



# St Peter's Church of England Primary and Nursery School

## Inspection Report

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**Unique Reference Number** 133265  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 294052  
**Inspection dates** 12–13 February 2007  
**Reporting inspector** Trevor Watts

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>   | Bellamy Road             |
| <b>School category</b>                    | Voluntary aided    |                         | Mansfield                |
| <b>Age range of pupils</b>                | 3–11               |                         | Nottinghamshire NG18 4LN |
| <b>Gender of pupils</b>                   | Mixed              | <b>Telephone number</b> | 01623 489980             |
| <b>Number on roll (school)</b>            | 207                | <b>Fax number</b>       | 01623 489980             |
| <b>Appropriate authority</b>              | The governing body | <b>Chair</b>            | Rev David Fudger         |
|   |                    | <b>Headteacher</b>      | Mrs Rosemary Wilson      |
| <b>Date of previous school inspection</b> | 24 February 2003   |                         |                          |

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|------------------|-------------------------|--------------------------|
| <b>Age group</b> | <b>Inspection dates</b> | <b>Inspection number</b> |
| 3–11             | 12–13 February 2007     | 294052                   |

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average-sized primary school on the edge of an area that is part of a neighbourhood renewal programme. Almost all pupils are White British. The number of pupils who have learning difficulties and disabilities is similar to average, but this varies very much from year to year. Children's attainment on entry, with some year-on-year variations, is slightly below the expected level. The school was formed in 2001 through the amalgamation of several first and middle schools. In the relatively short time that the school has been open it has suffered from some very unsettled periods. There have been many staffing difficulties and changes including the absence of the headteacher for two terms.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The inspection confirms the school's own view that it provides a satisfactory quality of education. A series of complex difficulties have been overcome successfully and the school is now rapidly improving. During the headteacher's recent absence the school responded well to the support from the local authority and the governors. As a result, purposeful leadership continued with the newly created team of senior managers supporting the deputy headteacher with increasing effectiveness. Consequently, leadership and management are sound overall, and the school provides satisfactory value for money.

Many links with other organisations, schools and the church enable the school to provide valuable support for pupils. The vast majority of parents and carers hold very positive views of the school. As one wrote, 'Dedicated staff cater for the academic and spiritual needs of all children.' Pupils are secure and well cared for. As a result their personal development is good. They enjoy their lessons and have good attitudes to learning.

Pupils' progress is satisfactory and standards overall are broadly average by Year 6. Provision for children in the Foundation Stage is sound and children make steady progress in relation to their starting points. Nevertheless, many do not reach the levels expected by the time they join Year 1. In Years 1 to 6 pupils continue to make satisfactory progress overall but standards attained are uneven. For example, over the past four years standards at Year 6 in English and science have been above average, but in mathematics they have been mainly below average. In 2006 the difference in standards was more marked. Test results in English were broadly average, in science below average and in mathematics well below average. Almost half of the pupils in this particular year group had learning difficulties and disabilities and their progress was satisfactory. Inspection findings confirm the school's view that the discrepancy between standards in English, mathematics and science was due mainly to long-term staffing problems. The school's inconsistent use of assessment system for measuring pupils' progress and setting appropriate challenging targets was also a contributory factor. Insufficient use had been made of available data which compared the performance of the school with that of other similar schools.

The school is taking appropriate action to reduce the gap between subjects and raise standards further. Staffing problems have been resolved, wise appointments have been made and good opportunities for training have been taken up. As a result teaching and learning are now good and the curriculum has been adjusted to meet the needs of pupils more effectively. Inspection findings show that these changes are having a positive impact on pupils' learning and indications are that attainment is becoming more even across the subjects and standards in mathematics are rising. New systems for assessing pupils' progress have been introduced but the school is not yet making full use of these to analyse trends and drive up standards.

Taking everything into account, the school has developed satisfactorily since the previous inspection. Its capacity to improve is at least satisfactory and is considerably

enhanced by the willingness and professional competence with which senior teachers have embraced new responsibilities. Additionally, the headteacher has returned to work and is putting her skills to good use. Furthermore, new members of the governing body are developing a more active and critical role. The school's assessment of its own performance is increasingly accurate as senior teachers become more adept at monitoring the school's work and evaluating the impact of recent improvements to teaching and the curriculum.

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

- Raise standards in mathematics, especially for the more able pupils.
- Embed the school's systems for monitoring pupils' progress so that they are used consistently and effectively by all staff.
- Make better use of nationally available data to analyse trends in pupils' progress and attainment in order to set clear and challenging targets for each year group of pupils.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is sound. By the end of Years 2 and 6 standards are broadly in line with national averages. In the main when children enter the Nursery their knowledge and skills are generally below those expected for this age but they make sound progress and have positive attitudes to learning. Over the past five years, pupils made at least satisfactory progress. Pupils attained average or above average standards by the end of Year 6 except in mathematics. The school is currently recovering from the 2006 fall in standards, in which science was below average and mathematics well below. The school has put many initiatives in place, most notably to improve the quality of teaching and learning. Progress seen in lessons is now good but it has not fully overcome a legacy of underachievement in previous years. Standards in mathematics have been persistently below the national average, and the rate of progress, although getting better, is still not as great as in English and science, especially for the more able pupils.

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

### **Grade: 2**

Pupils' personal development is good. Their spiritual, moral, social and cultural development is strongly developed through many lessons, close links with the church, and regular visitors. Pupils' attitudes and behaviour in lessons and around school are good. Their attendance is slightly below average, despite the school's good efforts to encourage improvement. Pupils enjoy school, feel safe and know why they should lead a healthy lifestyle. The most recent school newspaper, for example, includes an article by pupils in Year 6 warning of the dangers of drugs and alcohol. Pupils' contribution to the community is good, especially through their public musical and singing

performances. Pupils gain a satisfactory range of basic skills, including how to work cooperatively in teams, and this helps them to prepare soundly for future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good which is reflected in recent improvements in pupils' progress. These improvements are evident in lessons, pupils' books and displays of work, as well as in school assessments. Good use is made of the skills and expertise of visiting advanced skills teachers in mathematics. There has not yet been time, however, for the good teaching to even out standards fully in English, mathematics and science and maintain them all at above average levels. Teachers' subject knowledge is good, and they increasingly plan their lessons to take account of the learning needs of all their pupils, especially those who have learning difficulties. Pupils and parents are closely involved in the recently introduced approach to setting targets to help improve progress. This is having benefits in motivating pupils and raising standards. Teachers have positive and warm relationships with their classes, and mainly run their lessons at a brisk pace. In class discussions and teacher-led activities, there is often an enthusiastic atmosphere, with pupils eagerly responding to the teachers' prompting and questioning. Because the targets for the more able pupils are sometimes not as challenging as they could be, particularly in mathematics, some pupils approach their independent work at a pace that is comfortable, rather than eager.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. It now combines a broad spread of all the required subjects with a good focus on literacy, numeracy and information and communication technology (ICT). The use of advanced skills teachers to support the curriculum offered in mathematics has strengthened the schools position in relation to addressing weaknesses in this subject. Learning is well adapted to the needs of pupils with learning difficulties or disabilities, helping their motivation and enabling them to progress at least as well as their classmates, particularly with help from classroom assistants. The school is developing links between subjects to give pupils more opportunities to reinforce their wider writing skills and use computers for different purposes. A wide range of additional activities enliven learning. There are many trips out of school, including residential visits to adventure activities centres. Most pupils take advantage of clubs and activities, particularly those related to sports and musical events, for which the school has received wide recognition in the community. Numerous visitors help pupils' learning, especially their reading and coaching in various sports. Occasional events such as special focus weeks or focus days enhance learning with activities such as how to lead a healthy lifestyle. The wider curriculum makes a significant contribution to the school's work in promoting pupils' personal development.

## **Care, guidance and support**

### **Grade: 2**

Arrangements for safeguarding pupils are effective and all staff are highly committed to ensuring the health and welfare of all pupils. Pupils describe how they are encouraged to stay safe, for example by avoiding drugs and learning about road safety. Pupils are confident that they can talk to staff about any personal problems they might encounter. They report that bullying is rare and is dealt with promptly. The school council is well organised and is becoming increasingly active in the life of the school. During the past year, the school has established a number of accurate systems to track and record pupils' academic progress. These now provide a sound basis for teachers' planning, especially for pupils with learning difficulties but they need to be made more consistent and unified across the school. Pupils increasingly understand what they have to do to achieve their targets, and teachers and pupils frequently refer to them during lessons.

## **Leadership and management**

### **Grade: 3**

Leadership and management are sound. Senior managers have determinedly worked as a team to improve the quality of teaching and the curriculum. However, whilst pupils' progress is now tracked more accurately, the targets for their attainment are sometimes not sufficiently challenging. This is especially true of the most able pupils in mathematics. On a broader scale, the school is not using national information about pupils' progress to set really demanding targets for whole groups of pupils, such as the proportion of pupils they consider capable of achieving the higher Level 5 in mathematics.

Governors are very supportive of the school's actions to bring about improvements. They are beginning to ask more penetrating questions about standards, and the quality of teaching. Resources are used well, especially teachers' talents. Recent improvements in standards can be seen in pupils' work and are affirmed by teachers' assessments. Staff ensure that all pupils are included in lessons, and can take part in all subjects and school activities. They are fully committed to providing equality of opportunity for pupils. This is clearly demonstrated by the endeavours and initiatives adopted to raise standards, especially in mathematics. Developments in teaching and learning, the curriculum, and leadership and management during the past year provide a firm basis for the school to continue to improve further.

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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> |
|---|-----------------------|

### 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> | 3   |
| 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  | 3   |
| The capacity to make any necessary improvements  | 3   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 3 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress                              | 3 |

### 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  | 3 |
| How well learners enjoy their education   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| 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 | 3 |

### 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> | 3 |
| <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>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 3   |
| 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  | 3   |
| 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**

14 February 2007

Dear Pupils

St Peter's Church of England Primary and Nursery School, Bellamy Road, Mansfield,  
Nottinghamshire, NG18 4LN

I expect you will remember when two inspectors visited your school recently. We would like to thank you for making us feel so welcome, showing us your work, and talking to us.

We think your school gives you a satisfactory education. There have been some problems since St Peter's began as a new school several years ago. Many of you have had a number of different teachers. Nevertheless, in recent years most pupils have done well in the tests for English and science. However, last summer's results (2006) were disappointing for the school. The results were below the average level in mathematics, and too few pupils managed to do better than the national average in science.

Your headteacher and the teachers are working well together to make things right again. They have organised training for teachers in how to teach in different ways, and use different ways to link some subjects. They have looked very closely at improving the curriculum for you especially in mathematics, and English. They are doing this well, particularly in English. We think your lessons are mostly interesting and sometimes exciting - we particularly liked the drama work that Year 6 pupils were doing about Tudor sailors. You tell us that you feel safe in school and like to learn. 'I like everything here, but mostly I love the music we do, especially when it's in front of other people', one of you told us.

We are asking your teachers to look more carefully at how much progress some of you are making, and then to see if they can set targets for you that are harder than the ones you often have now. They already use their own ways of checking your learning. We would like them all to use just one way of doing this throughout the school, so that it is clear to everyone how well you are progressing. We would also like them to use more of the 'official' information about your progress and your school to help them in setting challenging targets for you.

With my best wishes for the future,

Trevor Watts

Lead Inspector