

St Peter's Primary School

Inspection report

Unique Reference Number	100352
Local Authority	Hammersmith and Fulham
Inspection number	307370
Inspection date	23 November 2007
Reporting inspector	Lynn Bappa

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	232
Appropriate authority	The governing body
Chair	Mrs Frances Burch
Headteacher	Mrs Jean Shipton
Date of previous school inspection	20 May 2003
School address	St Peter's Road Hammersmith London W6 9BA
Telephone number	020 8748 7756
Fax number	020 8748 3318

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Introduction

This inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- Achievement
- Teaching and learning
- Curriculum
- Leadership and management

Evidence was gathered from performance data, observations of teaching and the work produced by pupils. Parents' questionnaires and discussions with children, the chair of governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

St Peter's is an over-subscribed one-form entry primary school. Just over one in three pupils come from minority ethnic groups; this is a higher percentage than is found in most schools. The proportion of pupils speaking English as an additional language is higher than average. The main languages spoken, other than English, are Armenian, Serbian, Croatian and Polish. Pupils' overall socio-economic circumstances are more favourable than in the country as a whole. The school is on three sites, although these are very close together. It has just been awarded Healthy Schools status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school that provides an excellent standard of education and care for its pupils. At the heart of the school lies a commitment to its Christian values. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. They feel secure, say that bullying is rare and behave extremely well. They rapidly develop in confidence and self-esteem and are eager to learn. They are rarely absent from school because they thoroughly enjoy lessons and other activities, and their enthusiastic and inquisitive response to challenging work supports their excellent achievement. The majority of parents are very pleased with what the school offers. As one parent commented, 'I am proud that my child attends a school that is welcoming and nurturing.' Pupils are also proud of their school and its caring ethos. When asked what they liked especially, one pupil replied, 'Well, everything really!' It is clear that every child really does matter at St Peter's. The environment for pupils is good, with bright and cheerful classrooms and plenty of playground activities.

Consistently good and improving teaching, underpinned by pupils' excellent attitudes to learning, result in high standards and outstanding achievement. By the end of Year 2, standards are well above average. Pupils do particularly well in mathematics, with a very high proportion reaching the higher levels. Pupils continue to make excellent progress throughout the junior classes and they reach high standards by the end of Year 6. All pupils gain at least the expected levels in English, mathematics and science and a high proportion exceed the expectations for their age. Pupils also achieve well in other areas of the curriculum, such as art and religious education. The school is on its way to meeting its challenging targets for next year and prepares its pupils extremely well for the next stage of their education. Pupils with learning difficulties and disabilities, as well as those learning English as an additional language, make excellent progress because teachers identify their needs promptly and they receive effective support.

A broad and exciting curriculum supports pupils' rapid progress. This includes, for example, lessons in Mandarin and links with a school in Cambodia. Strong features in the teaching include the fast pace of lessons, a wide range of interesting activities, very positive classroom relationships and good use of interactive whiteboards. In a Year 4 literacy lesson, for example, pupils played a lively dictionary game to help them explain to a Year 1 child what 'anguish is evident in every feather' meant. Senior leaders are clear about what they need to do to improve teaching further. They have rightly begun to focus, for example, on the quality of handwriting and presentation and on sharing the best practice across the school.

Pupils are developing well as individuals because the school has established a strong ethos of care and respect for others. Vulnerable pupils, including those with learning difficulties or disabilities, are very well supported so that they play a full part in lessons and other activities. There are very good procedures for child protection. The school has developed very good systems to track pupils' progress and set targets for improvement. As a result, pupils are clear about what they need to do in order to improve their work.

The headteacher provides very effective leadership. She ensures that this is not a school that rests on its laurels but one that always looks for ways to improve. It has excellent capacity to improve further. She knows the school's strengths and weaknesses very well and this is evident in the high quality of the school's self-evaluation. The school has very good systems for checking how well it is doing and uses them effectively. Senior leaders are very well supported by all staff and teamwork is excellent, with everyone playing a full part in moving the school forward.

The school is supported and challenged by a very well informed and active governing body that plays a full part in strategic planning and monitoring. Issues from the last inspection have been dealt with well. The school works very well with a wide range of partners, but needs to do more to improve its relationship with parents. Although the school acted swiftly after its last inspection to put into place more effective systems for improving communications with parents, a small but significant minority continues to believe that the school does not value their opinions.

Effectiveness of the Foundation Stage

Grade: 1

Parents rightly recognise that provision in the Foundation Stage is excellent. A typical comment was, 'My son, who is in the Nursery, is already sounding out words and is very keen to read.' Another parent added, 'Teaching in Reception is A1!' Children enter the school with skills that are generally above those typically found in most three year-olds. They make excellent progress and by the time they enter Year 1 most have become confident learners and exceeded the expected goals for their age. Consistently good teaching, a balance of adult-led and child-initiated activities and an improved assessment system contribute to the excellent progress the children make during their time in the Foundation Stage. Children learn to co-operate with one another and develop very positive attitudes to their learning that are subsequently maintained across the school. Adults have high expectations, provide very clear routines and enable children to build positive relationships with each other and with staff. Outdoor areas have improved significantly and provide an exciting level of challenge and stimulation. Induction is thoughtfully planned and delivered. As a result, children settle quickly into school and enjoy all that is has to offer.

What the school should do to improve further

- Improve the partnership with parents so that all feel confident that the school takes account of their views.
- Raise the quality of teaching and learning so that it consistently reflects the school's best practice.

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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	1

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?	1
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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	1
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

4 December 2007

Dear Pupils

Inspection of St Peter's Primary School, London, W6 9BA

Thank you for being so friendly and helpful when I came to inspect your school. I am writing to tell you what I think about how well you are getting on and how well your school is helping you to learn. I particularly enjoyed talking to the school council and to some of you about your work - you brought along some excellent examples. Thank you for this. A large number of your parents wrote to tell me how much they value your school and I think you agree with them. I think it is giving you an outstanding education. You reach high standards in English, maths and science and do very well in other subjects. I was impressed by Year 3's Torah scrolls, for example. Well done for this!

There is so much I like about your school that I can't mention everything, so here is a list of what I think are the most important things.

- Everyone in your school is friendly and welcoming.
- You learn extremely well in lessons because your teachers give you plenty of interesting things to do and because you have excellent attitudes towards your work.
- There are many interesting activities for you to do outside lessons. I know that you really appreciate these.
- The adults in your school look after you very well.
- Your headteacher and the senior teachers who help run your school do an excellent job.

Everyone in your school wants it to be even better and you can play your part by always doing your best. I have suggested a couple of things to do next.

- A few of your parents think that the school does not listen carefully enough to them. We have asked the school to improve this part of their work.
- Make all of your lessons as good as the best ones.

I am sure that you will continue to have great success in the future.

With best wishes

Lynn Bappa

Lead Inspector