



# St Peter's Church of England Primary School

## Inspection Report

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**Unique Reference Number** 109202  
**Local Authority** North Somerset  
**Inspection number** 288307  
**Inspection dates** 7–8 February 2007  
**Reporting inspector** Graeme Bassett

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

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<b>Type of school</b>	Primary	<b>School address</b>	Hallett's Way
<b>School category</b>	Voluntary controlled		Portishead
<b>Age range of pupils</b>	4–11		Bristol BS20 6BT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01275 843142
<b>Number on roll (school)</b>	363	<b>Fax number</b>	01275 845684
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	John Littler
		<b>Headteacher</b>	Sharon Roberts
<b>Date of previous school inspection</b>	25 November 2002		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a larger than average school. The number on roll has recently increased and there are now two classes in each year group. The number of pupils with learning difficulties and disabilities is average. There is a small number of pupils with English as an additional language. The school has Investors in People award, a Healthy School award, an Activemark award and an award for International School. The headteacher and deputy headteacher were both appointed in September 2005.

## **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 and improving school with many strengths. The pupils' enjoyment and purposeful attitudes are evident as soon as you enter. The pupils say they 'really enjoy coming to this school because it is a happy school' and parents' support is strong. Leadership and management are good. The headteacher works very effectively with the newly created senior leadership team to improve teaching and learning. Already initiatives deployed to raise pupils' standards and achievement are proving successful but the school recognises that there are still improvements to be made. The evaluation of the school's performance by the headteacher and senior leadership team is good. Priorities identified for development are relevant and purposeful. Recent improvements build successfully upon previous developments and the school has a good capacity to make further improvements in the future. The governors carry out their responsibilities satisfactorily. They give the school good support but they do not yet ask pertinent enough questions in order to monitor robustly how well the school is developing.

Standards are above average and achievement good because teaching is good and sometimes outstanding. All pupils, including those with learning difficulties and those learning English as an additional language, achieve well. Children join the school with attainment broadly in line with expected levels for their age. Because of the good quality and standards in the Foundation Stage, they make good progress. By the end of Year 2, they consolidate their progress but, in writing, some of the more able pupils do not always do as well as they should. At the end of Year 6, in 2006, pupils' standards were broadly average in mathematics and science and above average in English. Since then, as a result of good and often exceptional teaching in Years 5 and 6, standards in mathematics have improved sharply. A marked acceleration in pupils' progress has resulted in above average standards in mathematics and the continuation of above average standards in English. Standards in science and information and communication technology (ICT) are broadly average.

The curriculum is good and is enhanced well with good links with the community, local schools and through many after school clubs and visits. Strong initiatives foster pupils' exceptional understanding of the need to stay healthy. They have a good knowledge of how to remain safe. Although links across other subjects are developing they are not yet fully in place. This is most noticeable in the use of literacy because pupils' writing standards in other subjects are not always as good as they are in English.

Care, support and guidance are good and contribute well to the pupils' good personal development and well-being. Attendance is good. The school has successfully established records to show how well each pupil is doing in English and mathematics but there are no similar systems to record pupils' progress in science or other subjects.

### **What the school should do to improve further**

- Develop assessment records for all subjects so that teachers can easily identify and plan more precisely what each pupil needs to learn next.

- Ensure that the pupils' standard of creative and factual writing is as good in all subjects as it is in English.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and achievement is good. Children join the Foundation Stage with broadly average skills and knowledge. Because of the effective teaching and provision, they make good progress and currently nearly all are on course to reach and many exceed the goals expected of pupils at the start of Year 1. Standards at the end of Year 2 last year were broadly average in reading, writing and mathematics. However, the proportion of pupils that exceeded the expected level in writing was below the national average and this depressed the school's overall results. There is a similar picture this year as pupils make satisfactory progress throughout Years 1 and 2, and standards in Year 2 are average. Nevertheless, some of the more able pupils do not always do as well as they should in writing.

Currently pupils in Year 6 are making good progress in mathematics, and standards now match the above average standards that have been maintained in English over several years. More pupils are now on course to reach the higher Level 5 in mathematics. Even so, throughout the school, the standard of pupils' creative and factual writing skills in other subjects is often not as good as that seen in their literacy books. Standards in science and in ICT are broadly average. Music is a strength of the school and standards are above average. Pupils learning English as an additional language progress well and pupils with learning difficulties and disabilities make good progress because they benefit from good support in lessons.

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

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils' behaviour is good and this is reflected in the care and respect they have for one another. Pupils have a good understanding of a range of international cultures, developed effectively through the school's strong links with other schools across Europe. Pupils' good key literacy and numeracy skills and the way pupils work together prepare them well for their future economic well-being. However, some pupils do not always sustain concentration and tend to fidget when working independently. Older pupils are mature, articulate and confident. Pupils enjoy their learning, especially when they are engaged in practical activities, such as the use of digital photography. The pupils are safe and well cared for.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good overall. Strong teamwork, effective assessments and good planning result in pupils making good progress. Good quality teaching is evident in many classes throughout the school. However teaching in Years 5 and 6 is particularly good and sometimes outstanding, resulting in pupils' progress accelerating well by the end of Year 6. Nearly all teachers use English and mathematics records productively to plan tasks that provide good challenge to pupils of all abilities. Pupils are involved successfully in assessing how well they are doing. Target setting for each pupil is supported very well through teachers' marking of work. Teaching assistants and the use of resources, especially ICT, are deployed very well to support learning. In a very few classes, teaching is inconsistent and rarely better than satisfactory. Although different work is set for the more able, it is often too easy for them. Consequently, their progress is slower than in other classes.

### Curriculum and other activities

#### Grade: 2

The curriculum throughout the school has recently been reviewed so that topics now have a wider appeal to boys. The newly introduced digital photography and imaginative use of ICT also have a particularly good impact upon raising pupils' interests. Links between subjects are being developed well but pupils do not have enough opportunities to use and hone their writing skills in subjects other than English. The provision for music is outstanding. A quarter of all pupils play an extensive variety of instruments. For example, all pupils in Year 2 have 'taster' violin lessons. International Week ensures that each year group learns about the customs and traditions of a different country. There is a wide range of well attended clubs, visits and visitors and good use of the locality to enhance pupils' learning.

### Care, guidance and support

#### Grade: 2

The school shows high levels of care for all pupils' well-being, health and safety. Arrangements to safeguard pupils are rigorous. Health and safety audits are completed regularly by the staff and governing body. Relationships between staff and pupils are good and pupils are made aware of who to turn to if they have problems.

Pupils' progress is tracked very well in English and mathematics. Most pupils, especially in the older classes, understand their individual targets in these subjects. However, there are no similar procedures to track pupils' progress in science or the other subjects. This means that in these subjects, pupils are not sure what they need to focus on in order to improve their work. The school works well with parents and other agencies to ensure all pupils make good progress. There is good provision within each class for pupils with learning difficulties and disabilities.

## **Leadership and management**

### **Grade: 2**

The headteacher provides very clear objectives for the future development of the school. With the senior leadership team, she has instigated many successful developments to improve teaching and learning, promote pupils' personal development and well-being, and to raise standards and achievement. This is most noticeable in the recently improved standards in mathematics. The staff work as an effective team and create a happy and purposeful school where all pupils are fully included in everything that is done.

The senior leadership team is very well organised and carries out its responsibilities effectively. Subject leaders for literacy and numeracy have established reliable assessment procedures. However, similar assessment procedures are not in place in other subjects.

Governors fulfil their responsibilities satisfactorily. They are supportive and have a good understanding of the strengths of the school and those areas that could be better. However, they do not ask enough questions to ascertain how well the school is developing.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for making us so welcome when we visited your school. We enjoyed talking with you and looking at your work. We found your school to be a happy place. It is providing you with a good education. These are the things that are particularly good.

- The school is led and managed well by your headteacher with the help of senior members of staff.
- You progress well and your standards in reading, writing and mathematics are good.
- The teaching is good and your teachers plan interesting lessons for you so that you enjoy coming to school. You especially enjoy using the digital cameras.
- You are extremely well involved in all that the school does. Your presentation about the school's excellent Healthy School award really impressed us.
- Your behaviour is good and you get on well together.
- The adults in your school care well for all of you.

Even though your school is a good one, there are still some ways in which it could be even better. We have asked your headteacher and governors to:

- Set up records that show what each one of you understands in science and other subjects so that your teachers can plan more precisely what you need to learn next.
- Make sure that your creative and factual writing in other subjects, such as science and history, is as good as your work in your literacy books.

Thank you once again for your help.