

# St Peter's Church of England Controlled Primary School, Bratton

## Inspection report

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<b>Unique Reference Number</b>	123530
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	292700
<b>Inspection dates</b>	24–25 May 2007
<b>Reporting inspector</b>	George Logan

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 category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	431
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vacant Position
<b>Headteacher</b>	Rod Dean
<b>Date of previous school inspection</b>	24 February 2003
<b>School address</b>	Squirrel Meadow Bratton Telford TF5 0NT
<b>Telephone number</b>	01952 387980
<b>Fax number</b>	01952 387984

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than many primary schools, having grown steadily since its opening in 1992. The proportion of pupils identified as having learning difficulties or disabilities is similar to the national average. There has been a high level of staff turnover in the last two years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

St Peter's is an outstanding school. Its Christian ethos is evident in the school's manifest desire to nurture the whole child. Many parents rightly recognise its strengths. As one said, 'Sending our daughter here was the best decision we have ever made'.

Good provision in Reception ensures that children make good progress across all areas of learning from an average starting point. Standards are above average when they enter Year 1, other than in communication and language, where they are average. Standards are above average in Years 2 and 6. Over the past year, the school has worked tirelessly to address inconsistencies in the progress pupils make over time. Rigorous assessment, effective monitoring and good teaching and learning have contributed significantly to improved achievement. As a result, pupils make good progress throughout the school. Pupils are involved well in assessing their own learning, although they are not always sure of what their individual targets are or when they will be reviewed. This is why care, guidance and support, despite the very strong pastoral care, are good rather than outstanding.

A key strength of pupils' performance is the impressive quality of work in subjects other than English and mathematics. These subjects are covered to an impressive depth. Pupils achieve particularly high standards in the creative arts, especially art. Literacy skills are applied widely in other subjects. As a consequence, the curriculum is outstanding, providing a rich range of opportunities, both in the classroom and beyond.

Pupils' personal development and their spiritual, moral, social and cultural development are outstanding. Very positive attitudes contribute well to pupils' achievements and to the harmony of the school. Pupils' accomplishments in basic skills and social skills prepare them well for secondary school.

The leadership and management of the school are outstanding. Systems for monitoring teaching and pupils' performance are exemplary, thorough and rigorous. The school has a very accurate view of its own performance and of where improvement is needed. The strength and vision of the management team, and the positive changes since the last inspection, show that the school has outstanding capacity for continued improvement.

### What the school should do to improve further

- Ensure that all pupils know and make use of their individual targets.

## Achievement and standards

### Grade: 2

Although there is some variation in attainment on entry, it is average overall, with some weaknesses in language and communication. Children make good progress in Reception so that, on entry to Year 1, standards are above average. This is particularly evident in mathematics and personal and social development. Communication and language skills, however, are average.

By the end of Year 2, standards are consistently above average in reading, writing and mathematics, and progress is good. Rigorous action to identify underperforming pupils and raise expectations in teaching has significantly boosted pupils' progress so that achievement in Years 3 to 6 is good. Standards are above average by the end of Year 6, with further improvement evident in the current year. The very challenging targets for Year 6 are likely to

be exceeded this year. Pupils with learning difficulties make good progress, often attaining the expected level by the time they leave the school. This is because their needs are identified promptly and they are well supported. Pupils with particular talents, for example, in music or sport, are helped to achieve their full potential.

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

### **Grade: 1**

Children in Reception enjoy learning and work happily together, developing their self-esteem and confidence well. Pupils' spiritual, moral, social and cultural development is outstanding and this contributes to an exceptional ethos. Pupils demonstrate their spirituality in the quality of their interactions with others and their ability to reflect through song and prayer. They have good opportunities to learn about other cultures. They enjoy coming to school very much. Levels of attendance are high. Behaviour is excellent and pupils show a high level of interest in their work.

Pupils are very healthy because the school promotes healthy lifestyles effectively. Most pupils pick a nutritious meal at lunchtime. The school council is an effective forum where pupils express their views, confident that they will be acted upon. Pupils are calm and orderly and adopt excellent safe practices because of the high priority the school gives to ensuring their safety. Some pupils in Year 6 are trained as mediators and confidently resolve minor playground conflicts. Contribution to the school and wider community is outstanding. There are many posts of responsibility within the school and pupils carry out their duties meticulously. The school is at the heart of the local community and there are very good links with local organisations, including the parish church. Pupils are confident when performing in school assemblies. They are prepared well for their later education because they have good skills in numeracy, literacy and information and communication technology (ICT).

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The structure of the teaching teams enables routine change to be managed seamlessly and ensures greater consistency between classes. Teachers plan lessons in two-year teams, ensuring similar continuity and progress in parallel classes. Activities almost always motivate and challenge pupils well and the working ethos is good. Occasionally, lack of pace or insufficient challenge impedes pupils' progress. Teachers use questioning well and use the final minutes of lessons effectively to reinforce pupils' learning. Teachers have very good relationships with pupils and provide many opportunities for them to collaborate. Pupils enjoy this aspect and readily work with anyone in the class.

Assessment procedures are well established and very thorough. Occasionally, less experienced teachers do not make full use of assessment information when planning their next lesson and this can affect the pace of pupils' learning. Marking is consistently good and provides pupils with constructive comments on how to improve their work.

## **Curriculum and other activities**

### **Grade: 1**

The school provides an outstandingly rich and varied curriculum that has a strong focus on pupils' spiritual, moral, social and cultural development. An appropriate emphasis on basic skills is balanced by very good provision for a range of other subjects, including art, design and history. Pupils have good opportunities for independent learning. Pupils' literacy skills are very well applied in other subjects. The recent award of 'Artsmark Gold' underlines the school's strengths in the creative arts. ICT skills are well developed. Pupils are confident and articulate because the school provides ample time to develop these skills. Children in Reception enjoy a stimulating curriculum which promotes the development of independent learning very well. The school is now planning for more effective use of the outdoor area. Pupils with learning difficulties work on specific programmes which meet individual needs well.

Curriculum enrichment is very good. Regular trips are an integral part of the curriculum. The school offers a wide range of activities and clubs. Year 5 and 6 pupils take part in a residential trip where they learn independence and responsibility.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for by committed staff who know them very well. This is a view shared by almost all parents. Pupils feel safe and confident that they can approach any adult if they have a problem. The school is a happy, friendly place where respect is shown to all and pupils work together harmoniously. Child protection procedures are securely in place. Health and safety checks are carried out regularly, thus ensuring a safe learning environment. There is good support for pupils with learning difficulties, enabling them to make good progress.

A thorough assessment system helps teachers to identify pupils who are underachieving. For such pupils, the school implements effective intervention strategies, which have a positive effect on their learning. Pupils have individual and group targets for improvement. However, while pupils evaluate their progress towards their targets, they are not always certain what they mean or when they are updated.

## **Leadership and management**

### **Grade: 1**

The headteacher provides outstanding leadership and has established highly effective management structures which enable the school to accommodate staff changes while continuing to raise standards. Governors are very supportive of the school. They are well informed and involved in school life and regularly monitor its work.

There is a very strong sense of shared purpose in the management team. The school is very focused on self-evaluation and leaders have a clear view of the school's performance and priorities because they have established exceptionally thorough monitoring systems. Experienced staff are carefully deployed and those with responsibility at all levels in the school rigorously monitor pupils' performance, so that underachievement is identified quickly and action taken. This, together with the comprehensive monitoring remit of subject coordinators, underpins the much improved achievement in Years 3 and 4.

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## Annex A

## 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>
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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>	1
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	1
The capacity to make any necessary improvements	1
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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
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>	1
<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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
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	1
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

26 May 2007

Dear Pupils

Inspection of St Peter's C of E Primary School, Bratton, Telford TF5 0NT

Thank you very much for making us so welcome when we visited your school. You were very polite and friendly and made us very welcome. We were impressed by how hard you work and how interested you are in your lessons. We enjoyed the discussions we had with you. We know that you are very proud of the work you do and the experiences you have at school. We found that St Peter's is an outstanding school – and getting better all the time!

These are the things we most liked about your school.

- You are very friendly, well behaved and polite. You are very enthusiastic about school and attend as much as you can. You carry out any jobs you are given very thoroughly.
- Because you work hard and your teachers teach you well, you make good progress in your lessons. As a result, you reach good standards.
- The curriculum is really interesting and you produce some impressive work in subjects like history, art and music – much better than we see in many schools. You have particularly good opportunities in after-school clubs and activities.
- You are looked after well by the school.
- The headteacher is leading the school really well and works very hard to make sure that you have a rich experience there. Along with the rest of the staff, he is very keen to make sure that the school goes on getting better.

We have suggested something to help the school to be even better.

- We know that you enjoy looking at other people's work and suggesting ways they can improve it. Now we want the teachers to help you to focus on your targets and really use them to help improve your work.

You can all help too by making sure you know your targets and continuing to work hard and do your best.

We wish you all success in the future.

Yours sincerely

George Logan Lead inspector