



St Peter's CcfE (A) First Schccl

Insdection Redcrt - Amended

Unique Reference Number 124328
Local Authority Staffcrrdshire
Inspection number 292959
Inspection date 12 December 2006
Reporting inspector Dcrrs Bell

This insdection cf the schccl was carried cut under section 5 cf the Education Act 2005.

Type of school	First	School address	Tcwn Head
School category	Vcluntary aided		Altcn
Age range of pupils	4 9		Stcke-cn-Trent ST10 4AW
Gender of pupils	Mixed	Telephone number	01538 702321
Number on roll (school)	32	Fax number	01538 702321
Appropriate authority	The gcverning bcdy	Chair	Arthur Fcrrrester
		Headteacher	Carline Gregcry
Date of previous school inspection	18 June 2001		

Age group	Inspection date	Inspection number
4 9	12 December 2006	292959

Amended Report Addendum

Report amended due to administrative error

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small school serves a rural community where social and economic indicators are above average. Attainment on entry is as expected for the children's age, but it fluctuates from year to year because of the small numbers involved. Few pupils have learning difficulties. Virtually all pupils are from White British backgrounds. Pupils are taught in two mixed-age classes, both of which have two teachers.

The school holds the gold Artsmark and a silver Eco award. It is currently awaiting the outcomes of its applications for the Green Flag Eco award, and for Healthy School status. It recently won a digital film award.

Key for inspection grades

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

Achievement and standards

Grade: 2

Children start schccl with the levels of attainment expected for their age, and reach above-average standards by the end of Year 2, and well above average standards by the end of Year 4. This represents good achievement. However, progress is not even throughout the schccl. It is satisfactory in Reception. In Years 1 and 2, it is good in reading and mathematics and satisfactory in writing, and in Years 3 and 4, it is good in reading, writing and mathematics. Overall, the schccl successfully meets its own challenging targets for pupils in Year 4.

Pupils in all age groups make good progress in information and communication technology (ICT), and all pupils use their ICT skills well in other subjects. In Years 1 and 2, writing activities are not always challenging enough for more-able pupils and this hinders their progress. For example, in some instances, worksheets requiring short answers are really helpful for less-able pupils but they limit the opportunities more-able pupils have to write freely and at length. In contrast, pupils in Years 3 and 4 write for different purposes and different audiences in a wide range of subjects. They also use their good artistic skills to enhance the quality of their work.

Personal development and well-being

Grade: 2

Pupils behave well, respect adults and care for each other. The schccl council's request to set up a 'buddy' system is a good example of this. Pupils report the system works well. They fully understand how to keep themselves safe and they respond well to the opportunities they have to take responsibility for different things at different times. However, Reception children and some pupils in Years 1 and 2 still find it difficult to listen and take turns, and this sometimes slows their learning.

Attendance is good, pupils thoroughly enjoy schccl and their spiritual, moral, social and cultural awareness is good. Pupils fully understand what is meant by a healthy lifestyle and they participate wholeheartedly in the activities through which the schccl promotes this. They contribute well to the community, raising money for various charities, involving themselves in local activities and inviting the community into schccl. All of this prepares them well for their future.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good in Years 3 and 4. Imaginative, well-planned activities successfully challenge pupils to think for themselves and contribute to their own learning. Less able pupils are supported well and more able pupils have good

opportunities to forge ahead. All of this is the key to the rapid progress pupils make in this age group.

All teachers make good links between subjects. For example, a reading activity with pupils in Reception, Year 1 and Year 2 was used well to promote numeracy skills and personal development. However, the Reception children became restless because they were not sufficiently involved in the lesson. These children are taught much better when they are on their own. Their activities are kept short and good strategies, including the well-planned use of the outdoor area, are used to re-focus their attention when it wanders. At present, however, the use of this area is restricted when the weather is poor, although there are plans to create a covered outdoor area as soon as funding allows.

All teachers assess and record pupils' progress accurately, using the information to plan further work and to set targets for pupils. However, the usefulness of target-setting is limited in Years 1 and 2 because the targets are not shared with the pupils. Therefore, pupils do not know what they are aiming for or how they might improve their own learning faster. This particularly affects writing and limits the opportunities more able pupils have to make more rapid progress.

Curriculum and other activities

Grade: 2

The curriculum is planned well to meet the needs of the pupils. Good emphasis is placed on the teaching of basic skills and pupils' health, safety and well-being are promoted effectively. The good links made between subjects successfully encourage pupils to apply their learning in different ways. This works particularly well in Years 3 and 4 because teachers approach the curriculum in a flexible way that caters well for individual needs. The more formal approach adopted in Years 1 and 2 leaves fewer opportunities for more able pupils to move ahead more rapidly in writing.

The curriculum is very considerably enriched by an excellent range of extra-curricular and enrichment activities. These include working with artists, musicians and sports clubs, learning French and visiting places of interest, all of which enhance pupils' learning and personal development.

Care, guidance and support

Grade: 2

Staff know and care for their pupils well. The school's procedures to ensure pupils are safe are effective and pupils feel confident that their teachers will always help them. This mirrors the views of the parents, all of whom were full of praise for the school, and it underpins the pupils' good personal development. It also means that pupils with learning difficulties receive good support in class. However, their individual education plans do not provide enough guidance on what their difficulties are or how to overcome them.

Pupils receive regular and accurate feedback on their learning. Pupils in Years 3 and 4 know their targets and how to reach them. This contributes to their rapid progress.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
The quality and standards in the Foundation Stage	3
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	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

How good is the overall personal development and well-being of the learners?	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	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 worklife 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?	2

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?	Nc
Does this school require a notice to improve?	Nc

Text from letter to pupils explaining the findings of the inspection

Thank ycu fcr making me sc welcome in ycur schccl. I really enjcyed talking tc ycu and finding out that ycu really enjcy being at schccl. Ycu and ycur darents are right in thinking that ycu gc tc a gccd schccl. Here are scme cf the gccd things I fcund when I came:

- Thcse cf ycu whc are in the clde class are taught really well. As a result, ycu make rapid progress and reach standards that are much higher than exdected fcr ycur age by the time ycu gc tc ycur next schccl.
- All cf ycur teachers held ycu tc make links between the different subjects ycu have tc study and this helps ycu tc make better progress.
- Ycu behave well and the staff care fcr ycu well. Ycu care fcr and respect each cther, trust the adults tc help ycu if ycu have any problems, and ycu wrk and play well together.
- Ycu knw hcv tc keed ycurself safe and fully understand why it is imprtant tc keed safe, fit and healthy. Ycu are trying hard tc dc this by eating healthily and jcing in all the physical activities the schccl offers ycu.
- The headteacher, supported by the gcvrnrs, runs the schccl well. She keeds a clse check on hcv well ycu are all dcng and she tries hard tc make sure the schccl does its best fcr ycu. Ycu help her with ycur suggestions.

We have asked ycur schccl tc help ycu tc dc even better by:

- Explaining tc thcse cf ycu whc are in Years 1 and 2 what class targets mean, shwing ycu the small steds ycu could take tc reach them, and making sure that by dcng this, as many cf ycu as possible dc even better in writing in Year 2.
- Fcr thcse cf ycu whc find scme cf ycur learning difficult, making clear in ycur individual education plans what thcse difficulties are and what targets ycu need tc wrk at tc help ycu improve.

I hope that ycu will continue tc enjcy learning and tc be as enthusiastic and caring as ycu are ncw, when ycu grow up.