



# St Peter's Church of England Primary School, Leeds

## Inspection Report

**Unique Reference Number** 108050  
**LEA** Leeds  
**Inspection number** 277887  
**Inspection dates** 12 July 2006 to 13 July 2006  
**Reporting inspector** Mr Anthony Anderson CfBT Lead Inspector

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

|                                    |                    |                           |                        |
|------------------------------------|--------------------|---------------------------|------------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Cromwell Street        |
| <b>School category</b>             | Voluntary aided    |                           | Leeds                  |
| <b>Age range of pupils</b>         | 3 to 11            |                           | West Yorkshire LS9 7SG |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 0113 2934411           |
| <b>Number on roll</b>              | 226                | <b>Fax number</b>         | 0113 2934422           |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mr D Fawcett           |
| <b>Date of previous inspection</b> | 27 March 2000      | <b>Headteacher</b>        | Mr P Woodhead          |

| Age group | Inspection dates               | Inspection number |
|-----------|--------------------------------|-------------------|
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

St Peter's is an average-sized Church of England Primary school with a Nursery. It is situated near Leeds city centre in an area of very high disadvantage. A wide range of cultures are represented with a mixture of British, Caribbean and African pupils and a few from other backgrounds. A growing number of pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above the national average as is the percentage entitled to free school meals. The number of pupils who start or leave the school other than at the usual time is above average.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features and it provides good value for money. The school's evaluation of itself is accurate. The school's very strong and caring ethos is at its heart and every pupil is highly valued as demonstrated by the school's motto, 'We Care'. From a low base, children make good progress in the Foundation Stage as a result of good teaching. However, the systems for measuring children's standards on entry are not accurate enough to provide the best foundation for measuring their later progress as they move through the school. By the time they leave Year 6, pupils have made good progress and their standards in English, mathematics and science are average. Pupils' personal development is outstanding and they demonstrate growing confidence as they progress from year to year. Parents speak very highly of the school and all its work.

The quality of teaching and learning is good overall, but not all teachers check carefully enough that pupils understand how well they are doing. The marking of pupils' books lacks consistency and the quality varies between teachers. The school's curriculum is good with many exciting activities which add to pupils' enjoyment. Those pupils identified with English as an additional language or with learning difficulties and/or disabilities achieve as well as their classmates because of the good support they receive.

The headteacher provides outstanding leadership and is well supported by a good senior management team and an effective governing body. They have a strong awareness of the school's current priorities for development. The school has made good progress since the last inspection and it demonstrates good capacity to further improve.

### What the school should do to improve further

- Improve the day-to-day assessment of pupils' learning and progress, and the consistency and quality of marking their work.
- Improve the assessment systems for children entering the Nursery to provide a more accurate basis from which to measure their achievement in later years.

## Achievement and standards

### Grade: 2

Pupils of all abilities achieve well and standards are average. When children enter the Nursery, their skills are mostly well below those typical for their age. Many have very poor communication skills and an increasing number do not speak English.

Due to good organisation, imaginative teaching and regular opportunities to make choices, children make good progress in the Foundation Stage. Their happy and smiling faces are testament to this positive start. Because standards are so low on entry to the

school, even though they achieve well in the Foundation Stage, many enter Year 1 with standards below national expectations. However, as a result of continued good teaching, they make good progress and achieve well. They leave the school at the end of Year 6 with average standards in English, mathematics and science. The dip in the 2005 Key Stage 2 tests was predicted by the school, and the improved 2006 results demonstrate the school's self-evaluation to be accurate and that realistic targets are set.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. The school provides an environment in which pupils feel very safe, happy and respected. The considerable emphasis placed on moral and social aspects of their education, within a powerful Christian ethos of gospel values, leads to pupils' growing understanding of justice and caring for others. Pupils positively sparkle as they exhibit excellent behaviour and outstanding attitudes towards their work and fellow pupils. As one pupil put it, 'St Peter's is great because pupils from many different backgrounds learn about each other and become more tolerant.' Pupils respond very well to the many opportunities presented for them to participate in the running of the school, for example, by involvement on the school council through which they regularly advise senior managers about what they would like to see improved. Others show a developing awareness of the school community by, for instance, playing their steel pans at a charity dinner to raise money to support a local activities centre. Pupils join in enthusiastically in the extensive out of school activities, particularly those offered in music and the arts. They know and follow safe practices well and they enjoy taking part in physical activities and sport. Pupils exhibit sheer enjoyment of their life at this school as demonstrated, for example, by their good attendance.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. In the best lessons, teachers plan well and set clear learning objectives. They make good use of resources, particularly the new interactive whiteboards. Teachers challenge pupils' thinking through good questioning and they have high expectations of what pupils are capable of. A characteristic feature of this positive teaching is the way teachers use a wide range of tasks to get the best out of each pupil. Teachers set helpful targets, particularly in English and mathematics, to assist pupils to understand the standards they are expected to attain. This is aided by colour coded pupil self-assessment systems which are used

well to help make pupils more aware of their learning. However, teachers sometimes move on too quickly to new areas of learning without assessing closely enough that all pupils have understood what they have done. Marking is inconsistent and does not always make clear what pupils need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

The school's curriculum is good. It is planned well to develop pupils' knowledge and skills. This is particularly evident in the support it provides to pupils whose first language is not English. The curriculum is enriched by a wide range of activities, including sports, music and access to various clubs which really interest pupils. However, there is not enough space inside for some group activities and the lack of grassy playing areas outside restricts pupils' access to field sports. Pupils' personal, social and emotional development is a strong feature of the school and the powerful Christian ethos permeates the entire curriculum. The healthy food tuck-shop, run by older pupils, encourages the development of healthy lifestyles. Pupils are keen to take part in the many opportunities to serve the school community by, for example, being involved in policy making decisions such as the appointment of staff. The content of the curriculum encourages a growth in maturity of pupils and successfully prepares them for the next stages of their learning.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support for pupils are good. School managers have created a very effective 'safe haven' in which every pupil can thrive. There are good induction arrangements for children new to the school. The support and guidance provided for vulnerable pupils and those with low self-esteem are of the highest quality and ensure that they do well. Additional procedures for supporting pupils, such as child protection, risk assessments and health and safety are in place. One pupil summed up life at the school by saying, 'This is a firm but fair school in which the staff say that pupils are a pleasure to teach'. The guidance given to pupils in the classroom and in their books on how well they are doing and what they could do better is not as effective as it might be in ensuring that pupils take on new challenges at the right time.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good with some outstanding features. The headteacher and his staff, strongly supported by an effective governing body, have created an exciting and effective learning environment. Although the school is going through a period of staffing and responsibility changes, this is being very well managed with the minimum of disruption to pupils' progress. The headteacher demonstrates outstanding leadership and is very well thought of by the whole school community. He and his senior leadership team have a clear view of how they want the school to develop and

they have succeeded in maintaining good pupil achievement within a very caring and secure environment. Based on this proven track record and the good progress since the previous inspection, the school is well placed to further improve.

The school's evaluation of its work is accurate and performance data are used well to ensure pupils make sufficient progress. However, a weakness is the lack of a system for measuring children's prior attainment as they enter the Nursery. This restricts the ability of the school to accurately pin-point pupils' overall progress in enough detail. Managers ensure that, through the expertise of the teaching and support staff, the diverse school population is very well integrated, ensuring that every pupil is given equal opportunity to succeed.

The views of parents and pupils are regularly sought and have influenced changes for the better. Parents say that they are extremely happy with the school and with their children's progress.

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## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 1   | NA |
| The quality and standards in foundation stage  | 2   | NA |
| The effectiveness of the school's self-evaluation  | 2   | NA |
| The capacity to make any necessary improvements  | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | NA |

### Achievement and standards

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> reached by learners   | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 2 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 | NA |
| The behaviour of learners   | 1 | NA |
| The attendance of learners  | 2 | NA |
| How well learners enjoy their education   | 1 | NA |
| The extent to which learners adopt safe practices   | 1 | NA |
| The extent to which learners adopt healthy lifestyles   | 1 | NA |
| The extent to which learners make a positive contribution to the community                                    | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 2 | NA |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 1   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 2   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

### **Text from letter to pupils explaining the findings of the inspection**

We really enjoyed our recent visit to your school. Your happy and smiling faces showed us just how much you like your school and your teachers. We also spoke to many of you in classrooms and around the school and you told us about the exciting things you are given to do to help with your learning.

We have told Mr Woodhead that we think that St Peter's is a good school with some outstanding features, such as your excellent behaviour and in the way that the adults in the school look after you.

We feel that there are two things which could make your learning even better.

- Some of your teachers could do a little more in lessons when they mark your books to check that you understand your learning and know exactly what to do next.
- Your teachers need to check the progress you are making even better by measuring exactly what you can do when you first arrive in the Nursery.

Thank you once again for helping to make our visit so enjoyable.