

# St Peter's CofE First School

## Inspection report

---

<b>Unique Reference Number</b>	116877
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	295405
<b>Inspection dates</b>	13–14 March 2007
<b>Reporting inspector</b>	Barbara Crane

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

---

<b>Type of school</b>	First
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	418
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Cowlshaw
<b>Headteacher</b>	Liane Billingsley
<b>Date of previous school inspection</b>	6 November 2000
<b>School address</b>	Church Lane The Holloway Droitwich WR9 7AN
<b>Telephone number</b>	01905 772138
<b>Fax number</b>	01905 794659

---

<b>Age group</b>	4–9
<b>Inspection dates</b>	13–14 March 2007
<b>Inspection number</b>	295405

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://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 is a very large first school with a slightly above average proportion of pupils with learning difficulties. Nearly all pupils come from White British families but a few are from other ethnic groups. Most pupils come from advantaged backgrounds. Children's attainment when they start at the school is broadly average. The school was given a Notice to Improve at its previous inspection. Just over a third of the class teachers are new to the school from September 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with good features. It is improving rapidly. This is because good leadership and management have ensured that previous inadequacies in teaching and pupils' achievement have been overcome. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Standards have risen. They are now average in Year 2 and by the time pupils leave the school in Year 4. Pupils' achievement is satisfactory, as is the teaching. Good provision for the reception children means that they get a good start in their schooling and make good progress. This is because teaching for this age group is good. Consistently good aspects of teaching throughout the school include good relationships and well organised and managed classrooms. The good progress made by most pupils with learning difficulties reflects the good quality of teaching and support that they receive. A more consistent level of challenge is needed for more able pupils from Year 1 to Year 4. Pupils' achievement in writing, while satisfactory, is not as good as it should be. There are times when the work planned is too hard or easy for pupils and slows their progress.

The pupils' personal development and their well-being are good and result from the good care, guidance and support provided by the staff. Pupils enjoy school and have an excellent understanding of how to lead healthy lives. They behave well and enjoy working and playing together and helping their community to improve. The school provides a satisfactory curriculum. Pupils take full advantage of the good range of extra-curricular activities. They say that the curriculum has become more interesting for them because it is more practically based and they have more chances to work together. Links between the different subjects are not yet firmly established so that pupils can use their skills in literacy, numeracy and information and communication technology (ICT) across the curriculum.

The headteacher has pursued improvement resolutely, with good support from the governors. Difficult decisions have been made without flinching. The needs of the pupils have been put first in securing good improvement since the previous inspection and there is good capacity to further improve. Self-evaluation is accurate. The good monitoring and evaluation of performance has led to the school's identification of the right areas to work on to bring about change. The school works well with its partners to secure pupils' well-being. The overwhelming majority of parents are happy with the way the school has improved.

### What the school should do to improve further

- Improve the match of work for pupils in writing to further boost their achievement.
- Ensure that teaching provides consistent challenge for more able pupils across all subjects.
- Ensure that pupils have more opportunities to use their skills in literacy, numeracy and ICT in other subjects.

## Achievement and standards

### Grade: 3

Children in the Reception Year make good progress. Most reach beyond the goals set for their age by the time they start in Year 1. This sets them up well for future success. Standards for older pupils showed a steady decline in recent years to a below average point from which they have now recovered. Standards for Year 2 and Year 4 pupils are average. Action taken to boost

the achievement of lower and middle attaining pupils has been largely successful and the previously widespread underachievement has been dealt with. Pupils' achievement is satisfactory but more able pupils should be doing better. The work for them lacks the level of challenge needed for them to make brisker progress. There are some green shoots of faster progress in mathematics because of the greater level of challenge provided. In writing, pupils' progress falters at times because the work is not sufficiently well adapted to meet their varying needs. This leads to some lower and middle attaining pupils, as well as the more able, making slower progress. Most pupils with learning difficulties make good progress in all aspects of their work because of precise intervention and support that helps them to reach their targets.

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

### **Grade: 2**

Pupils' social, moral, spiritual and cultural development is good. Friendliness, good relationships and showing concern for others are woven into the pupils' everyday lives at school and are evident from the earliest age. These factors add greatly to pupils' good attendance and enjoyment of school, and set them up well for the future. Their skills in literacy, numeracy and ICT do not match their good achievements in developing personally and socially and so reduce their level of preparedness for the future. Some pupils say that they would welcome even harder work. Pupils are quick to help anyone in need. Two young pupils, for example, helped another who had fallen in the playground and comforted and dusted him down so that all three ran off again to play together happily. Pupils work together well in classrooms and rise to any challenges that are set for them in solving problems. Pupils' behaviour is good and they say that they are glad that 'nearly everyone keeps to the rules'. They show initiative and a firm sense of fair play when they organise games in the playground. They take an active part in contributing to their school through the school council and in the wider community through fund raising for charities. Pupils' understanding of how to keep fit, healthy and safe is outstanding. They drink plenty of water, eat healthily at break and lunchtimes and make the most of the Trim Trail on the playground.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is consistently good for reception children because it takes account of their different stages of development and gives them what they need to make good progress. Likewise, good teaching for pupils with learning difficulties is founded upon assessments of individual need which are translated into support that effectively promotes good progress. Initiatives to improve more able pupils' progress in mathematics have been mainly successful and so more pupils are achieving beyond the level expected for their age. Even so, teachers' expectations of what more able pupils can achieve, across all subjects, are not as consistent as they should be. Teachers are not yet making the best use of assessments to ensure that tasks in writing are just at the right level for pupils. Consequently, pupils' learning in writing is slowed by work that they can do too easily or proves too difficult for them. Lower attainers, for example, sometimes struggle to record their ideas because they lack a structure to get them started. Teachers use ICT at the start of sessions very well to engage pupils' interest but do not plan sufficient opportunities for pupils to use this later in lessons. Teachers are skilled at asking carefully pitched questions to individuals or to the whole class that promote pupils' thinking and use of language.

## **Curriculum and other activities**

### **Grade: 3**

A good range of extra activities in the arts and sport goes a long way to meet pupils' interests. Links with the local sports college are used very well to raise pupils' enjoyment in taking part in activities and keeping them active. All Year 4 pupils have the chance to learn three musical instruments. A well planned programme for pupils' personal, social and health education supports pupils' development into well-rounded individuals who show responsibility towards each other and make the right decisions about how to lead healthy lives. Pupils appreciate the school's revised planning to make the curriculum more exciting and based on first-hand experiences. Good planning for the reception children weaves their learning together successfully. For the older pupils, planning does not always suit pupils' abilities, particularly the more able pupils, or enable all pupils to use what they have learned in literacy, numeracy and ICT sessions in other subjects.

## **Care, guidance and support**

### **Grade: 2**

The good level of care by staff, combined with the school's welcoming and friendly atmosphere, means that pupils feel secure and come to school happily. Good and effective intervention for pupils with learning difficulties leads to their rapid progress. The system for target setting for other pupils is becoming more effective, as the teachers are developing their skills in assessment, but targets for some more able pupils are sometimes too low. There is good attention to matters of health and safety. The procedures for safeguarding children are very robust. Pupils say that they know who to talk to if they have problems or if they need any extra help. They reflect the good example set by the staff and provide support for each other through, for example, the 'Friendship Stop' on the playground.

## **Leadership and management**

### **Grade: 2**

The school has overcome its inadequacies because it has looked closely at what it needed to do to improve teaching and raise pupils' achievement. The professional development of staff has focused on the right areas and has worked. The headteacher's meticulous checking of the success of initiatives has meant that the school has a realistic view of its effectiveness. She has rebuilt the confidence of the staff and nearly all of the parents after a difficult period. The roles of other senior managers in checking on the quality of teaching and learning, as well as looking at data to identify trends in pupils' achievement, is steadily being developed. The school is now in a much better position to identify any underachievement because it has strengthened its systems for compiling data about pupils' progress. Advice and support from the local authority have been used very efficiently. Governors provide good support and act as good questioners to help the school reflect on its performance. The school has the right priorities, recorded in development planning that sets out how it will achieve them. Its track record for meeting its aims is 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](http://www.ofsted.gov.uk).**

## 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>
--	-----------------------

### 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	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>	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	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	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<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.



## Annex A

**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	3
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	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

---

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for helping us with our work when we visited recently. We enjoyed meeting you and talking with you. We can understand why you and your parents feel that the school has got better and is now giving you a satisfactory education. This is what we found out about your school.

- You enjoy school, behave well and are friendly and kind to each other. You know how to lead healthy lives and make the most of the Trim Trail!
- Reception children get a really good start at school because of good teaching.
- Teaching is satisfactory for those of you in Years 1 to 4 and so you do reasonably well in your work.
- We were pleased that those of you who need extra help do so well.
- You make the most of all the extra activities on offer.
- The grown-ups take good care of you and help you to sort out any problems.
- The people in charge know what they need to do and are working hard to make your school even better for you.

There are a few things that we think will make your school even better. You told us that you find some work a bit easy at times, so we have asked your teachers to make sure that you have things to do that are a little harder. You can help by doing your best! We have also asked your teachers to make sure that you have just the right level of work to do in writing. Lastly, we want them to make sure that you have more chances to use your skills with reading, writing, numbers and computers in your lessons.

We wish you every success in the future. Keep on enjoying school!