



# St Peter's CofE (VC) Primary School

Inspection Report

**Unique Reference Number** 124277  
**LEA** Staffordshire  
**Inspection number** 281678  
**Inspection dates** 8 June 2006 to 8 June 2006  
**Reporting inspector** Don Gwinnett AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Main Street
<b>School category</b>	Community		Stonnall
<b>Age range of pupils</b>	4 to 11		Walsall, West Midlands WS9 9EE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01543 372060
<b>Number on roll</b>	114	<b>Fax number</b>	01543 372060
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Gerald Evans
<b>Date of previous inspection</b>	8 January 2001	<b>Headteacher</b>	Mr Ken Smith

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 8 June 2006 - 8 June 2006	<b>Inspection number</b> 281678
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

St Peter's is a smaller than average primary school. Almost all pupils are from a White British background. A very small number of pupils come from minority ethnic backgrounds but all pupils use English as their first language. The number of pupils entitled to a free school meal is well below average, as is the proportion with learning difficulties and disabilities. The attainment of pupils when they start school is average. The school is seeking the 'Healthy School' award and has 'Investors in People' status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Peter's Primary is an effective school that provides good value for money and a good standard of education. This reflects the school's own views of its effectiveness.

Pupils really enjoy coming to school and achieve well in a supportive setting that stems from its strong church and community links. Children's attainment on entry is average. Standards and provision in the Foundation Stage are good. By Year 2, pupils' attainment is slightly above average with reaching above-average attainment. Progress overall is good. Pupils in Years 3 to 6 continue to make good progress. As a result, pupils in Year 6 are currently working beyond national expectations for their age. Results in national tests have been above average for the last four years.

There is good provision for pupils with learning difficulties and disabilities and those who are gifted. Teaching is good. Teachers are enthusiastic and committed to good progress, although not all teachers help pupils to know exactly how well they are doing by telling them what level they are working at. Leadership and management are good; the school carefully analyses its strengths and weaknesses and concentrates appropriately on those things that will make the most difference. The issues from the last inspection have all been successfully resolved and the school is well placed to improve further. Pupils are happy at school, are well cared for and have a good understanding of how to keep safe and healthy.

### What the school should do to improve further

- Ensure all pupils have full understanding of how well they are learning and a clearer idea of what they need to do to improve in all subjects.

## Achievement and standards

### Grade: 2

All pupils achieve well and reach above-average standards. Children's knowledge and skills are average overall when they join the Reception, with above-average ratings for social development but slightly below-average ratings for literacy and numeracy. They make good progress in Reception and standards are broadly average as they enter Year 1.

Pupils make good progress in Years 1 and 2 and standards in Year 2 are slightly above average. Standards in the current Year 6 are securely above average and progress in Years 3 to 6 is good.

Good progress results from teachers' enthusiasm and commitment. Standards in mathematics have been well above average in the last four years' tests. This is because teachers are very confident in this subject. There is less consistency in English where, despite overall good improvement since 2004, test results have fluctuated year on year. The school is aware of this and a Literacy Action Plan, introduced with support from the local authority, is successfully addressing areas of weakness. For example,

pupils' progress is carefully charted to ensure they meet clear targets. Pupils meet challenging targets across subjects.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Reception children enjoy school and work happily, confidently and safely together.

Pupils' spiritual, moral, social, and cultural knowledge is a considerable strength. Pupils contribute significantly to community events. Attendance is good because they staunchly enjoy coming to school, announcing to the inspection team, 'When you come into school, you feel really welcomed'. Pupils behave exceptionally well and there are no exclusions. They are enthusiastic learners who work with self-respect. Pupils adopt beneficial lifestyles; many pupils choose to eat the wholesome lunches and healthy breacktime snacks. They understand the importance of drinking water and bring bottled water to lessons. Many participate in the many team games, and there are two hours of physical education lessons weekly. Pupils say they feel safe as teachers constantly supervise everyone carefully.

The school council is beginning to help pupils voice democratic suggestions for improving school life, although this is a recent development and pupils are not yet fully confident in stating their views. Their good progress in numeracy and literacy prepare them well for their future life and work outside school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good throughout the school. In Reception, thoughtfully planned activities encourage independence amongst the children. This motivates them well, making them eager to succeed and giving them a good start to their education. Activities in other classes are well planned to ensure all pupils progress well. Shared links between classes promotes smooth and continuous learning.

Teachers keep learning buoyant by successfully introducing new resources and diverse ways of learning. In a Year 6 literacy lesson where pupils were being encouraged to critically evaluate their own work, some did this through innovative use of video and role play. This was fun and brought learning alive. Very occasionally, teaching is over-planned, with limited opportunities for pupils to find things out for themselves. Where this happens, pupils are over-dependent on the teacher and learning becomes routine. However, pupils enjoy most lessons and rarely become bored.

Teachers' marking is good and tells pupils what they have to do to improve. In the best lessons teachers use specific mini-targets based on national guidance to help pupils know precisely what they have to do to improve. This is not done consistently and pupils are sometimes left a little in the dark, limiting their capacity for initiative.

The school recognises this and has improved its literacy provision, with a subsequent improvement in standards, but could do more to introduce this good practice across other subjects.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and successfully meets the needs of all pupils. Most activities build systematically on what has gone before. Whilst some opportunities are missed to promote literacy and numeracy in other subjects, there are good arrangements to reinforce information and communication technology across the curriculum. There is a good range of extra-curricular activities, including choir, recorders, crafts, chess, French, sports and team fixtures. A broad range of activities helps pupils to be active and healthy. The small group sessions for vulnerable pupils support their learning well. The excellent links with the parish church and other local groups provide considerable stimulus to the curriculum and help pupils make a positive contribution to the community. Effective partnership with the local secondary school helps pupils to transfer smoothly. Well-planned educational visits, such as the residential visits for Years 3/4 to Shugborough and Years 5/6 to Coven, help to bring learning alive.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for and there are good procedures to ensure high quality health and safety. The mission statement to 'promote the highest quality of teaching and learning in a secure and caring environment' is evident in all aspects of provision. There is a pleasant, calm and purposeful learning environment. The behaviour policy promotes dignified, courteous and respectful conduct. Attendance is good because the school encourages pupils to attend regularly and punctually. Staff know the pupils well and social development is promoted sensitively through Circle Time and in lessons. Vulnerable pupils and those with learning difficulties are identified quickly and supported carefully so they gain in confidence, and know they are safe.

Whilst assessment information provides good quality academic guidance for pupils, some do not understand how well they are learning.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good, because the headteacher gives strong leadership and a keen sense of direction. Following the last inspection, good progress was made and standards improved. The school has an accurate view of its strengths and areas for development, which matches the judgement of the inspection. It has used this well to make improvements.

The reorganised leadership team's reviews of literacy and numeracy planning, early morning staff meetings, and assessment procedures have each had a positive impact.

Leaders share the headteacher's sense of direction and this has led to an increased pace of development, with a positive impact on pupils' achievement. However, procedures for keeping track of pupils' progress do not ensure that they have a clear understanding of how well they are doing. Governors are knowledgeable, loyal and committed, understanding their responsibility to ask critical questions and fulfilling their statutory responsibilities well. The school's improvement plan and self-evaluation procedures successfully pinpoint the areas for development. This, combined with the modified management structure, means the school has a good capacity for continued improvement. Day-to-day management is effective, resources are deployed efficiently, and the school provides good value for money.

Parents support the school unreservedly, and the views of pupils, parents and members of the community are well considered. The growing strength in leadership and management is verified by the school's successful application for 'Investors in People.'

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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>
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### 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?	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	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	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	2	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	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

<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**

Thank you very much for making Mrs England and myself so welcome when we came to visit your school. We enjoyed talking to you and hearing what you had to say about your lessons. We would like to tell you what we thought about your school.

- We agree with you that your school is good.
- Your behaviour is excellent because the staff really care for you and look after you well.
- You told us that you enjoy most of your lessons because they are interesting and fun and this makes you work harder and try your best.
- You know how important it is to eat sensibly and to exercise regularly so that you grow up fit and healthy.
- You said that your teachers are kind and we agree. All the staff in the school care for you very much and make sure that you are kept safe and well.
- The headteacher knows the school well and all the adults work together well to make sure you learn as well as you can.
- There are lots of good activities that you can do at lunchtimes and after school. You are especially excited about the trips you make to interesting places.
- We have asked Mr Smith and the teachers to tell you how well you are learning and what you need to make your work even better.

I wish you every success for the future.