

St Peter's Methodist Primary School

St Peter's Grove, Canterbury, CT1 2DH

Inspection dates 26–27 March 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- The school is well led by the headteacher. Senior leaders and governors have an accurate view of the school's performance. They work effectively together to make improvements.
- Leaders have high expectations of the quality of teaching. They ensure pupils' achievement is good and continues to improve.
- Pupils make good progress and by the end of Year 6 they are achieving standards that are above the national average, in reading, writing and mathematics.
- Teaching is consistently good and improving. Teachers and teaching assistants work effectively together to support pupils' learning.
- Disabled pupils and those who have special educational needs are well supported to ensure they make progress in line with their peers.
- Pupils' behaviour is good in lessons and social areas. Staff help pupils to develop a strong sense of responsibility in all aspects of school life.
- Relationships between adults and pupils are warm and respectful. Pupils are thoughtful towards each other and feel completely safe in school.
- Pupils' spiritual, moral, social and cultural development is strong and contributes well to their good behaviour and positive attitudes to learning.
- The early years provision is good. Children quickly settle into school routines and make good progress because they are well taught.
- The majority of parents feel well informed about the progress their children are making and 'feel a part of their child's education'.
- Governors know the school well. They provide both challenge and support to senior leaders.

It is not yet an outstanding school because

- Marking does not always give pupils sufficient guidance in how to improve their work.
- The most able pupils are not always sufficiently challenged to complete more demanding work, to make more rapid progress.
- Some middle leaders do not have the experience to be fully effective in improving the quality of teaching.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 11 part-lessons, many with senior leaders. In addition, inspectors observed small groups of pupils taught by teaching assistants.
- Inspectors heard pupils from Years 2 and 6 read and they also held meetings with groups of pupils, including members of the school council.
- Meetings were held with senior leaders, staff, four governors and a representative from the local authority.
- Inspectors looked at a range of documents, including the school's information on pupils' current progress, and planning and monitoring documents. They also considered records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school's arrangements for spending including the additional funding for sports and the pupil premium.
- The inspectors took account of the communications they had with parents and the 62 responses to the online, Parent View questionnaire. The inspectors also had informal discussions with parents at the start of the school day.
- Questionnaires completed by 21 members of staff were also considered.

Inspection team

Sarah Jones, Lead Inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds, and who speak English as an additional language, is larger than average.
- The proportion of disabled pupils and those with special educational needs is broadly in line with the national average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium (additional government funding which in this school supports pupils known to be eligible for free school meals) is below the national average. There were too few disadvantaged pupils in Year 6 in 2014 to make any comparisons between their achievement and that of other pupils, without the risk of identifying individuals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Early years provision consists of one full-time Reception class.
- The school is part of the EduCant collaboration of six primary schools which work together to help raise standards and improve experiences for pupils.
- The headteacher took up his post in September 2013.
- The school provides a number of after-school clubs and a range of sporting activities such as football, multi-skills and fencing.
- The school holds the International Schools Award, Eco Schools Award and has Fairtrade School status.

What does the school need to do to improve further?

- Raise achievement by improving teaching and ensuring that:
 - the most able pupils are challenged to complete more demanding work, to ensure faster progress
 - pupils have time to reflect on and respond to teachers suggestions on how they can improve their work.
- Strengthen leadership and management by ensuring that middle leaders are consistently effective in evaluating pupils' progress information and the quality of teaching.

Inspection judgements

The leadership and management are good

- The headteacher has provided a clear vision for the future of the school. He has made sure that the school has a much higher expectation of its pupils and teachers. There is a strong culture for learning and a desire to be successful.
- School leaders have an accurate view of the school's strengths and areas for development. Teachers are set targets annually related to the priorities for improving pupils' progress. Performance is effectively managed, and identifies where teachers need to improve and together with targeted staff training enables teachers to improve their skills.
- The headteacher is well supported by senior leaders. Teachers in charge of early years and inclusion, including the provision for disabled pupils and those who have special educational needs, have a positive impact on the progress individual pupils make. Changes have been well implemented with a far more rigorous approach to assessing the progress pupils make.
- Across the school, leaders and staff are ambitious for the school to continue to improve. However, a number of middle leaders and subject leaders are new to their responsibilities and are not rigorously monitoring the quality of teaching and pupils' progress in their areas.
- Pupils value the exciting, well-planned and broad range of lessons. Lessons provide pupils with the opportunity to develop their writing and mathematical skills through a range of different subjects.
- School leaders and staff strongly promote pupils' spiritual, moral, social and cultural development. Through a range of topic work and assemblies pupils are taught to have an appreciation of others with different backgrounds and beliefs. During the inspection, Year 6 pupils worked alongside their parents as part of their 'celebration of learning' afternoon. Here, they considered a range of British values, so that pupils were able to gain a better understanding of themselves, the local community and what it means to live in modern Britain.
- The school has worked effectively with EduCant to review the new approaches to assessing pupils. These have been implemented well since September. Training and support have been provided to ensure staff are confident and feel supported in the new approaches.
- The additional government funding to support disadvantaged pupils is used effectively to improve their literacy, numeracy and personal development. Pupils have equality of opportunity, whatever their starting points, and tackles any discrimination well. School leaders regularly check that their progress is in line with that of other pupils and any gaps in achievement are closing.
- The sports premium has been used well to train teachers and extend the opportunities available to pupils. As a result staff are more confident and pupils are enjoying experiencing a range of new sports and activities including those available at lunchtime. Pupils now have the opportunity to participate in local tournaments, such as hockey, football and dodgeball.
- School staff engage well with parents. The parents' council provides a platform for parents to discuss wider issues that contribute to both pupils' academic and pastoral care.
- The local authority has provided effective support to the school. This has made a good contribution to the school's improvement. The local authority has confidence in the headteacher and recognises that much has been achieved in a short period of time.
- The EduCant collaboration has been effective and supportive to the school to check standards, create opportunities for joint training and exchange ideas at both leadership and subject level.
- Safeguarding and child protection procedures are rigorous and meet current requirements.
- **The governance of the school:**
 - Governors are highly effective. They know the school well and have a good understanding of both the strengths and areas for further development. The governing body provides strong support and holds school leaders to account for its performance. Governors have recently completed a skills audit to ensure that as a group they have the skills needed to challenge and support school leaders effectively. They question leaders on how well different groups of pupils are doing and have a good understanding how well pupils are performing in comparison to schools nationally. Governors engage in regular training in order to support the school. They have a clear view of the quality of teaching and understand how underperformance is tackled and ensure that pay awards and promotions are linked to pupils' progress. They have a good understanding of the use and impact of additional funding for disadvantaged pupils and the additional primary sports funding.
 - The governing body makes sure that safeguarding arrangements meet statutory requirements and that there are appropriate procedures to check the suitability of staff.

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

- The behaviour of pupils is good. Pupils enjoy school and their attitudes to learning are good, this helps them to make good progress.
- Pupils' positive attitudes to school are reflected in their good attendance records. There are clear procedures in place to monitor and address any poor attendance.
- Pupils enjoy taking on responsibilities such as being on the school council. Years 5 and 6 embrace the opportunity to act as 'buddies' to younger pupils. During the inspection pupils took the lead of the Easter service in the church, this included readings and a contribution from the choir.
- Pupils behave well around the school at breaks and lunchtimes. They are very proud of their school and proudly show visitors around.
- Pupils appreciate the wide range of activities available to them at lunchtime; this includes older pupils organising activities for younger pupils, such as dance club.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school. The large majority of parents who responded to Parent View agree that the school keeps their children safe.
- Robust systems and policies are in place to keep children safe. Staff are trained to ensure they are clear about their responsibilities in protecting children.
- Pupils are aware of the different types of bullying, including cyber and racist bullying. Pupils are confident that should any incidents arise staff would quickly deal with any worries they may have.
- Pupils are aware of how to keep themselves safe, including when using the internet. The Year 6 internet ambassadors worked alongside the younger pupils during e-safety week to help educate pupils on the importance of safety when working on line.

The quality of teaching is good

- Teaching across the school is consistently good. Teachers and teaching assistants know their subjects well. They skilfully question pupils to check their understanding and to extend their thinking. This is particularly effective when teachers question pupils on their learning to check what they have understood.
- Pupils and adults have good working relationships. Teachers and teaching assistants know their pupils well and plan activities that are both engaging to pupils and meet their needs. However, on occasions, the most able are not set activities that are sufficiently challenging.
- Pupils have the opportunity to develop their literacy and numeracy skills in other subject areas; for example, when describing the Great Fire of London in their topic work, and when they apply their mathematical skills when completing calculations whilst doing a topic on travelling around the world. These opportunities help prepare pupils for the next stage of their education.
- Disabled pupils and those who have special educational needs are well supported in lessons. Teacher's clear explanations contribute effectively to the good progress pupils make.
- Reading skills are taught well; pupils use their knowledge of phonics (the sounds letters make) to read tricky words. Pupils go on to become confident readers. Older pupils could explain how reading has helped improve their writing.
- The marking of pupils' work has been identified by the school as an area that requires improvement. There are some good examples of teachers' marking; however, on occasions pupils are not given sufficient guidance on how to improve their work.

The achievement of pupils is good

- Pupils make good progress throughout the school in response to good teaching. Pupils make consistently good progress from their various starting points between Years 1 and 6 in reading, writing and mathematics.
- The achievement of Year 1 pupils in the national screening check for reading has improved over time with most pupils reaching the required standard in 2014.
- In 2014, Year 6 pupils achieved results in reading, writing and mathematics that were above the national average. A number of pupils achieved the higher levels, particularly in writing.
- However, pupils' most recent results at the end of Key Stage 1 were slightly lower than the most recent national averages in reading and mathematics. Disabled pupils and those who have special educational needs make good progress from their starting points and are in line with other pupils in the school. Good support is provided by class teachers and teaching assistants.
- Pupils supported by additional government funding make good progress. The school's monitoring and work in pupils' books indicate that disadvantaged pupils make the same good progress as their peers and any gaps are rapidly closing. However, low numbers prevent statistical comparisons.
- Rigorous tracking helps leaders and teachers identify any pupils at risk of falling behind and they are given additional support to catch up.
- Occasionally, expectations for the most able pupils are not high enough. As a result, the progress made by these pupils remains good rather than outstanding.
- Pupils who join the school at different times are well supported. They settle quickly into the school routines and typically make good progress.

The early years provision is good

- Children start school with a range of skills that are typical for their age including some who are at the early stages of learning English. They quickly settle because adults make sure they have access to a range of activities to support their learning. By the end of Reception, the majority of children reach a good level of development and they are well prepared to start Year 1.
- The early years provision is well led and managed. A strong team has been built which is increasingly involving parents in their child's learning. Parents appreciate the openness of staff and enjoy the opportunities when they can 'stay and play' with their children.
- Children are safe and well cared for. There are good relationships between staff and children.
- The behaviour of children is good; they behave well with each other and happily work alongside each other on different activities.
- The quality of teaching is good. Teachers and teaching assistants have high expectations of children and plan a broad range of activities. Careful and accurate checks on children's learning help teachers and teaching assistants to assess progress and provide additional support if there is evidence of underperformance.
- The indoor and outdoor resources are attractively presented and children use them well. The activities contain sufficient challenge to enable children to make good progress. During the inspection an inspector observed children playing in the role-play area when they were handling money and making simple calculations in the toy shop.
- Safeguarding procedures are securely in place and the risk assessments of activities completed.

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	118707
Local authority	Kent
Inspection number	453286

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Malcolm Burgess
Headteacher	Rob Garratt
Date of previous school inspection	7 May 2008
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