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Sarah George
Headteacher
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Dear Mrs George

Additional, remote monitoring inspection of St Peter's CofE (A) Primary

Following my remote inspection with Jonathan Leonard, Her Majesty's Inspector (HMI), of your school on 16 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received three successive judgements of requires improvement. The school's most recent section 5 inspection took place in June 2018.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- continue to develop subject leaders' expertise, and extend the professional development available to all staff, so that wider curriculum subjects, such as computing, are firmly embedded within the curriculum.

Context

- Since the previous inspection there have been some staff changes. The deputy headteacher who was English and personal, social health and economic lead left and the role has not been replaced. One member of staff who was the curriculum lead for mathematics and physical education has left. A newly qualified teacher has taken up post this year. Other staff, including the previous office manager, two teaching assistants and the site technician, no longer work at the school. Four new governors joined the governing body in the autumn term. The key stage 2 classes became mixed-age classes from September 2020.
- From the start of January until 5 March 2021, approximately a half of all pupils were educated on site at some point during this period. The vast majority of vulnerable pupils were educated on site during this time. Three quarters of pupils identified as having education, health and care plans attended school during this time.
- All groups of pupils are currently attending school on site. A small minority of individuals are still being taught remotely.
- One member of staff is currently absent due to Covid-19 related circumstances.

Main findings

- Since the 8 March almost all pupils have returned to school. You told us you are prioritising the teaching of basic skills in mathematics and English. Leaders have scheduled extra mathematics lessons in the afternoons. This is to help children practise number skills and improve their fluency in this subject. The content of plans in some subjects has been adapted or re-ordered. This is because leaders recognise that some elements of these subjects were not covered remotely in the depth they would usually be. Some subjects, such as the teaching of French, are not being prioritised as highly.
- Leaders are ambitious to ensure the school has a high-quality curriculum. You are honest about the areas that require further development, such as computing. Before the pandemic, leaders put detailed plans in place to sequence pupils' learning. However, some plans to develop staff expertise have been delayed.

- The school's remote learning offer was securely in place during the lockdown. A small number of pupils who continue to learn at home receive a broad curriculum. Leaders check the work set.
- Teachers are using a range of assessments to check what pupils have learned and remembered from this term. This involves asking pupils key questions about the topics they have studied. They are using this information to address any gaps in learning.
- Daily phonics lessons continued remotely during the recent lockdown. This has ensured that most pupils have returned to school with the knowledge they need to progress with their reading. Leaders prioritised the swift checking of pupils' reading abilities when they returned to school. This check included hearing all pupils read one to one with an adult. As a result, teachers have been able to identify pupils who need extra help. They have put a plan in place to ensure pupils who need extra support get it.
- The school's special education needs coordinator is experienced and knowledgeable. As a result, pupils with special educational needs and/or disabilities are supported well, both in school and when working at home. There is regular contact with families. This term pupils in school have benefitted from working in smaller groups. They receive support from both the class teacher and a teaching assistant.
- Governors know the school well. They understand the areas of the curriculum that have improved since the last inspection and the areas where more needs to be done. In particular, they are well informed about the school's efforts to provide education at this time.
- Parents express positive view's about the school's work and the arrangements for remote education this term. Staff speak positively of school leaders and say they have been well supported throughout the pandemic.
- The school receives external support brokered through the local authority. It also receives support from the Department for Education through working with a multi-academy trust. Much of this support has been paused as a result of Covid-19. The school's improvement partner from the local authority, knows developing the expertise of subject leaders is key now. This will help the school move forward. Inspection evidence supports this view.

Evidence

This inspection was conducted remotely. We spoke to you, other senior leaders and staff, pupils, a representative of those responsible for governance and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We looked at responses to Ofsted's online questionnaire, Parent View, including 19 free-text responses, and 10 staff questionnaires.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Lichfield, the regional schools commissioner and the director of children's services for Staffordshire. This letter will be published on the Ofsted website.

Yours sincerely

Heather Phillips
Her Majesty's Inspector