

St Peter's Church of England Primary School

Hallett's Way, Portishead, Bristol, BS20 6BT

Inspection dates 9–10 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- Leaders and managers, including governors, have an accurate understanding of the school's effectiveness. They use their knowledge effectively to make changes which have resulted in improvements to the quality of teaching and to pupils' achievement.
- The subjects pupils learn are brought alive by visits, visitors and special events. The topics they study help them to develop their skills, values and attitudes in stimulating ways.
- The school gives high priority to pupils' spiritual, moral, social and cultural development. As a result pupils develop into responsible, caring young people.
- Pupils behave well. They are proud of their school and they look after both the school and each other.
- Most pupils feel safe. They are confident that if they were worried about anything, they could talk to an adult who would help them.
- There is more good and outstanding teaching than at the time of the previous inspection. This is because teachers are reflective about their teaching and are committed to making sure that they are continually developing their skills. As a result, standards are rising.
- Achievement is good. The standards pupils reach are above average. This means that pupils are well prepared for the next stage of their education.
- Pupils have a very positive start in the Reception class and they make good progress.

It is not yet an outstanding school because

- Teachers do not always use the information they have about pupils' attainment to set work which is not too easy and not too difficult, particularly for the least able.
- Teaching assistants do not always ask questions which help pupils to improve their understanding of new learning.
- Not all teachers have consistently high enough expectations of pupils' behaviour and attitudes to learning.
- Teachers who lead subjects or aspects of the school's work are not all driving forward improvements in their areas and holding others accountable for raising standards.
- Leaders have not yet established successful relationships with parents for the benefit of all pupils.

Information about this inspection

- Inspectors observed teaching and learning in 19 lessons and parts of lessons. Some of them were observed jointly with the headteacher and some with the deputy headteacher.
- Discussions were held with the headteacher, other leaders in school, members of the governing body, a representative from the local authority, and with parents and pupils.
- Inspectors took account of the 134 responses to the online questionnaire, Parent View, as well as the views of parents from informal discussions in school and one letter received from a parent during the course of the inspection.
- Inspectors considered school leaders' views on the quality of the school's work and their plans for school improvement, as well as information about pupils' progress. They also looked at teachers' planning, pupils' work, documentation about safeguarding procedures and examples of the targets teachers are given as part of the management of their performance.
- The inspection team analysed the 48 questionnaires completed by staff.

Inspection team

Jeanne Simpson, Lead inspector	Additional inspector
Fiona Allen	Additional inspector
Richard Lucas	Additional inspector

Full report

Information about this school

- St Peter's Church of England Primary School is larger than the average-sized primary school.
- The deputy headteacher has been appointed since the previous inspection.
- The proportion of disadvantaged pupils supported by the pupil premium funding (pupils known to be eligible for free school meals and those in local authority care) is lower than average.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than the national average.
- The proportion supported by school action plus or with a statement of special educational needs is much lower than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Key Stage 2.
- Children in the Reception classes are all full-time.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - using information about how well pupils are doing to set work which enables pupils of all abilities to make rapid progress, particularly the least able
 - ensuring that teaching assistants always help pupils to take the next steps in their learning
 - ensuring that all teachers have equally high expectations of pupils' behaviour and attitudes to learning.
- Improve the quality of leadership and management by:
 - developing the skills of all the teachers who lead subjects or areas to match those of the best
 - developing ways of engaging positively with parents for the benefit of the pupils.

Inspection judgements

The leadership and management are good

- Leaders and managers, including governors, have high aspirations for the school. The headteacher and other leaders in school regularly check on the school's effectiveness. Their judgements are accurate and the actions they take have brought about improvements. They have reversed the slight fall in standards at the end of both key stages in 2013. This demonstrates the school's capacity to continue to improve.
- Leaders are committed to promoting equality of opportunity and they make sure that discrimination is tackled. They have mostly been successful. They ensure that they are aware of relative areas of weakness in the achievement of different groups of pupils and they take action as soon as any gaps become apparent.
- Some leaders of subjects or areas are relatively new to their roles. The training they are having is helping them to understand their responsibilities. However, they are not yet all fully involved in driving forward improvements and holding others accountable for pupils' achievement.
- The good quality of teaching has been consolidated as a result of the effective training that teachers have had. Teachers have made video recordings of themselves while they are teaching. They have used the videos to decide their own areas for development and they have willingly shared the outcomes with others so that they can all learn from each other. This demonstrates the shared commitment to continual improvement that leaders have developed.
- Teachers say that the targets they are set as part of the management of their performance are challenging. Inspectors agree with this judgement. Their targets are linked to the areas on the school's improvement plan, which means that all the teachers are working towards the same goals.
- Pupils enjoy all the subjects they learn. The school has planned well for the introduction of the new curriculum, including preparation for life in modern Britain. Meaningful links have been made across all subjects and the topics pupils study include development of the school's values and subject-specific skills. Topics often include 'big questions' such as 'Is peace worth fighting for?' These big questions, alongside special events, visits and visitors, bring the subjects alive for the pupils.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. All four elements are woven through all pupils' learning. In addition, there are many opportunities for pupils to develop their skills in other ways. For example, the pupils in Year 6 enjoy the responsibility of buddying pupils from the Reception class and looking after them at playtime. Pupils take on roles of responsibility such as librarians, singing champions and sports champions, which promotes their moral as well as their social development.
- A survey of parents' views carried out by the school showed that a very large majority would recommend the school to others. However, the views expressed on Parent View are less positive. A high proportion of parents do not think that pupils' behaviour is good enough and they do not feel that the school responds well to their concerns. Other parents spoken to informally were very happy and could not speak highly enough of the school. The headteacher is aware of the need to improve parents' confidence in the school.
- The school has used the additional funding for sport effectively. The work of the sports coaches has resulted in six times as many pupils taking part in sports activities compared with a year ago. The range of sports available has increased and pupils are reaching much higher standards than previously. Teachers' skills have also improved. All teachers have plans for their own professional development in teaching sport. This means that the expertise can continue after the funding finishes.
- Pupils who are eligible for additional funding are given help which is well matched to their needs. The most able attend special courses for the gifted and talented and all pupils are able to have individual coaching to improve their learning. Other pupils benefit from support for their social and emotional well-being. As a result, they make good progress, although there is not always enough time for their attainment to catch up with that of their classmates.
- The school's systems for keeping pupils safe and secure meet statutory requirements. While the number of pupils in the school has grown, leaders know the pupils well and they are quick to identify any who are at risk of harm. Leaders make sure that other agencies are involved in supporting the pupils when appropriate.
- The local authority has an accurate view of the school's strengths and weaknesses. The balance of challenge and support is appropriate to the school's effectiveness.
- **The governance of the school:**
 - Governors bring a wealth of skills to their roles which they use well to support the school's continued development. However, they are not complacent and they regularly attend courses to improve the effectiveness of their work. They have a good understanding of the school's strengths and weaknesses.

This is based on the reports they receive from the headteacher and other leaders, which they consider alongside evidence gathered during their visits to the school. They know about the quality of teaching and learning, the achievement of pupils and how achievement in the school compares with that in other schools nationally. They make sure that effective teachers are rewarded by progressing through the payscale. They also check that teachers who are underperforming are challenged as well as being given support to improve. They are confident that procedures to manage teachers' performance are effective in improving the quality of teaching. They make sure that the school's budget, including the additional funding for eligible pupils, is providing good value for money.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils move sensibly and calmly round the school. They demonstrate from their actions that they understand the meaning of the word 'respect'. They are proud of their school, especially the recently opened building.
- Pupils get on well together. They enjoy playing in the large amount of outside space. Sometimes their play can be a little rough, but they respond well when spoken to by an adult. While most parents and pupils say that behaviour is good, some thought that behaviour could be better.
- Most pupils show good attitudes to learning. They come to their lessons ready to learn, they take care with their work and they try hard. Some pupils need reminders to stay focused on their work but very little time is lost because of low-level disturbance. A small minority of teachers do not have consistently high expectations, so pupils' behaviour can vary between classrooms.
- Pupils who find it difficult to manage their behaviour are given effective help. The school's records show that there are very few serious incidents and exclusions are rare.
- Pupils say that there is hardly any bullying. They say that there is more bullying amongst the younger pupils, but that they are taught that this is not acceptable behaviour. They understand the different forms of bullying, including cyber-bullying, and they are confident that any incidents are dealt with effectively by teachers.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they would feel confident to talk to a teacher if they were feeling unhappy or worried.
- The systems for visitors to enter the school are secure and pupils understand what the different colours of visitors' badges mean. Some pupils said that the fence in one part of the school is too low and that they felt anyone could easily climb over it. The school is considering ways of addressing these concerns.
- Pupils are taught how to keep themselves and others safe. Internet safety is given high priority, both for parents and pupils.
- Attendance is above average and the school is vigilant in following up on absence to ensure that pupils are safe.

The quality of teaching is good

- Pupils of all ages benefit from teaching which is at least good and an increasing amount that is outstanding. As a result, pupils are making faster progress than last year.
- Teachers plan carefully and they make sure that the work they set has different levels of challenge, particularly in mathematics. However, they do not always make effective use of the information they have about pupils' understanding. As a result, the work they set is sometimes not matched precisely to the needs of the pupils, particularly the least able. As a result, not all pupils consistently make rapid and sustained progress.
- The most able pupils make particularly good progress when teachers' expectations are high. On these occasions, the pupils immediately begin their challenges, rather than listening to the teachers' explanations to the rest of the class which means that no time is lost.
- Pupils say that, 'teachers expect us to go over our limits and do a bit more to make us feel proud'. They say that their learning in English is always different and fun. Their writing develops well because they regularly practise their skills through all the subjects they learn. Pupils also say that they enjoy the difficult challenges teachers give them when they are reading in groups.
- Most teaching assistants provide effective support. Sometimes they step in too quickly to help pupils complete the task, rather than ask questions that will develop their understanding. This limits the progress

pupils make.

- Pupils understand what they are learning and what they need to do to be successful in reading, writing and mathematics because teachers' explanations are clear. As a result, pupils can check how well they are doing and challenge themselves to improve their work.
- Pupils also know how well they are doing from the comments teachers write when they mark work. The pupils are usually given time to practise and apply the advice they are given. This means that they do not continue to make the same mistakes.

The achievement of pupils

is good

- Pupils achieve well at St Peter's Primary School. By the time they leave, a higher-than-average proportion reach both the expected and the higher levels in reading, writing and mathematics.
- Standards in reading at the end of Year 6 have remained consistently high since the previous inspection. While standards in writing and mathematics fell in 2013, results improved in 2014 with pupils' attainment being above average in both subjects.
- Standards in reading are high because pupils learn the skills they need from their earliest days in school. The proportion of pupils who reach the expected standard in the national reading check at the end of Year 1 has been above average for the last three years and is improving year on year. Pupils use their accurate understanding of the sounds that letters make to read unfamiliar words.
- Since the previous inspection, standards at the end of Year 2 have been consistently above average in all subjects. Although there was a slight decline in 2013 this has been reversed in 2014.
- The achievement of the most able pupils is good. The proportion of pupils reaching the higher levels in national tests at the end of both key stages is above average, particularly in reading.
- While most pupils make at least expected progress during Key Stage 2, a lower-than-average proportion make better-than-expected progress. Leaders are aware of this and, as a priority this year, the school is focusing on speeding up progress in Key Stage 2.
- The progress made by disadvantaged pupils is at least as good as that of their classmates. A variety of effective support is in place. Pupils in Key Stage 1 read daily on an individual basis with an adult while pupils in Key Stage 2 receive coaching to help them to overcome particular barriers to their learning. The funding is also used to enable pupils to attend after-school clubs and to take part in school visits. Attainment is variable because the number of pupils is very small. At the end of 2013, their attainment was broadly the same as similar pupils' nationally, and about two terms behind their classmates' in school. However, in 2014 the attainment of eligible pupils who had been in the school for the whole of the academic year was about two terms ahead of their classmates'.
- Disabled pupils and those with special educational needs make variable progress, depending on the complexity of their needs. The help they get is well matched to their needs and includes special programmes of support, as well as help on an individual and group basis. Again, numbers are very small so comparisons with national averages are unreliable. However, most pupils make good progress from their starting points.

The early years provision

is good

- When children start in the Reception class, their skills are broadly typical for their age. Parents are very complimentary about the way in which their children are helped to make a calm and confident start to their education through visits to the school and discussions with the teachers.
- Children make good progress over time because the classrooms and outdoor areas provide a range of interesting experiences to stimulate their learning. Sometimes the activities are too complex at this early stage of the year and children's learning slows because they need a lot of help.
- There are many displays of writing and print so that children are used to seeing their own efforts in comparison with real books and writing. During the inspection, children were confidently talking about the phonemes (the sounds that letters make) that they were learning and considering how many phonemes were in their names. This understanding places them in a strong position for becoming good readers. By the time they move into Year 1, a greater proportion reach a good level of development than is found nationally.
- Children do well in all areas of their learning. Children who are below expected levels when they start school catch up quickly. This is because adults make careful observations and guide children to practise the next steps they need to take.
- Adults play alongside the children and help them to develop their speaking skills. However, sometimes

learning is not as rapid as it could be. This is because the adults do not use every opportunity to ask pertinent questions in order to check and deepen children's understanding.

- Children are enthusiastic learners. They sustain their interest for long periods of time because they enjoy what they are doing. In one classroom, children cooperated well, listening to each other and taking turns while they were retelling the story of Goldilocks.
- The classrooms are well organised and children have already developed good habits of clearing up after themselves. Adults make sure that children are safe and that they develop safe habits.
- The leader checks that children are learning well. She understands the strengths of what the school offers and she makes sure that the focus is on making things even better.

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	109202
Local authority	North Somerset
Inspection number	444016

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	504
Appropriate authority	The governing body
Chair	Rachel Mackintosh
Headteacher	Sharon Roberts
Date of previous school inspection	4–5 March 2010
Telephone number	01275 843142
Email address	stpeters.pri@n-somerset.gov.uk

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