

# St Peter's Academy

Fenton Manor, Fenton, Stoke-on-Trent, Staffordshire ST4 2RR

## Inspection dates

31 January–1 February 2017

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Although improving, leaders and managers have not ensured that consistently good teaching has led to good outcomes over time.
- The quality of teaching varies as teachers do not routinely plan to meet the needs of pupils of different abilities in order to help them make rapid progress.
- Assessment information about what pupils know and can do was not always accurate in the past. Teachers still do not use improved information about pupils' starting points consistently to carefully plan learning.
- Outcomes for Year 11 in 2015 were below the floor standard and weaknesses remain.
- Over time, the progress made by disadvantaged pupils, the most able, pupils who have special educational needs and/or disabilities and White British pupils has not been fast enough.
- Systems and structures that are now in place to improve outcomes are not fully embedded, so they are yet to have maximum impact.
- The quality of subject leadership is variable. Some leaders are not driving improvements in their areas of responsibility.
- Although improving, the attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities is not high enough.

### The school has the following strengths

- The principal, with the support of his reshaped senior team, has transformed this school. It now has a positive and ambitious culture.
- This is an improving school. There is some teaching of a very high quality and rates of progress are increasing. Provision for pupils who have special educational needs and/or disabilities has improved considerably.
- Safeguarding is effective and pupils' personal development and welfare are effectively supported. Behaviour is much improved.
- Pupils are well prepared for life in modern Britain. Fundamental British values are actively promoted and spiritual, moral, social and cultural awareness are well developed.

## Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Improve the quality of leadership and management by:
  - embedding, evaluating and developing relatively new systems and structures so that they have the maximum impact on improving pupils' outcomes
  - ensuring that assessment information is accurate and used to inform planning for learning
  - ensuring that all subject leaders are driving improvements in their areas of responsibility.
- Improve rates of progress, particularly for the most able pupils, disadvantaged pupils, pupils who have special educational needs and/or disabilities and White British pupils by:
  - ensuring that the teaching consistently matches the standard of the best practice that can be found in the school
  - improving pupils' attendance.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The quality of leadership has improved since the last inspection, but leaders have not ensured that the school has provided a good quality of education over time.
- The principal has taken decisive action to improve the school. The leadership team has been reshaped and all the areas for improvement identified at the time of the last inspection have been addressed, although some have been addressed more successfully than others.
- School leaders and members of the interim executive board (IEB) have a clear understanding of the school's strengths. They are taking effective action to improve the school. The quality of teaching and the progress that pupils make are improving but, as a result of poor teaching in the past, pupils' published results indicate that those who left school in the summer of 2016 have not made enough progress over time. School leaders' evaluation of the performance of the school is accurate and it is informing action to secure further improvements.
- Although planned actions have not had a full impact on improving outcomes, leaders have successful strategies in place to build on improvements already evident in the quality of teaching, pupils' progress, attendance and behaviour.
- The quality of leadership is developing at all levels. Some aspects of the school, for example provision for pupils who have special educational needs and/or disabilities, are well led. Pastoral leadership is now having a greater impact on pupils' outcomes and some faculties, for example humanities, are well led. However, inconsistencies in the quality of middle leadership remain.
- Leaders are positive and ambitious for pupils and staff. This is creating an aspirational culture at St Peter's Academy.
- There is greater accountability within the school. The process of managing the performance of teachers is now being used effectively to secure improvements in the quality of leadership and teaching. Staff are set targets linked to pupils' progress, their areas of responsibility and their professional development. Progress against these targets is closely monitored and achievements are rewarded appropriately.
- Staff value the tailored training and support that they receive and this is having a positive impact on the standard of education the school is providing. Staff feel motivated and appreciated.
- The school has a strong set of values. Pupils are treated fairly and prejudiced behaviour, which is extremely rare, is challenged. Pupils are respectful and tolerant of others. They understand democracy and the rule of law, and they are willing to take individual responsibility.
- Spiritual, moral, social and cultural development is a strength of the school. Pupils learn about a number of different cultures in Britain and around the world, and they are accepting of other religions. Pupils are well prepared for life in modern Britain and fundamental British values are promoted effectively within the Christian ethos of the school.

- The revised curriculum is leading to improved progress and promotes personal development and positive behaviour. A wide range of extra-curricular activities, such as sports and subject-based clubs, choir and drama productions, support the learning that takes place in the classroom.
- Additional funding has been used effectively to help Year 7 pupils who are below the expected standard to catch up and improve the progress currently made by disadvantaged pupils. School leaders are beginning to act on the recommendations of the recently commissioned pupil premium review by taking further action to improve the attendance and attainment of disadvantaged pupils.
- Parents are becoming increasingly supportive of the work of the school. Communication has improved and the school website contains all the required information in an accessible format. The recently commissioned parental survey was extremely positive about all aspects of the school's provision.
- Woodard Academies Trust has continued to provide high-quality human resources and financial services to the school. They have also commissioned City Learning Trust (CLT) to provide school improvement services to St Peter's Academy. The chief executive of CLT has a clear understanding of the strengths and weaknesses of the school. Staff from CLT have provided effective support in order to help school leaders and staff improve the school further.

## **Governance of the school**

- Governance has improved since the time of the last inspection and members of the IEB have offered appropriate support and challenge to school leaders over time. They have also continued to meet their statutory duties as new governance arrangements are put into place.
- Members of the current IEB have an appropriate range of skills, knowledge and experience to hold school leaders to close account. They receive detailed information about the quality of education provided by the school and use this to ask challenging questions about the school's performance. They are fully aware of the school's strengths and weaknesses and have used this to help school leaders make improvements.

## **Safeguarding**

- The arrangements for safeguarding are effective. Staff have had up-to-date training and they are clear about their responsibilities. They know what to do if they have concerns about a pupil's welfare and established procedures ensure that prompt and appropriate action takes place if required. As a result, vulnerable children are well protected.
- Keeping pupils safe is a key part of the school's culture. The leadership of this aspect of the school's work is of a very high quality but staff know that safeguarding is everyone's responsibility. Outside agencies are used appropriately. Systems are in place to deal with serious concerns, should they arise.
- Thorough procedures are followed when staff are recruited and careful checks are made on visitors to the school. The site is secure and pupils are taught how to stay

safe. Pupils told inspectors that they feel safe and parents are positive about safeguarding arrangements in the school.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching, learning and assessment has improved since the last inspection but inconsistencies remain. Consequently, it has not led to good progress over time.
- Where teaching is less effective, there is an inappropriate level of challenge. Teachers are not using the information that is available to them to plan activities which allow rapid progress from starting points. Progress is also slowed when pupils are not given guidance on how to select tasks at the appropriate level. Consequently, at times, work is too difficult for some pupils or much too easy for others.
- Some teachers do not skilfully use questions to give pupils the opportunity to think deeply about topics or develop their speaking and listening skills. Opportunities for pupils to give full explanations of their ideas are not taken consistently.
- There is now some teaching of a very high quality in the school and leaders have provided opportunities for the best practice to be shared. As the vast majority of staff are keen to develop their skills, this is helping to further improve the quality of teaching.
- Where teaching has most impact, it is well planned to meet the needs of pupils of different abilities and supported by carefully selected resources. Lessons start promptly and provide opportunities for pupils to deepen their understanding.
- Adults in the classroom work well together to help pupils learn. Teaching assistants are effectively deployed and staff promote equality of opportunity in their lessons. Where teaching is most effective, staff ensure that all groups of pupils are fully involved in lessons. They skilfully use questions to develop pupils' understanding and extend their thinking. The vast majority of staff have high expectations about the standards of behaviour in classrooms and pupils are usually focused and listen carefully.
- Pupils are keen to learn and want to do well. Teachers and pupils enjoy positive relationships, but these have not always been used to challenge pupils to make rapid progress.
- Literacy skills are routinely developed across the curriculum and this is having an impact on improved progress in English. However, opportunities to develop mathematical skills in other subjects are not taken. Leaders are aware that further action needs to be taken to improve the development of numeracy across the curriculum.
- Teachers now set regular homework but the quality of the tasks set is not closely monitored. Parents, who responded to the school's survey, believe that their child receives appropriate homework for their age.
- Assessment of what pupils know and can do was not always accurate in the past so leaders have ensured that systems are now in place to ensure that the assessment information is more secure. However, inconsistencies remain and staff do not systematically use this information to plan appropriate learning activities from pupils'

starting points. Clear plans are in place to further improve the process of collecting, interpreting and using accurate information about pupils' attainment and progress.

- Accurate information about the standard of pupils' work is now shared regularly with parents. Consequently, parents believe that they receive valuable information from the school about their child's progress.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils' physical and emotional well-being are supported well through the curriculum and individual intervention as required.
- Pupils are keen to learn and the school has a clear focus on developing positive attitudes towards learning and raising aspirations. Pupils' self-confidence and self-awareness are developed through opportunities to take responsibilities in the school. For example, pupils serve as prefects, litter pickers and on the school council. Pupils are proud of how they are able to contribute to the improvements that are being made in the school.
- Pupils respect the ideas of others and they are taught to tolerate all faiths. They know about different world religions and have a clear understanding of fundamental British values which are rooted within the Christian ethos of the school. Their spiritual, moral, social and cultural development is strongly promoted through a range of activities which make them think deeply about issues. During the inspection, pupils talked about the moral implications of current news stories in a thoughtful and reflective way.
- Bullying is rare and pupils trust staff to help them to resolve any problems if they arise. There have been very few racist incidents and pupils talked of the 'racial harmony' within the school. Pupils from different backgrounds mix freely within a cohesive school community.
- Pupils feel safe and are taught to stay safe through a range of age-appropriate activities. They know how to stay safe when using the internet and they are taught about healthy relationships and the dangers of grooming and extremism.
- Pupils use impartial careers guidance to make informed choices about the next stage of their education, training and employment. The personal development, behaviour and welfare of pupils who attend alternative provision are also well supported.

### Behaviour

- The behaviour of pupils is good. Pupils are considerate and respectful, and enjoy positive relationships with adults and other pupils.
- Pupils behave well in lessons and low-level disruption to learning is rare. Pupils usually listen very carefully to staff and their classmates, and respond quickly if they have to be reminded to concentrate fully on their studies.
- Pupils conduct themselves well around the school. Behaviour observed during social times was orderly and usually sensible. However, some pupils do not behave as well as

they know they should if staff expectations are not high enough.

- There have been marked improvements in the behaviour of individuals with particular behaviour needs and the use of sanctions is declining. There have been fewer exclusions this academic year and the vast majority of staff manage behaviour effectively.
- The 'behaviour for learning framework' has had a significant impact on improving behaviour. It provides clear guidance and structures for managing behaviour and is understood by staff, pupils and parents.
- Pupils and staff believe that behaviour has improved considerably over the last year and that inappropriate behaviour is dealt with effectively and fairly. Pupils from all year groups value the rewards system that the school council helped to develop.
- Staff have taken effective action to significantly reduce the number of pupils who are late to school in the morning. However, leaders are aware that punctuality to lessons has not improved consistently and plans are in place to address this.
- Attendance is improving and is now close to the national average. All groups of pupils have improved attendance and persistent absence is declining. However, leaders have correctly identified that the attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities is still not high enough. Further action is taking place but it is yet to have full impact.

### Outcomes for pupils

### Requires improvement

- Year 11 outcomes in 2015 did not meet the floor standard. They improved in 2016 but weaknesses remained. White British boys have not made sufficient progress in the school.
- Pupils made slow progress in a number of subjects, including mathematics, science, languages and technology in last year's Year 11. Pupils made faster progress in English than they did in mathematics and outcomes were good in drama and geography. However, the progress made by the most able disadvantaged pupils was too slow across the curriculum.
- Although improving for current pupils, leaders acknowledge that the progress of disadvantaged pupils has not been rapid enough over time. As a result of more effective use of the pupil premium funding, disadvantaged pupils currently in the school are making faster progress than this group made in the past. Consequently, differences in levels of attainment are diminishing, particularly in Years 9 and 10.
- Pupils who have special educational needs and/or disabilities made slow progress in the past. However, as a result of the effective leadership of the special educational needs coordinator (SENCo), better identification of need and targeted support and intervention, this group of pupils are making improved progress across the school. Currently, pupils who have special educational needs and/or disabilities are making faster progress from their starting points than other pupils in almost every year group.
- The most able pupils have not made fast enough progress since the last inspection. Although improving, leaders are aware that further action is required to ensure that high-prior-attaining pupils reach their full potential.

- As the quality of teaching is improving, systems and structures are beginning to embed and the culture of the school has been transformed. Pupils currently in the school are making better progress than at any time since the academy came into being. Most groups of pupils, including those who attend alternative provision, minority ethnic groups and those who speak English as an additional language, are making improved progress. Pupils, particularly those in Years 7, 8 and 9, are better prepared for the next stage of their education, training or employment.



## School details

Unique reference number	136824
Local authority	Stoke-on-Trent
Inspection number	10018087

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	Secondary
School category	Academy sponsor-led
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	962
Appropriate authority	Interim executive board
Chair	Rosemary Myers
Principal	Michael Astley
Telephone number	01782 882500
Website	<a href="http://www.spa.woodard.co.uk">www.spa.woodard.co.uk</a>
Email address	<a href="mailto:office@spa.woodard.co.uk">office@spa.woodard.co.uk</a>
Date of previous inspection	14–15 January 2015

## Information about this school

- The school is an average-sized secondary school.
- The proportion of disadvantaged pupils supported by the pupil premium funding is above the national average.
- The large majority of pupils are White British but there is an above-average proportion of pupils from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is twice the national average.
- The proportion of pupils who have special educational needs and/or disabilities is lower than the national average.
- The school uses Merit and Stoke-on Trent College as alternative providers for a very small number of pupils.
- The school meets the government's current floor standards.

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is currently co-sponsored by Woodard Academies Trust and Diocese of Lichfield but a re-brokering process has begun to appoint a new co-sponsor along with the Diocese of Lichfield.

## Information about this inspection

- Inspectors observed pupils learning in 29 parts of lessons. All of these observations were undertaken together with members of the senior leadership team. Inspectors also looked at examples of pupils' work in their books and files.
- Inspectors spoke to pupils formally and informally and observed pupils' behaviour at breaktime, lunchtime and in lessons.
- Meetings were held with the principal, the vice-principals, other leaders and members of staff. The lead inspector met with a representative of Woodard Academies Trust and the chair of the interim executive board. A meeting was also held with the chief executive of City Learning Trust, who is providing support to the school.
- Inspectors looked at a range of documentation, including the school's self-evaluation and improvement plans, the school's checks and records relating to safeguarding, child protection, behaviour, attendance and progress, minutes of meetings of the interim executive board, information relating to the management of teachers' performance and the school's website.
- There were too few responses to the online Parent View questionnaire to generate results. Inspectors considered parents' opinions through 65 responses to a commercially produced questionnaire of parents of pupils at the school.

## Inspection team

Simon Mosley, lead inspector	Her Majesty's Inspector
Louise Mallett	Ofsted Inspector
David Hughes	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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