



St Peter's Church of England Voluntary Controlled Primary School, Brotton

Inspection Report

Unique Reference Number 111674
Local Authority Redcar and Cleveland
Inspection number 289025
Inspection dates 6–7 March 2007
Reporting inspector Michael Haynes

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

Type of school	Primary	School address	Marshall Drive
School category	Voluntary controlled		Brotton, Saltburn-by-the-Sea TS12 2UW
Age range of pupils	3–11		
Gender of pupils	Mixed	Telephone number	01287 676210
Number on roll (school)	299	Fax number	01287 203023
Appropriate authority	The governing body	Chair	Mr David Jackson
		Headteacher	Mr John D Stinson
Date of previous school inspection	1 November 2001		

Age group 3–11	Inspection dates 6–7 March 2007	Inspection number 289025
--------------------------	---	------------------------------------

© Crown copyright 2007

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 three Additional Inspectors.

Description of the school

This school is larger than most primary schools nationally. Pupils come from the immediate village, which is an area of above average social deprivation, but about 10% travel from outside the locality to attend the school's designated special educational needs infant assessment class and junior class (SEN unit). All pupils come from White British backgrounds. Almost one third have learning difficulties and disabilities including 17 with statements of special educational need, which is well above the national average. An above average proportion of pupils receive free school meals. The school includes a Sure Start Children's Centre and nursery provision. It provides a breakfast club and extended school activities. The school has Investor in People status, and has numerous other national awards for its provision.

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. It is highly inclusive, actively welcoming pupils of all abilities, including many with learning difficulties and disabilities that the school supports in classes and a special education needs unit. It provides extremely well for their care from dawn to dusk with a good curriculum and outstanding after school sports, recreational and arts activities. The school's success is recognised nationally by an impressive number of awards.

Pupils enjoy a good quality of education. Whilst most join with abilities below those typical for their ages, their strong start in the Foundation Stage underpins good progress throughout their time at school. Standards in English and mathematics at ages seven and 11 meet, or slightly better, national averages with the exception of science among the 11-year-olds that unexpectedly dipped significantly below average last year. Progress is similarly good for pupils attending the unit. They reach challenging targets, with a few attaining standards comparable to their peers.

Pupils' personal development and well-being are outstanding, because of the excellent provision and commitment by staff and governors to do all they can for them. Their spiritual, moral, social and cultural development is excellent, complemented by a good understanding of healthy lifestyles and participation in an outstanding range of sport. Pupils' behaviour is good. They thoroughly enjoy learning, are keen to take on responsibility and they make a good contribution to their school community and its environment. Attendance is satisfactory. A strong partnership between the school, church, community and parents does much to enhance pupils' development.

Teaching is good throughout the school, because staff work extremely well together to give pupils work to catch their interest and help progress. Teachers make pupils' learning come alive through good use of resources and experiences that develop their understanding in practical and theoretical ways. That said, although it is frequent, the marking of pupils' work gives them insufficient guidance to make sure they know exactly what to do to improve it.

The headteacher provides excellent leadership. This underpins good governance, leadership, planning and evaluation at all levels. An innovative re-structuring of leadership teams has enhanced day-to-day management and accountability to sustain and improve the school.

What the school should do to improve further

- Improve standards in science at Key Stage 2.
- Improve the marking of pupils' work to make sure they know exactly what steps to take to improve it.

Achievement and standards

Grade: 2

Achievement is good. Most children's abilities when they begin school are below those typical for their age. The good Foundation Stage provision gives them a strong start to their education. Children settle confidently and make good progress, particularly in their social development, so that many meet the national early learning goals when they go into Key Stage 1.

Good progress for all pupils, including those with learning difficulties and disabilities, continues at Key Stage 1 due to good teaching. Standards at the end of Year 2 in English and mathematics are slightly above the national average, particularly in reading. Girls outperform boys at age seven, but boys catch up and slightly outperform them, except in English, by the time they are aged 11. Pupils sustain good progress at Key Stage 2, but for some the pace slackens before accelerating smartly due to good teaching in Years 5 and 6. Standards at the end of Year 6 in English and mathematics are average and meet the school's own challenging targets, although higher attaining pupils exceeded them. Results in science dipped significantly in 2006 to below the national average. This is recognised and teachers have taken effective action to put it right.

The SEN unit provides teaching for pupils with moderate learning difficulties, including emotional and behavioural difficulties and autism. Specific learning support enables them to make good progress to reach challenging individual targets. This often leads to full or partial integration in mainstream classes and a few pupils attain results in national tests comparable to their peers.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Their behaviour is good and they are very polite and considerate towards others. They are confident talking to adults and have pride in their school. Pupils have extremely positive attitudes and enjoy learning.

Pupils know how to stay safe and healthy, recognised also by the Healthy School Award. A strength is pupils' participation in sports that led to the school gaining the Active Sports Mark gold. Excellent spiritual, moral and social development is a major factor in pupils' good contribution to their community. Older pupils eagerly and confidently take on responsibilities. School council members are proud of their contribution to the installation of a bicycle shelter on the school grounds, thereby encouraging more pupils to take a healthy option of cycling to school. Pupil 'eco-warriors' with governor support, seek to improve their environment and help with conservation, recognised by gaining the International ECO Schools' Award. Pupils' cultural development is excellent. It is enhanced by the school's religious education programme, numerous visitors who share their experience and global links; such as a partnership with African schools.

Pupils show compassion and understanding of the needs of others; for example, through the numerous charities they help and the Year 6 'buddies' who give excellent support to younger children. Pupils say that they feel safe in school and that any incidents of bullying are dealt with appropriately. They are confident to turn to staff or pupil 'buddies' should they need help. Attendance is satisfactory. Pupils' good basic skills and excellent personal development prepare them well for the next phase of their education and future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school because teachers are enthusiastic; having good subject knowledge and high expectations of their pupils. Teachers and pupils enjoy positive relationships leading to purposeful lessons with good behaviour and pupils keen to learn.

Lessons are planned carefully at different levels, with work to meet pupils' diverse learning needs, which underpins good progress. A brisk pace, clear explanation and discussion begin lessons followed by practical activity that holds pupils' attention. Teachers make very effective use of resources to help pupils gain understanding in practical and theoretical ways. They use computer whiteboards in literacy and numeracy lessons to explore ideas and enhance learning. Junior pupils, for example, developed their understanding of symmetry using computer demonstration, paper shapes and mirrors. In an outstanding session in the Nursery, staff provided excellent individual support and group teaching using many carefully presented materials. This enabled children to select activities to extend their social, language, creative and physical development. However, in a couple of junior lessons, teaching although satisfactory, had an unnecessarily slow pace revising what pupils already knew instead of taking learning forward more quickly.

Teachers make effective use of a broad range of information about individual pupils' learning needs to set them challenging targets. However, their marking of pupils' work, whilst frequent, gives them insufficient guidance about exactly what they need to do next to improve.

A particular strength is the use of support staff and a learning mentor. They work extremely well with the class teachers to provide good levels of tailored and well-judged support teaching to help pupils with learning difficulties and disabilities take a full part in lessons. The teaching of pupils in the SEN unit and across the school is good. This is because staff understand their pupils' specific learning needs and meet them with well-chosen learning activities.

Curriculum and other activities

Grade: 2

The good highly inclusive curriculum provides well for all pupils and meets national requirements. Breadth and depth of learning are enhanced; for instance, with the emphasis on learning through first-hand experience and the teaching of French to all pupils. Imaginative activities bring learning to life: Year 6 took part in a historical role-play recreating a dispute about Victorian working conditions in the local ironstone mines.

A good two-year programme ensures that pupils in mixed-age classes benefit from cross-curricular themes ensuring that work is not repeated. This is enhanced by teaching in ability sets; for example, in mathematics at Key Stage 2. Provision for pupils with learning difficulties and disabilities is good with individual plans and tailored support enabling them to enjoy a comparable curriculum to their peers. Out-of-lesson activities give pupils good extra support. For instance, teaching assistants help lower attaining pupils with basic skills; gifted and talented pupils work with a governor in a regional science competition.

Outstanding extended provision everyday until 6.00 pm enables all pupils to take part in an excellent range of cultural, sporting, adventurous and recreational activities. A residential experience is provided for Year 6 pupils. A particular strength is a summer school with sports and arts activities run by staff and external providers. These excellent activities promote healthy lifestyles and have a positive impact on pupils' enjoyment and all-round development. Numerous national awards for environmental, health and sports achievements and partnerships recognise significant curriculum enrichment. A good range of educational visits, artists and performers working in school, enhances learning. For example, a theatre group worked with Key Stage 2 pupils to create a performance highlighting environmental issues. This provides a rich context for pupils to apply their literacy, numeracy, information and communication technology skills.

Care, guidance and support

Grade: 1

Outstanding provision stems from staff successfully promoting the school's Christian and inclusive learning ethos so that all pupils thrive and make good progress. Parents are exceptionally supportive and rightly have great confidence in what the school provides for their children. Good partnerships between the school, church, village community and parents underpin the school's work.

All staff are fully committed to do everything they can to ensure pupils' safety, personal development and welfare in this highly inclusive school. The wide ranging and caring support they give pupils is justifiably recognised by the awards the school has received. Child protection and national safeguarding procedures are in place underpinned by up-to-date training.

The school works extremely well with external agencies to provide prompt support whenever needed. It has an excellent record in supporting vulnerable children and those with specific social, behavioural and emotional needs.

Staff know the pupils very well and use a thorough approach to guide their academic progress and support their personal development. Pupils' performance data are analysed carefully to set them challenging targets and track progress. A recent outcome is the prompt action this year to improve science results at Key Stage 2. A particular strength is the coordinated way teachers and teaching assistants ensure that pupils with learning difficulties and disabilities make good progress in their learning and personal development.

Leadership and management

Grade: 2

The headteacher provides excellent, inspirational leadership and strong support to staff and pupils. This enables staff and governors to give good leadership in order to provide a good quality of education underpinned by some outstanding provision.

Last year, innovative and highly effective restructuring of responsibilities put in place senior management and curriculum leadership teams. The complementary blend of educational, business and governance skills in the teams has very effectively enhanced the capacity for day-to-day management and accountability. There is good leadership in each key stage and for the learning difficulties and disabilities and SEN unit provision. This leads to accurate self-evaluation, good improvement planning and actions. All staff have clear roles that are well supported through their line management. This leadership framework is a key element, although it is evolving, to sustain the school's development because it allows leaders at all levels take an increasing part in making decisions and monitoring provision.

The school rightly gives staff professional development high priority. The highly effective programme arises from thorough monitoring of the school's work. This provides appropriate training for staff and governors to enhance their teaching and leadership roles using national and local providers.

School governors have good involvement in, and knowledge of, the school. The chair of governors is a member of the senior management team. Governors have strong impact on development through well-managed committees, monitoring of progress and frequent visits. A good example is that of the governors' work with pupils; for instance, on science and environmental projects.

Staff and governors know the challenges faced by the school and its pupils. They work imaginatively and tirelessly to put in place the support, curriculum, and resources to meet pupils' specific needs. All statutory requirements are met. Issues from the last inspection have been tackled vigorously, the school's capacity to make future improvement and value for money are good.

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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	1
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

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
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

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

¹ 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

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

St Peter's Church of England Voluntary Controlled Primary School, Brotton

Marshall Drive

Brotton

Saltburn-by-the-Sea

TS12 2UW

08 March 2007

Dear Pupils

We had a very enjoyable time talking to you and looking at your work when we recently visited your school. Thank you very much for telling us about your busy time in school. Please thank your parents and families for telling us how very much they value everything the staff do for you. We think your school is good and has some outstanding features because:

- your good behaviour and consideration for each other makes the school a good place for you to learn and develop your self-confidence
- the work that teachers and support staff give you is at the right level for you to do, catches your interest and helps you make good progress
- you have an excellent range of sports and recreational activities to enjoy after school
- of the excellent care and support you receive from teachers and support staff
- the headteacher, staff, and governors work tirelessly to make the school even better for you.

We think that some things could be better still and so we have asked the headteacher and staff to:

- make more helpful comments in your exercise books so that you can see exactly what you need to do to improve your work
- work with pupils in junior classes to raise the standards of work in science.

We hope that you will continue to do your best, work hard and enjoy taking part in the outstanding range of things that you can do in lessons and after school.

Yours sincerely

Michael Haynes Graeme Clark Paul Wagstaff

(Lead inspector)(Additional Inspector)(Additional inspector)