

# St Peter's CofE Primary and Nursery School

Bellamy Road, Mansfield, Nottinghamshire NG18 4LN

## Inspection dates

11–12 May 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This a school that requires improvement

- Recent improvements have not yet had sufficient impact to ensure consistently good teaching and outcomes for pupils.
- There is some variation in how well teachers motivate learning and match tasks to the range of ability in the class. As a result, pupils' attitudes to learning and the amount of progress they make vary from class to class.
- There are inconsistencies in the level of challenge for the most-able pupils.
- Disadvantaged pupils and those who have special educational needs or disability are not yet making enough accelerated progress to catch up with their classmates.
- Teachers do not insist that pupils' learning in handwriting, punctuation and spelling is applied well whenever pupils write.
- There are not enough opportunities for pupils to write in a wide range of subjects.
- In mathematics, pupils are not always expected to reason and to explain their answers.
- Subject and middle leaders do not yet take the lead in improving teaching and learning in their subjects.
- The curriculum does not fully promote pupils' understanding of those from backgrounds and beliefs that are different from their own.
- The school's rewards and sanctions to promote good behaviour do not consistently encourage the best response from pupils.
- Ways to collect the views of pupils and parents are not well established.

### The school has the following strengths

- Leaders, including governors, have taken effective action which is improving the quality of teaching and speeding up the progress pupils make.
- Clear priorities for improvement give staff good guidance on how to do their jobs well.
- Children in the early years achieve well because of good teaching.
- Relationships are good. The school's work to keep pupils safe is effective and pupils say they feel well cared for and secure.

## Full report

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

- Improve the quality of teaching by making sure that teachers consistently:
  - match tasks well to pupils' abilities to motivate learning and enable them to make good progress
  - provide disadvantaged pupils and those who have special educational needs or disability with tasks and resources to help them to learn quickly
  - raise their expectations of what the most-able pupils should achieve.
- Improve pupils' outcomes by making sure that pupils:
  - use what they learn about handwriting, punctuation and spelling consistently well in their writing
  - have more opportunities to write widely in a range of subjects
  - are expected to explain their answers and engage in tasks that promote reasoning more fully in mathematics.
- Improve the effectiveness of leadership and management by:
  - middle and subject leaders taking more responsibility for improving the quality of teaching in their subjects
  - ensuring the curriculum promotes pupils' understanding of cultural diversity more effectively
  - creating more meaningful behaviour systems which encourage a positive response from pupils
  - collecting the views of pupils more often to encourage their greater involvement in the school community
  - establishing a wider range of ways to collect the views of parents.

# Inspection judgements

## Effectiveness of leadership and management requires improvement

- Leaders do not make sure that the curriculum promotes pupils' cultural development well by providing wide-ranging ways to deepen pupils' understanding of others and to fully embed the values of respect and tolerance beyond the school.
- Leaders do not regularly seek pupils' views in order to evaluate how well the rules, sanctions and rewards promote good behaviour and positive attitudes. Behaviour systems are adequate, but they are not fully effective in influencing how well pupils behave.
- Leaders do not systematically gather the views of parents in order to identify any common concerns or opinions about the school's work. The majority of parents are supportive of the school's work and there are suitable daily links.
- Subject and middle leaders do not yet take the initiative in helping staff to improve their practice. However, they are strengthening their roles because they receive good guidance from senior leaders. They have a range of ways to check the quality of teaching and learning and the effectiveness of the curriculum, and are contributing well to ensuring sustained improvement.
- The local authority has provided good support during a time of leadership changes. It has ensured that the school benefits from the expertise of the two very competent associate headteachers who are strongly leading improvement. In a short space of time, together with the deputy headteacher, they have identified key priorities, involved staff in quickly understanding the aims of the school and prompted clear improvements.
- The quality of teaching is checked regularly and targets set for teachers to improve their work. They are given the support and training they need to do their jobs well. They benefit from sharing best practice with each other and with teachers from other schools. As a result, the quality of teaching is improving.
- Leaders make sure that teachers' assessments are accurate. They involve teachers in analysing progress information so they are clear about what pupils are expected to achieve. This means that, although there is still some variation, pupils are beginning to make better progress than previously.
- Leaders are committed to giving all pupils equal opportunity to succeed. They have reviewed the way in which the pupil premium funding is spent to ensure that it effectively speeds up the progress that eligible pupils make. As a result, additional support and resources are better utilised than previously, with a positive effect on improving the outcomes and personal development of disadvantaged pupils. Gaps in attainment and rates of progress between disadvantaged pupils and others are closing.
- The curriculum is broad and balanced. It is supported by music, dance and sports activities to promote pupils' social and physical development, and to allow skills and talents to flourish. The primary sports funding is used effectively to increase pupils' participation in a range of sports and to engage in competitions with other schools. This is having a positive impact on pupils' health, well-being and personal development.
- The curriculum provides new experiences, such as residential visits, and is suitably enhanced by trips and visitors. There are strong links with the local church. Pupils learn about British institutions, such as Parliament and the monarchy. They have some knowledge of faiths different from their own but their limited understanding of cultural diversity affects how well prepared they are for life in modern Britain.
- **The governance of the school**
  - The governance is effective and has improved markedly since the previous inspection. Governors have developed their skills well and now hold school leaders fully to account.
  - Governors understand how well pupils are doing and analyse the effect of spending, including the pupil premium, on pupils' achievement. They ask pertinent questions to satisfy themselves that the school is making rapid improvements. They seek the evidence to support progress information supplied by school leaders.
  - Governors meet regularly with school leaders to discuss the effectiveness of the curriculum, for example in providing for those pupils who have special educational needs or disability.
  - Governors undertake the training they need to carry out their responsibilities effectively and provide suitable guidance for new governors.
- The arrangements for safeguarding are effective. Systems to vet adults who work with children and to keep pupils safe are thorough. Leaders, including governors, keep themselves informed of recent

legislation and make sure that staff undergo relevant training. Leaders make good use of local authority guidance to ensure robust procedures. Leaders effectively involve parents should any concerns arise regarding children's welfare.

## **Quality of teaching, learning and assessment** requires improvement

- Inconsistencies in teaching mean that there is variation in the amount of progress pupils make. For some pupils the work is too easy, for some it is too difficult. This affects how well pupils are motivated to learn and means that some do not make the progress of which they are capable.
- In some cases, teachers do not set a high enough challenge for the most-able pupils to inspire them to do their very best and reach their full potential.
- Pupils who need to catch up, including disadvantaged pupils and those who have special educational needs or disability, do not consistently receive the help they need to firmly grasp concepts and build upon their basic skills quickly.
- Although teachers now teach handwriting, spelling and punctuation frequently, pupils do not yet consistently apply what they know whenever they write. They do not practise their skills widely enough because they are not given sufficient opportunity to write extensively in subjects other than in English.
- In mathematics, there is some variation in how well pupils reason and explain their answers because they are not always expected to do so by their teachers.
- Good guidance from senior leaders means that teaching is improving. Teachers provide effective verbal and written feedback so that pupils know how well they are doing and how to improve. They establish positive relationships and praise effort. Teachers ask the right questions to make sure that pupils understand and modify their teaching to address any misconceptions.
- There is a consistent approach to the teaching of phonics (the sounds that letters represent) which is well organised for pupils of varying abilities. The teaching of reading is regular and makes sure that pupils understand what they read, both for finding out information and for enjoyment.
- In mathematics, teachers frequently link pupils' learning to real-life activities, which pupils enjoy and which motivates learning well. For example, during the inspection, pupils in Year 2 used their knowledge of money to work out the total cost of items and the amount of change. Those in Year 6 were engrossed in working out the design and costing of a theme park and remarked, 'This is the best lesson ever.'
- Teaching assistants work well during lessons with individuals and with small groups of pupils. They help pupils to concentrate and to understand their learning. They work with pupils of all abilities, including the disadvantaged and those who have special educational needs or disability, building their confidence and aiding their personal and academic achievement.

## **Personal development, behaviour and welfare** requires improvement

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare requires improvement. Pupils do not have sufficient opportunity to develop confidence in expressing their views about aspects of school life which matter to them, for example behaviour.
- Pupils' understanding of respect and tolerance towards others beyond the school is underdeveloped because the curriculum does not present a wide enough range of ways to help pupils to consider people's faiths, feelings and values.
- Pupils in Year 6 understand the concept of fairness and democracy through their election as school councillors but they have few other avenues open to them to express their views about the school. Pupils say their friendships are important. They like helping each other out during lessons and at playtimes. They recognise how teachers help them to improve. One pupil commented, 'The teachers are really nice and the children are easy to get on with.'
- Pupils say they feel safe and they value the security of the school environment. They understand the different forms that bullying can take, including the potential risks of using the internet and social media. They receive good guidance from the school on keeping themselves safe. The school's records show that incidents are rare but any that do occur are fully recorded and followed up.

## Behaviour

- The behaviour of pupils requires improvement. There are inconsistencies in how well pupils respond to their learning and the extent to which they value the school's rules and sanctions.
- Pupils spoken to during the inspection said they feel that the school's measures to promote good behaviour are not as effective as they could be because they do not inspire pupils to respond well. One pupil commented, 'That is something we could improve.'
- Most pupils behave well. They know the difference between right and wrong. Pupils are polite and friendly. They say they like participating in musical events and residential trips. They talk with enthusiasm about learning that motivates them, for example a topic about the Fire of London. Those who take part in after-school activities respond well to a range of adults. Pupils move around school in an orderly manner and there is no time-wasting at the start of lessons.
- Attendance is average. The number of pupils who stay away from school frequently is reducing due to the school's efforts.

## Outcomes for pupils

### require improvement

- The amount of progress pupils make varies from class to class. As a result, progress across the school is not yet consistently good.
- Leaders have urgently addressed the dip in attainment shown in the end of Year 6 test results in 2015 when standards were significantly below those achieved nationally. This was because these pupils experienced a period of underachievement which prevented them from making the overall progress of which they were capable. The pupils who are currently in Year 6 make good progress and are better prepared for their learning in secondary school than previous Year 6 pupils.
- Outcomes are improving and standards are beginning to rise due to improving teaching. Pupils write in a variety of styles and understand the purpose and use of different types of grammar. They read with interest and enjoy whole-class texts, when they make sense of plots and characters. Pupils calculate competently and use their mathematical skills appropriately in problem-solving and practical tasks.
- In 2015, by the end of Year 2, the proportion of the most-able pupils who reached the higher levels was below average and, by the end of Year 6, it was significantly below average because not enough made the expected progress or better from their starting points. This is now being addressed and the most-able pupils are making at least expected progress. When work provides sufficient challenge for the most-able pupils, they make good progress.
- Pupils who have special educational needs or disability make variable rates of progress in line with their classmates. They make the best progress when tasks and resources are well matched to their own learning goals.
- By the end of Year 6 in 2015, in mathematics, disadvantaged pupils were more than two terms behind their peers and more than five terms behind other pupils nationally. In reading, they were more than three terms behind their classmates and more than five behind others nationally. In writing, they were five terms behind their classmates and six terms behind others nationally. The progress they made was well behind their classmates and other pupils nationally. Closing the gaps in performance is one of the school's main priorities. Although there is still some variation, the school's assessment information and work in books show that disadvantaged pupils are beginning to make accelerated progress due to well-placed extra support which is helping them to catch up more speedily.

## Early years provision

### is good

- Good leadership ensures a consistent approach to teaching for the Nursery- and Reception-aged children. Strong teamwork between staff means that provision is continuously well planned and ensures a range of interesting activities across all areas of learning. Tasks are well matched to the range of ability and children's progress is checked regularly. Good links with parents help them to understand their children's learning.
- Any gaps in attainment between groups of children are quickly closed because leaders make sure that the curriculum addresses any weaker areas. For example, staff provide tasks that interest boys and motivate them to learn. During the inspection, children, and especially boys, were keenly writing and making books

because they were interested in the topic about clothes, which was effectively linked to popular stories such as 'Puss in Boots'.

- Good teaching inspires children to learn. Staff provide tasks which develop literacy, numeracy and creative skills well. They create interesting areas to promote imagination and curiosity, for example the outside building area where children explore and experiment. They develop children's interest in the world around them and help them to understand people who are different from themselves. There is a suitable balance between tasks that adults lead and those that children choose for themselves. Staff expect children to explain what they plan to do.
- Staff nurture a positive response to learning and praise children for their efforts. They instil good manners and encourage children to learn and play safely, indoors and outside. The younger Nursery-aged children benefit from sharing tasks and resources with the older children, with a positive effect on their personal development.
- When children start in the early years, many have communication, literacy and personal skills that are lower than those typically expected for their age. They achieve well in these and other areas because of good teaching. Children of all abilities, including the most able, make good progress and are well prepared for their learning in Year 1. Any additional funding is used well to narrow any gaps in achievement between disadvantaged children and others.

## School details

<b>Unique reference number</b>	133265
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	10011617

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Bacon
<b>Headteachers</b>	Jayne Gibbons/Duncan White
<b>Telephone number</b>	01623 489980
<b>Website</b>	<a href="http://www.stpetersprimarymansfield.co.uk">www.stpetersprimarymansfield.co.uk</a>
<b>Email address</b>	<a href="mailto:admin6@st-petersfirst.notts.sch.uk">admin6@st-petersfirst.notts.sch.uk</a>
<b>Date of previous inspection</b>	18–19 June 2014

## Information about this school

- This is an average-sized primary school.
- Most pupils are of White British backgrounds.
- The proportion of pupils supported by the pupil premium is average. The funding is received for pupils who are or have been eligible for free school meals, and those who are looked after by the local authority.
- The proportion of pupils who have special education needs or disability is average.
- In 2015, the school did not meet the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The early years provision provides for Nursery-aged children, who attend part time for the morning or afternoon, and Reception-aged children who attend full time.
- Since the previous inspection, the school has experienced significant staff and leadership changes. The headteachers of two local primary schools, Holly Primary School and Wynndale Primary School, have been in post as associate headteachers since January 2016. The deputy headteacher joined the school in January 2016.

## Information about this inspection

- The inspectors observed 14 lessons and one assembly. Three lesson observations were carried out jointly with the headteachers. In all, nine members of staff were seen teaching.
- The inspectors looked at samples of work from all age groups. They talked to pupils about their work and listened to pupils read. Inspectors observed playtimes, lunchtimes and extra-curricular activities.
- The inspectors held meetings with pupils, governors, school leaders and staff, and spoke to a representative of the local authority.
- The inspectors analysed 40 responses to Ofsted's online questionnaire, Parent View, and took account of parents' written comments. Inspectors also spoke to parents during the inspection.
- The inspectors observed the school's work. They looked at progress, attendance and curriculum information. The inspectors looked at school improvement planning and evidence of the monitoring of teaching, and scrutinised documentation relating to safeguarding.

## Inspection team

Vivienne McTiffen, lead inspector	Ofsted Inspector
Michael Wilson	Ofsted Inspector
Philip Garnham	Ofsted Inspector



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