



St Peter's Church of England Primary School

Inspection Report

Unique Reference Number 120209
LEA Leicestershire
Inspection number 280764
Inspection dates 2 November 2005 to 3 November 2005
Reporting inspector Marion Thompson RISP

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

Type of school	Primary	School address	Station Road
School category	Voluntary aided		Market Bosworth
Age range of pupils	4 to 11		Nuneaton, Warwickshire CV13 ONP
Gender of pupils	Mixed	Telephone number	01455 290741
Number on roll	264	Fax number	01455 290741
Appropriate authority	The governing body	Chair of governors	Mr John Willetts
Date of previous inspection	4 December 2000	Headteacher	Mr Ralph Wood

Age group 4 to 11	Inspection dates 2 November 2005 - 3 November 2005	Inspection number 280764
-----------------------------	---	------------------------------------

© 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 four Additional Inspectors

Description of the school

St Peter's is a fairly large voluntary aided Church of England primary school in the village of Market Bosworth. The socio-economic circumstances of the area are above average. Very few pupils are eligible for free school meals. When they enter reception, most pupils have levels of skills and knowledge that are broadly average. The vast majority of pupils are from White British backgrounds. Few pupils are at the early stages of learning English. There are very few pupils with learning difficulties and disabilities. Attendance at the school is high.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspection evidence supports the school's view that it provides a satisfactory standard of education for its pupils and provides satisfactory value for money. Children in the reception class are on course to meet the expected standards and they make satisfactory progress. Pupils make good progress in Years 1 and 2 and reach standards that are above those expected. They make satisfactory progress in Years 3 to 6 and reach broadly average standards, because of the variation between subjects. By Year 6, pupils achieve very well in mathematics, where they reach high standards.

They make good progress in science, where they reach above expected levels. However, standards in writing are much lower than they should be, particularly for boys and for more able pupils. Work for this term has shown rapid improvement. Pupils' personal development and well-being is good as a result of good support from the staff of the school. Attendance and punctuality are good. Pupils enjoy school. They feel safe because of the good level of care provided. Pupils make a positive contribution to the school community. They are prepared well for their future. Spiritual development is a strength of the school.

Leadership and management are satisfactory. However, all staff are not fully involved in planning. Pupils' progress is not closely monitored to ensure that they make the expected rates of progress. They do not always understand clearly what they need to do to improve their work because assessment and marking do not provide guidance. The school has made satisfactory progress since the last inspection and is now set to improve further.

What the school should do to improve further

- Continue to improve the standards of writing, especially for boys and more able pupils.
- Improve assessment and the tracking of pupils' progress so that underachievement, especially in writing, is identified earlier.
- Provide pupils with better guidance on how to improve their work.
- Involve staff fully in planning improvements, in order to gain their commitment to the plans to raise standards.

Achievement and standards

Grade: 3

Children in reception make satisfactory gains in learning from their average starting point when they enter the school. Nearly all are on course to reach the expected standards when they reach Year 1. They make particularly good progress in their personal and social education.

Pupils' achievement is satisfactory, and they reach broadly average standards by the age of 11, but progress is uneven between year groups and subjects. In Years 1 and 2, pupils make rapid progress and reach standards that are above average. By the end of Year 6, pupils meet very challenging targets in mathematics and exceed them in science. They reach standards that are exceptionally high for mathematics and higher

than expected for science. Science is a strength throughout the school. Pupils think for themselves and draw sensible conclusions based on their investigations.

Reading develops well throughout the school and supports pupils' work in other subjects. Standards in writing have declined year-on-year since 2000. There has been recent improvement in the writing of younger pupils, due to the introduction of exciting topics likely to appeal to boys. However, in 2005, standards were below the level expected by the age of 11, particularly for boys and for more able pupils, and represented inadequate achievement. Pupils lacked confidence in tackling different types of writing, for example, to persuade or describe. Work from the first term of the current year shows improved achievement for pupils of all abilities. Pupils with learning difficulties and disabilities, together with those from minority ethnic groups, make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They attend school regularly, enjoy their education and feel safe. There is little bullying or harassment.

Pupils' spiritual, moral, social and cultural development is good. This is demonstrated through their good attitudes, behaviour and concern for others. Suitable opportunities are planned for pupils' spiritual development through assembly and most aspects of the school's work. Pupils are aware of and show respect for other cultures. They have a clear understanding of right and wrong.

Pupils adopt healthy lifestyles. They readily explain what contributes to a healthy diet and recognise the importance of physical activity. They greatly enjoy the range of activities provided during lessons and after school. They make a good contribution to the school and the wider community. For instance, the school has successfully made improvements to the nature area.

Pupils are keen to take on responsibility. They particularly like acting as office juniors and school council members. They are actively engaged in raising funds for charity and are clearly aware of the needs of others. They value the links with the local church and enjoy taking part in services. All classes have responsibility for a small budget, from funds raised by the Friends of Saint Peter's, and they corporately decide how it will be spent. They are prepared well for their future lives.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Lessons are well planned. Teachers manage pupils well and there is a very good emphasis on teaching investigative work within science and mathematics. The youngest pupils start well and integrate quickly due to

close support and well organised activities. Well taught lessons in Years 1 and 2 promote good learning in science, as pupils enjoy and learn from their practical investigations.

Some teaching, although satisfactory, relies too much on the teacher talking to the pupils for long periods, reducing the time they have for individual work. The questions asked of pupils sometimes demand brief responses. Superficial answers are accepted, without challenging pupils to think more deeply. Writing activities are now better developed for the oldest pupils, leading to improving standards.

Marking and assessment vary in quality, regularity and in the usefulness of guidance provided to pupils on how to improve. Pupils with learning difficulties make satisfactory gains in their learning and are supported well by the additional helpers and teaching assistants within school.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is broad, balanced and well organised. There is a good emphasis on developing key mathematical and science skills. Investigative work is effectively included in activities and has helped improve pupils' abilities and enjoyment. Writing for the oldest pupils is not consistently well planned. Organising pupils by ability in mathematics is effective in promoting their skills. Additional music and specialist physical education activities broaden the provision effectively. The curriculum for pupils with learning difficulties is matched to their abilities and interests.

The school has a good programme for supporting pupils' health and safety. Class discussion times are regularly included to help pupils raise and discuss difficult issues. After-school clubs offer experience of, for example, orchestra, choir and football. Pupils regularly raise money for local and national charities. These activities enrich day-to-day activities well and make a satisfactory contribution to the pupils' enjoyment and their achievement.

Care, guidance and support

Grade: 3

The school provides good pastoral care and support for all pupils, especially those with learning difficulties and disabilities. Pupils feel secure and know that they can turn to a member of staff with any problem. Teaching assistants are deployed well to support learning. Health and safety and child protection requirements are fully met. Pupils are helped to develop a good understanding of how to stay safe and enjoy healthy lifestyles.

Procedures for assessing and tracking pupils' progress and for giving them guidance on how to improve are inadequate. This is particularly the case in writing. The school has recognised this and is working with the local education authority (LEA) to address these weaknesses.

The school offers good opportunities for children and parents to become familiar with the school before they start, and arrangements for transfer to secondary school are equally good.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher, who has been in post for two years, has won the confidence of parents, pupils and governors. He has improved the grounds, buildings and resources and promoted a caring ethos. He has been slower to set a clear sense of direction for the school aimed at improving learning, or to fully involve all staff. The latest improvement plan, based on a thorough evaluation of the school, provides a sound basis for further development. It has already resulted in improved standards of writing for older pupils.

Changes to senior team responsibilities provide better opportunities for teamwork and clarify areas of accountability. Although very supportive of the school generally, a number of parents have concerns about increased class sizes. The additional funds are being used effectively to allow planning and preparation time for teachers in line with national guidance. The school's finances are supplemented by generous support from parents and friends of the school, and a local charitable foundation. These are managed satisfactorily. Governors provide effective support and a high level of commitment to the 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?	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

We very much enjoyed our visit to your school and would like to thank you very much for making us so welcome. In particular, we would like to thank members of the School Council who gave up their time to speak to us at length. We think the best things about your school are:

- You make good progress and reach high standards in science and mathematics.
- You work hard, enjoy school, behave well, show respect for others and attend regularly.
- You value your links with the local church and enjoy the services you attend.
- You know the difference between right and wrong.
- You are well cared for and adults in school make sure you are safe and secure.

We are suggesting to your school that teachers:

- Improve the way you are taught to write, especially older pupils. We feel that some very clever children, especially boys, could produce even better writing than they do now.
- Give you better guidance on how to improve your work when they talk to you in class or do their marking.
- Keep a closer eye on how well you are doing, so that if you slip behind, they will notice quickly and help you catch up.
- Finally, we have asked your headteacher to make sure all the staff are fully involved in planning future improvements for the school.