

St Peter's Primary School

Inspection report

Unique Reference Number	101739
Local Authority	Croydon
Inspection number	307789
Inspection date	15 May 2008
Reporting inspector	David Marshall

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

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	207
Appropriate authority	The governing body
Chair	Mrs P Kingston
Headteacher	Ms K Sibley
Date of previous school inspection	2 December 2003
School address	Normanton Road South Croydon CR2 7AR
Telephone number	020 8688 5414
Fax number	020 8686 5309

Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the pupils' achievement and progress, pupils' personal development and well-being, and the effectiveness of leadership and management. In addition, evidence was gathered from discussions and school documentation to evaluate the quality of teaching and learning and the school's arrangements for the pupils' care, guidance and support. Other aspects of the school's work were not investigated in detail, but the inspection 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 in this report.

Description of the school

St Peter's is an average size primary school. The number of pupils from minority ethnic minority is above average, as is the number with English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is around the national average. The number with particular special needs is currently above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St Peter's is a good school that has improved from its strong position at the time of the last inspection. Its effectiveness is due to the excellent leadership of the headteacher and the outstanding quality of pastoral care it provides for its pupils. The staff create a very supportive atmosphere for learning that ensures that pupils make good progress and achieve well. As one parent wrote, 'It's no wonder the school is over-subscribed! My children are keen to come to school and are both making excellent progress across the curriculum. They both feel they have a 'voice' in the school and I feel that they are well cared for, safe and happy.'

The headteacher, the whole staff team and governors know the school's strengths very well and what needs to improve further. Teamwork is excellent. The school's capacity to continue to improve is very good because of the way, in the last two years, the role and input of the subject leaders has been so effectively established. Their energy and enthusiasm are boundless. Their collaboration over reorganising the school's assessment and tracking systems is already beginning to show in the pupils' improved progress. However, all staff now agree that these effective methods need to be consolidated and are not yet used consistently throughout the school. Governors are a real asset and promote the school's effectiveness to parents and the wider community.

Children start in the Reception class with skills and understanding that are broadly in line with expectations for their age. They are given an excellent start to their education and achieve well. By the time they start in Year 1 they are very confident and have excellent relationships with one another. Thanks to the care shown by all adults, pupils continue to make good progress throughout the school. By the end of Year 6, standards are above average. School evidence shows that the slight dip in overall results in 2007, due to a higher proportion of pupils with learning difficulties, has been very well managed. Pupils in the current Year 6 are well on track to achieve the demanding targets set for them in this year's national tests. Pupils with learning difficulties benefit from well focused support and make very good progress. By providing good quality help from very well qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils make very good progress. Through the special needs coordinator's management, all teachers provide very helpful academic guidance, orally and when marking and even the youngest pupils could explain how they know if they have done well enough in their learning. The school's links with external partners are good and help the school to cater for the wide range of pupils' needs. For example, more able pupils attend the local secondary school for sessions in science and mathematics.

Teaching and learning are good, and occasionally outstanding. Observations and assessments of what the pupils know and can do are collected well and shared with all concerned. Lessons are well planned and are interesting and inclusive, making sure that all pupils enjoy learning. The pace of lessons is good and relationships throughout are excellent. The curriculum covers all subjects well and is enhanced by an outstanding range of additional activities. All staff are looking for ways to enthuse pupils through modifying their approach to delivering the curriculum, and are keen to build further on what has already been achieved. There is no doubt that the presence of five, large, columns in each classroom supporting the ceilings places a considerable restriction on classroom organisation and what teachers can offer. A good example of working round this to enhance the curriculum was in the Year 4 art and design lesson based on the work of Clarice Cliff. It was inspiring to see how pupils applauded the efforts of others and how amazed they were at the quality of their own colours and designs.

The excellent atmosphere to encourage learning enables pupils to achieve an outstanding standard of personal development and well-being. All pupils are cared for exceptionally well and all of them, including the most vulnerable, are safe and secure. Pupils' spiritual, moral, social and cultural development are outstanding. Pupils' behaviour is excellent and they go out of their way to support one another. The older pupils take good care of the younger ones, both informally and as reading buddies and playground friends. Many of the lunchtime clubs are run by the older pupils for their younger friends in school. The school council plays an important role in the life of the school. Pupils take plenty of exercise, including a huge number of out-of-school activities that many acknowledge as their 'favourite thing'. Pupils say they feel safe at school and have an adult to turn to if they have a problem. One pupil said, 'I really like it here because all the teachers know the children really well.' They clearly thoroughly enjoy school and attendance is above average. The excellent enrichment within the good curriculum adds to their pleasure, especially the trips they go on. The discussions and work being produced in a Year 5 lesson based on their extended visit to the Isle of Wight was very impressive. Pupils leave the school as confident learners with a good set of basic skills and are ready for their move to secondary school.

There are some conflicting views amongst the parents of children at the school. A very large majority hold the school in high regard. They commented on the openness of staff, their children's enjoyment of learning, the outstanding Foundation Stage, the way that the school welcomes all children and the care shown by all staff. Many parents agreed with the sentiments of one who wrote, 'My child enjoys going to school each day, feels valued, secure and happy. I am confident about approaching the school with any concerns, knowing I will be listened to and issues of concern will be resolved. A lovely school and happy staff!' However, a few parents have misgivings about the school and, despite the newsletters and updates, feel that they are not being kept fully in the picture about what is happening in the school, or are unsure about their children's progress or have concerns about pupils' behaviour. The anxieties of this small number of parents are not borne out by inspection evidence, and the school are anxious to address this to ensure parents understand the true situation.

Effectiveness of the Foundation Stage

Grade: 1

Children make an excellent start to their education in the Reception class. It is testament to the huge level of commitment and care shown by the Foundation Stage coordinator and her staff that all children settle into the school exceptionally well despite coming in from many different nurseries. One parent wrote, 'Fantastic teacher, excellent value, very happy. I can't believe how much my son has learnt.' Children make rapid progress and achieve exceptionally well, especially in speaking and listening and in their social and emotional development. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The enthusiasm and enjoyment of the children as they joined in their bear hunt story, in Spanish, had to be seen to be appreciated, and was a good indication of how successful the provision and organisation are. The rooms available are stimulating and resources are used well as children move from one to another. The outstanding outside areas provide an exceptional level of challenge and stimulation, especially for the more capable children. A very calm and purposeful atmosphere is created where the children are already making very good progress. Staff have already got to know the children very well. They make a careful note of all responses and feedback. The information collected about children is used particularly well to ensure that the least able and most vulnerable settle well.

What the school should do to improve further

- Ensure that the results of the assessment and tracking procedures are implemented consistently in all subjects to ensure that pupils make maximum progress in all classes.
- Work with parents to make sure they all feel well informed about the school and the progress their children are making.

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Annex A

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
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	2

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
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?	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.

Annex A

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 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	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?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

27 May 2008

Dear Pupils

Inspection of St Peter's Primary School, South Croydon, CR2 7AR

Thank you very much for making me so welcome at your school. I did enjoy my visit. Yours is a good school with many strengths. Here are some of them.

- You make good progress in your learning so that standards are above average.
- You behave extremely well, get along with each other and feel safe in school.
- The school council has very good ideas on how to make things better.
- You have an outstanding understanding of how to live healthily.
- You find lessons fun and really enjoy school.
- There are plenty of exciting things for you to do both in school and on visits and in clubs.
- The school looks after you well and shows you how to improve your work.
- The headteacher and subject leaders manage the school well.

Most of your teachers have worked hard to find out exactly how well you are getting on, and to be certain you are learning the right things. I have asked them to make sure that they share this information with each other, and use it carefully, so that you all make as much progress as you can in every subject.

Although almost all of your parents are pleased with the school, a few have said they are concerned about the information they receive from the school, about how well you are progressing, or your behaviour, or how they can help you at home. I have asked the headteacher and all staff to get in touch with your parents to make sure they are pleased with all the very good things the school is doing for you.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

Yours sincerely,

David Marshall

Lead Inspector