



St Peter's Church of England Primary School

Inspection Report

Unique Reference Number 118614
LEA Kent
Inspection number 280354
Inspection dates 9 June 2006 to 9 June 2006
Reporting inspector Jacqueline Marshall AI

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

Type of school	Primary	School address	Windmill Street
School category	Voluntary controlled		Tunbridge Wells
Age range of pupils	4 to 11		Kent TN2 4UU
Gender of pupils	Mixed	Telephone number	01892 525727
Number on roll	137	Fax number	01892 618677
Appropriate authority	The governing body	Chair of governors	Dr N Singer
Date of previous inspection	9 October 2000	Headteacher	Mr Nick Smith

Age group	Inspection dates	Inspection number
4 to 11	9 June 2006 - 9 June 2006	280354

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Peter's is a smaller than average-sized primary school. The school is situated on three sites: the two storey Victorian school building housing classrooms, a separate playground and a separate hall. The school is popular and currently oversubscribed. Attainment on entry to the school is average overall. A below average proportion of pupils are eligible for free school meals, though the number has grown steadily in the last three years. Whilst the proportion of pupils with learning difficulties and disabilities has risen in the last two years, it remains below the national average. Most pupils are of White British heritage. The very small number of pupils for whom English is an additional language are fluent English speakers.

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 outstanding features that provides an effective education for its pupils. The school and the parents agree. Excellent relationships with all staff and the extremely wide range of interesting activities provided mean children really enjoy school and develop extremely well as individuals. The level of care provided, particularly in light of the nature of the school site, is outstanding and greatly appreciated by both pupils and parents.

The youngest children get off to a good start in the Reception class, where provision is good. This ensures that the children settle quickly and achieve well, particularly in their personal development and independence. As they move through the school, all groups of pupils continue to do well, because teaching is good and the curriculum is well planned to support pupils' learning, whatever their needs. The school has successfully worked to improve pupils' progress in recent years, particularly in writing. To raise standards further, they now need to provide even greater opportunities to write in other subjects, to motivate and inspire, as well as ensuring pupils always use the skills they have learnt when they write. Teachers effectively share targets with pupils and help pupils to know what they need to do next, though this has yet to become consistent in all teachers' marking.

As a result of the strong leadership of the headteacher, all leaders, including governors, have a clear understanding of the school's strengths and weaknesses. The improvements made in the school since the last inspection demonstrate clearly that it has a good capacity to make further progress, driven by the strong sense of teamwork and desire to improve that already exist. The school provides good value for money.

What the school should do to improve further

- Raise standards in writing even further by ensuring that pupils have even more opportunities to write and use the skills they have learnt in other subjects.
- Continue to raise achievement through a more consistent approach to marking so that pupils always know exactly what they need to do next in their learning to improve.

Achievement and standards

Grade: 2

All pupils achieve well during their time here. Children's skills and knowledge as they enter school are in line with the levels expected for their age. They make good progress so that most exceed these by the start of Year 1, particularly their personal and independence skills. As a result of good teaching and the effective tracking systems put in place to check on pupils' progress, all pupils throughout the rest of the school, regardless of their background or learning difficulties, are now achieving well.

Good teaching in the current Year 2 classes is ensuring that pupils are now achieving well following more patchy progress when they were in Year 1, and standards are above

average. In 2005, the school exceeded its own challenging Year 6 targets. Standards in English, whilst above average, were not as high as mathematics and science with fewer pupils reaching the higher levels. Following a dip in their progress earlier in Key Stage 2, which has since been tackled, Year 6 pupils are now achieving well. Current standards are above average with greater numbers of pupils on track to reach the higher levels in English. This is because of the high quality teaching in the class and the school's continuing focus on raising standards in writing.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding and this is reflected, both around the school and in lessons, in their exemplary behaviour and attitude to work. This is particularly impressive because of the difficulties in moving around a cramped building and split site. Parents agree, commenting that the school develops pupils' 'excellent behaviour values'.

Attendance is consistently above average and improving due to the school's thorough systems. Pupils look forward to coming to school because they really enjoy learning and feel valued and secure. Pupils told inspectors 'It's a friendly school and we're treated as individuals!' They respond very well to their responsibilities, get on extremely well and help one another, as demonstrated by their readiness to become 'playground buddies'. Pupils make a very strong contribution to school life. Through the school council, they are able to raise questions and ideas important to them and make a real impact, such as introducing 'worry boxes' and improving playground equipment.

Pupils' spiritual, moral, social and cultural development is very strong and is another key factor in their excellent behaviour and positive relationships. Close links with the parish and local community enable pupils to build on this further. Because of the school's consistently high focus on safety, pupils have an extremely good understanding of how to keep safe. They all know of the importance of a healthy lifestyle, with healthy snacks for all and many involved in a wide range of sports clubs. A good foundation for pupils' future economic well-being is provided by ensuring pupils achieve well in their basic skills such as literacy, numeracy and information and communication technology (ICT), encouraging a range of fundraising activities and developing pupils' skills as independent learners.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall and in the best lessons is outstanding. Where lessons are best, teachers set very challenging expectations for pupils' achievement and participation that are clearly shared with the pupils and so progress is outstanding.

All teachers plan exciting and relevant activities for pupils' differing needs and encourage pupils to become independent learners. Staff are increasingly using the interactive whiteboards effectively to enhance learning and motivate pupils further. Teachers ask demanding questions, encouraging pupils to think about their learning and give reasons for their answers. Where teaching could be even better, lessons lack some of the pace and rigour that characterise the best practice because teachers are less focused on what exactly pupils need to do next to improve.

The work of classroom assistants is a strength because they know the individual needs of pupils and adapt their approaches to them accordingly. All pupils really enjoy lessons and behaviour is exemplary because they have excellent relationships with adults and find the work extremely interesting.

Curriculum and other activities

Grade: 2

The school provides a good, well planned curriculum that is enriched exceptionally well. French lessons for all, a wealth of visits, visitors and extra-curricular activities ensure pupils' learning is vibrant and exciting, playing a significant part in pupils' extremely good attitudes. The provision for physical education is outstanding, despite the very limited space, lack of playing fields and split site. This was recently acknowledged when the school regained the Sports Mark Award. Consequently, there is a high take up of after school clubs and participation in the sports provided.

The curriculum develops pupils' basic skills well, particularly since the school's focus on developing writing. However, opportunities to reinforce and extend pupils' literacy skills through writing in other subjects could be developed even further and the school has already begun work on this. Personal, social and health education supports pupils' overall development well.

A strong emphasis is placed on learning through first hand practical experiences in the Reception class. With the recently created outdoor environment this is being increasingly extended to the Year 1 class and opportunities to promote learning through play developed further.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The school welcomes all children, whatever their needs, a view held by the overwhelming majority of pupils and parents, and this is a key factor in pupils' extremely positive attitudes to school. The school is aware of the potential hazards caused by the split nature of the site and has taken every possible measure to ensure pupils' safety. Pupils say that they feel extremely safe and know who to turn to if necessary. Child protection and health and safety procedures are robust and any pupils who are at risk are identified and supported well.

Pupils' learning is also supported well. Teachers set them individual targets which tell them what they need to do to improve. Whilst the quality of marking is good overall, with particularly effective examples seen in the oldest pupils' work, it is not yet

consistently successful in showing pupils the next step in their learning. Very effective support and guidance given to pupils with learning difficulties and disabilities, in particular targeted support, tracking pupils' progress and liaison with other agencies, helps these pupils to do well.

Leadership and management

Grade: 2

Leadership and management at all levels are good and have successfully maintained and built upon the school's overall effectiveness since the last inspection. The headteacher has successfully built a culture of teamwork within the school. All leaders, staff, pupils and parents share the headteacher's clear vision of a school that is constantly striving to improve but where every child is important.

The work of the headteacher is a strength of the school. Well supported by senior staff, he monitors the teaching rigorously to see where it is best, tackles any weaknesses and has been effective in appointing quality staff and raising the overall quality of teaching and pupils' progress. The role of subject leaders in checking how well the school is doing is currently developing. They know what is needed to take the school forward and have clearly demonstrated a good capacity to help the school improve further. Whilst the school's self-evaluation is cautious when assessing how well the school is developing pupils' personal qualities and the care the school provides, it shows a clear understanding of the school's overall effectiveness.

The governing body is also contributing effectively to this success. Governors are caring, supportive and active in school. They are fully involved in all major decisions and fulfil their responsibilities well. The school regularly seeks and takes into account the views of parents and other stakeholders, resulting in the vast majority responding extremely positively when asked about the effectiveness of their school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	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

How good is the overall personal development and well-being of the learners?	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	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Dear Children

Thank you for talking to us and showing us your work when we visited your school. We are pleased to hear that you really like school and that the grown-ups are very kind and look after you extremely well. We think that they are particularly good at helping you to know just what you have to do to keep safe and healthy. We were happy to hear that there are plenty of things for you to enjoy at playtimes and lots of exciting things to take part in, such as the day with the author Brian Moses, Chinese Dance and your different clubs. We think you are extremely polite to adults and behave brilliantly in and around your school!

In order to make your learning even better, we have asked the adults at your school to:

Make sure you are given lots of opportunities in other subjects that help you to practise your writing.

Make sure that teachers are consistently helping you to know what you need to do to improve your work.

Thank you again for helping us with our work.

Yours faithfully

Mrs J Marshall Lead Inspector