

Duddon St Peter's CofE Primary School

Inspection report

Unique Reference Number	111281
Local Authority	Cheshire
Inspection number	310555
Inspection date	24 September 2008
Reporting inspector	Diane Auton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	141
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Herbert
Headteacher	Mr Paul Hudson
Date of previous school inspection	12 January 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Duddon Tarporley Cheshire CW6 0EL

Age group	3–11
Inspection date	24 September 2008
Inspection number	310555

Telephone number
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: how the school ensures and sustains continuous progress across the year groups and key stages; the impact of teaching and the curriculum on pupils' standards and achievement, particularly in writing; the impact of leadership and management in driving up standards across the school.

Evidence was gathered from the self-evaluation form (SEF) national published assessment data, assessment records, policies and minutes of meetings, observation of the school at work, including lessons, discussions with governors, members of staff and pupils and the questionnaires returned by parents. 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 evaluation, as given in its SEF, were not justified, and these have been included where appropriate in this report.

Description of the school

The school serves a wide area around the rural village in which it is situated. The proportion of pupils entitled to free school meals is well below average. Most pupils are from White British backgrounds, with a small number from other heritages. The proportion of pupils with learning difficulties and/or disabilities is smaller than found in most schools. The Nursery class, managed within its Early Years Foundation Stage (EYFS) provision, operates as a local authority Neighbourhood Nursery and is attended by children who move on at age 4+ either to the school's Reception class or to Reception classes in other local schools. It is housed in separate accommodation adjacent to the school premises.

The school holds the International Schools Foundation Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pupils work and play together very harmoniously and achieve well in this good school, which has many outstanding features. Its ethos of self-respect and respect for others is central to its happy and effective learning community. 'The school provides great academic standards and a very supportive and caring environment for the children'. is a comment which typifies the overwhelmingly positive views expressed by parents.

On entry to the Nursery class, children's skills are above expected levels for their age. Pupils make good progress across the school and consistently reach above average standards by the end of Year 6. Pupils with learning difficulties and/or disabilities achieve well, in both key stages, in relation to their abilities and starting points. Pupils in all year groups make good overall progress in reading and mathematics. They make slower progress in writing. Teacher assessments indicate that standards in Key Stage 1 in 2008 were lower than normal because the Year 2 group had a lower-attaining cohort. Standards in science at the end of Key Stage 2 were higher in 2008 provisional results than in the previous year, with an increase in the proportion of pupils reaching Level 5. This was the result of a whole-school drive to improve teaching and learning in that subject.

Pupils' good overall achievement is the result of excellent teaching, a good curriculum which engages their interest and excellent pastoral care that helps them to be confident and secure. Teachers give very clear directions and use questions very well to support the development of pupils' thinking skills. They provide extremely effective guidance which points pupils to the next steps in their learning and shows them how to improve their work. Pupils' progress is assessed and tracked carefully and lessons are planned very well to take into account their individual learning needs. The curriculum motivates pupils well and they say how much they enjoy the content of their lessons. It provides good opportunities for them to practise and improve their writing skills in their work across a range of subjects. This has not yet impacted sufficiently on improving standards in writing. The school is aware that more work remains to be done in developing this aspect of its provision. The professional partnership between teachers and the highly skilled teaching assistants is a key element of the school's successful provision for pupils of all ages and abilities. Pupils with learning difficulties and/or disabilities benefit from good additional support in lessons and effective individual learning programmes.

Pupils' personal development is outstanding. This is seen in their excellent behaviour and good attendance. The school's strong emphasis on praise and on valuing each individual ensure that pupils grow in self-esteem and form good quality relationships with staff and with each other. They feel they are listened to and cared for in school. Their spiritual, moral, social and cultural development is excellent. They enjoy taking responsibility as monitors, school councillors, road safety officers and recycling officers. They collaborate well in groups and when working with partners in lessons. These factors, together with their good basic skills, prepare them well for the future. They have a good awareness of issues of personal safety and healthy lifestyles. They enjoy a good range of extra-curricular activities and many opportunities for residential visits. Good links with the High School help to prepare pupils well for the move at the end of Year 6.

The headteacher provides strong leadership, a clear vision and direction for taking the school forward. Supportive, knowledgeable governors are able to hold the school to account. Leaders know the school and its community very well; their self-evaluation is accurate and is underpinned

by rigorous assessment and review. This enables appropriate and challenging targets to be set for school improvement. The school, therefore, has good capacity to make continued improvement. Staff at all levels share responsibility with the headteacher and the governors for checking on the school's performance and its provision. Efforts to raise the standard of pupils' writing are still at an early stage and their impact is not yet measurable.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Parents appreciate the sensitively planned induction procedures, which enable the children to settle quickly and happily into the Nursery class. Beneficial home-school partnerships are forged at this point and this helps the children's education to get off to a good start. There is good management and effective teamwork and adults have a good understanding of how young children learn. These all help to create a stimulating environment, in which children of all abilities make good progress in both the Nursery and Reception classes. The nurturing ethos enables children to feel safe and secure. Careful observations of children's progress and achievements help staff to plan activities matched well to their learning needs. The distance between the classrooms prevents resources being shared. This limits integrated provision in EYFS, a relative weakness that the school has yet to resolve. Both classes are managed well, but are organised separately. This detracts from the overall quality and impact of provision. For example, good use is made of the outdoor area in the Nursery to promote learning through investigation and discovery. The outdoor area in Reception is due to be up-graded this term, but currently its quality does not match that of the Nursery. As a result, Reception children's outdoor learning experiences are less rich than those of the children in the Nursery. Children progress well and leave Reception with positive attitudes to learning and with skills above the expectations for their age. Their move to Key Stage 1 is managed well.

What the school should do to improve further

- Raise standards in writing throughout the school.
- Ensure that the Early Years Foundation Stage is a fully integrated unit and that the Reception children have as rich a curriculum as those in the Nursery.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
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?	1

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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

Thank you for the lovely warm welcome you gave me when I visited your school. As you know, I came to see how well the school is doing and how you are all getting on with your learning. This is what I found.

- St Peter's is a good school with many outstanding features. It is run well by the headteacher and the staff and you are being given a good education.
- It is a very happy school and this shows in your excellent behaviour and good attendance. The staff look after you extremely well and this helps to make sure you grow up into sensible caring young people.
- You are taught extremely well and this helps you to make good progress. I was also very pleased to see that you all work hard and try your best in lessons. Keep up the good work!

I have asked your headteacher and the staff to continue to work with you to raise standards in your writing. They have already begun to do this and I know that you are enjoying practising and improving your writing skills in your work in other topics. I have also asked them to work on improving some of the ways the Nursery and the Reception classes are organised.

You can help by continuing to be happy and by carrying on behaving so well.

With my very best wishes for the future