in reading. Attainment is on target to be higher this year by the end of Years 2 and 6. This is because pupils across the school are making at least good progress and have been successfully catching up from previous underachievement.
- Pupils have a wide range of opportunities to make use of their reading to support their learning in other subjects. For example, in Year 5, pupils were reading various texts to help them to compare the lives of Muhammad and Christ. Achievement in writing lags behind reading because many pupils make frequent spelling mistakes and have weak handwriting.
- The school promotes equal opportunities successfully. Disabled pupils and those who have special educational needs make good progress from their starting points because they are given the right work in class and are given extra help in small groups specifically designed to boost certain aspects of their learning.
- The attainment of pupils who are eligible for additional funding is lower than the attainment of others at the school. In 2013, they were about a year behind other pupils in reading and writing and over a year in mathematics. The progress of these pupils has picked up this year and is now good, because extra help is targeted more closely to match their individual needs. The gaps in their attainment are narrowing more rapidly than in the past, especially in reading.
- The most-able pupils make good progress over time, although in some lessons, especially in mathematics, teachers miss opportunities to move them on to harder work as soon as they are ready for a greater challenge.
- The new provision to develop pupils' physical well-being is enabling them to reach the levels of which they are capable. For example, during the inspection pupils in Year 4 were benefiting from specialist teaching in their 'below the sea' dance lesson and listened carefully before following the clear instructions.

The quality of teaching is good

- Teaching is typically good and leads to pupils making good progress across the school. Teachers plan interesting lessons that motivate the pupils to learn and make good use of resources such as video clips and photographs to support learning. For example, in Year 2, pupils enjoyed the comical cartoon about a hover bike before writing instructions for its safe use.
- In the Reception classes, children are especially well motivated by the practical and relevant activities they are given. For example, they worked well halving numbers by sharing equally with a friend. As one boy pointed out when the task was successfully accomplished, 'There, that's fair now!'
- Well-trained teaching assistants make a valuable contribution towards the pupils' learning. They discuss the daily planning with the teachers and work effectively supporting various groups within class.
- Members of staff form good relationships with the pupils, enabling them to manage the pupils' behaviour in a caring and positive way.
- Teachers check up on how well pupils are doing and use this information to help plan subsequent work. However, occasionally they do not respond quickly enough within a lesson when it is clear that pupils are ready to move on to harder work.
- Teachers' marking has been a whole-school focus and teachers usually make helpful comments

so that pupils know how to improve their work. Marking is best in literacy and numeracy although teachers do not always make sure that pupils take enough notice of the advice they have been given. Teachers do not always expect enough from pupils when they are writing in subjects such as science, history and geography, so that writing skills can be consolidated and extended.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Most parents, carers and pupils are pleased with behaviour at the school. They agree that it is typically good and instances of poor behaviour have been reduced and are rare. Pupils behave well in most lessons, enabling them to make good progress. Occasionally, a few become restless and are quietly inattentive, especially when they are not fully involved in a task.
- Pupils are positive about coming to school and consequently rates of attendance have improved to above average this year. They are confident, polite and keen to learn. They behave well around school and take responsibility willingly. For example, pupils helped with tree planting in the local area and support charity work in Ghana.
- Discrimination of any kind is successfully discouraged and consequently pupils get on well together and show respect for cultural and religious differences. As one pupil said, 'We are very friendly here.'
- The school's work to keep pupils safe and secure is good. Leaders make sure that relationships within the school are positive so that pupils feel well supported and confident that any concerns they might have about bullying or unkind behaviour will be tackled straight away. One pupil spoke for others by saying, 'Teachers quickly sort things out.'
- Pupils feel safe at school and are clear about how they can stay safe. For example, they receive training on how to keep safe when using the internet and older pupils act as mentors to help the younger children settle when they first start school.

The leadership and management are good

- The headteacher and other senior leaders provide a clear sense of direction for the school and consequently it is improving rapidly. For example, provision for children in the Early Years Foundation Stage has improved since the previous inspection and teaching and achievement are now good.
- Leaders have a thorough understanding of the school's current strengths and the next priorities for development because their self-evaluation is rigorous and accurate.
- Systems for improving teaching are successful and have helped to move teaching from requiring improvement to good. Leaders check up on how well teaching is improving the pupils' progress and give teachers clear targets to help them to improve further.
- Leaders in the Early Years Foundation Stage and in literacy and numeracy are clear about their responsibilities and are having a positive impact on pupils' progress. Senior leaders are aware that leaders of other subjects are developing their roles and have not had sufficient opportunity to monitor the quality of written work in the subjects they manage.
- The local authority has provided a good level of support for this rapidly improving school.
- Pupils learn about a wide variety of subjects. The school places a suitable emphasis on developing literacy and numeracy, although opportunities are missed for pupils to extend their writing across subjects. Pupils have many additional opportunities to broaden their knowledge, including in clubs. These add to the pupils' enjoyment of school and their willingness to learn.
- Spiritual, moral, social and cultural development is a particular strength in provision. There are plenty of opportunities for learning about various faiths and pupils take part in many local events, raising funds for charity and looking after the environment. Pupils are proud of their achievement in gaining 'Fairtrade Achiever' status as a school.

- Safeguarding arrangements meet requirements. Checks are made on adults at school who are working with pupils and training on how to keep the pupils safe is kept up to date.
- The special funding to improve sport is being used successfully to provide specialist teaching and training for staff. There has been a marked increase in interest in sports clubs and the school is becoming more active in local competitions such as judo and cross country running. Links with a partnership school have enhanced provision and contributed to pupils' health and well-being.
- Pupils who are eligible for additional funding receive the right support for their specific needs. For example, they are given extra help in class or funding to take part in educational visits. These pupils are making good progress, although a few gaps in their attainment remain.
- Parents and carers are pleased with the school and most would recommend it to others. They are especially pleased with the way pupils feel safe and happy. They typically make comments such as, 'My daughter comes out smiling every day' and 'Staff are so caring and know the children well.'
- **The governance of the school:**
 - Governance has improved rapidly following an external review and effective support from the local authority. Governors are knowledgeable about what the school does well, what the next priorities are and how well the school compares with others. They know that procedures to help improve teaching are successful, know how good teaching is to be rewarded and how weaker elements of teaching are being tackled. Changes in the way they check up on how well the school is doing provide them with first-hand knowledge to help them contribute towards deciding the school's next steps for improvement. Governors are vigilant in checking that funding is spent to support pupils' learning.

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	125182
Local authority	Surrey
Inspection number	442468

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	362
Appropriate authority	The governing body
Chair	Benedict Hastings
Headteacher	Sarah Dunning
Date of previous school inspection	9–10 October 2012
Telephone number	01252 714115
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