

St Peter's CofE Primary School

Inspection report

Unique Reference Number	122759
Local Authority	NOTTINGHAMSHIRE LA
Inspection number	314389
Inspection date	27 September 2007
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	214
Appropriate authority	The governing body
Chair	Mr Peter Golightly
Headteacher	Mr David Maddison
Date of previous school inspection	20 May 2003
School address	Kneeton Road East Bridgford Nottinghamshire NG13 8PG
Telephone number	01949 20226
Fax number	01949 20226

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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 following issues: the effectiveness of the Foundation Stage, the support given to those pupils who have learning difficulties and/ or disabilities, particular gifts and talents and the effectiveness of subject leaders. Evidence was collected from observing lessons and the quality of work produced; discussions with pupils and with teachers who have specific responsibilities and from the records of pupils' progress. 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

This is an average sized school, which serves the village of East Bridgford and two nearby villages. Pupils enter school with levels of attainment that are generally above those expected for children of this age. A significant number are from socially and economically advantaged backgrounds. The proportion of pupils who have learning difficulties is below average and no pupil has a statement of special educational need. The percentage of pupils from minority ethnic backgrounds is much lower than the national average and no pupils speak English as an additional language. The proportion of pupils joining and leaving the school at other than the expected times is below average. The school holds the Investor in People award and has achieved the Artsmark Gold standard, the ECO standard, Activemark Gold and the Quality in Study standard at established level. It has also attained the Healthy School Award.

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, in which pupils make excellent progress and reach exceptionally high standards. Its Christian values strengthen and permeate every aspect of school life. The result is a school where expectations are extremely high, where every individual pupil really does matter. Therefore, opportunities abound for them to develop in the broadest sense.

Parents value this, and one wrote, 'Our child is privileged to attend this wonderful school which gives every child every opportunity.' Pupils feel safe and secure because the school knows them all well and has thorough procedures in place to ensure their health and safety.

A significant factor in the school's success is that every aspect of learning is interlinked so that, for example, the outstanding personal development of pupils is sustained and nurtured by the excellent curriculum and by exceptional care, guidance and support. The school is constantly evaluating its performance and seeking ways to improve the education it offers. This is evident in the extremely good initiatives to further personal development and well-being that contribute to pupils' great enjoyment of school. This is evident in their excellent behaviour, very positive attitudes to learning, their respect and support for each other and for their teachers. This school has a strong family ethos that extends to the outside community so that, for example, they have worked on a travel plan with the local community. This sense of social responsibility enables pupils to make an outstanding contribution to the wider community and to school. The very good social and organisational skills which they develop, added to the high standards that they attain in English, mathematics and information and communications technology (ICT), prepare them exceptionally well for their long-term future.

Teaching, which is often outstanding, and never less than good, builds on the good start that children get in the Foundation Stage. The detailed planning by teachers and the brisk pace help pupils to achieve exceptionally high standards. In the best lessons, pupils are actively involved in their learning and know precisely what they are to learn. This leads to all pupils making outstanding progress through the school with the 2006 and 2007 test results being the best in the school's history. Standards at Key Stage 1 have been consistently above average and the provisional test results for this year are well above average in reading, writing and mathematics. They are strong at both expected and higher levels. At Key Stage 2, standards continue to be exceptionally high and have risen further this year, widening the gap between school and national figures. Every pupil reached the expected level in English, mathematics and science and, taking all three subjects together, over two thirds reached higher levels. The starting point for sustaining and further improving results is the increasingly effective system used across the school for assessing pupils' progress. This strategy contributes well to the outstanding academic care, guidance and support for all pupils, including those with learning difficulties and/ or disabilities and those who are gifted or talented. Pupils have a good understanding of how well they are doing because they know their targets and are well informed about their progress.

The innovative curriculum is outstanding. It promotes excellence because activities offer challenging situations, and tasks are personalised to meet the varying needs of pupils. There are special groups outside lessons to advance individual skills. The main strength, however, is the provision for pupils to learn specific skills so that learning is most of all relevant and often exciting. While English, mathematics and ICT are the basis of the curriculum, activities very regularly cross subject boundaries, involve the wider community and strengthen the pupils' creative abilities. The good range of after-school activities develops and enhances pupils' skills.

The excellent performance of the school owes much to the exceptional leadership and management of the headteacher who knows the school very well and has a very clear vision to develop the whole child. He provides a very strong lead to the staff, who work effectively as a team to move the school forward by constantly questioning and evaluating its performance. The resulting initiatives are having an outstanding impact on the performance of the school in all areas of its work. Subject leaders are monitoring practice effectively across the school. Its work is further strengthened by the governors who are very well informed and are fully involved in the evaluation of the school's work and planning for the future. The outstanding progress since the previous inspection shows the school has an excellent capacity for further improvement and provides outstanding value for money.

Effectiveness of the Foundation Stage

Grade: 2

Strong leadership and management of the Foundation Stage and good teaching result in children developing an enjoyment of learning as soon as they start school. They have settled into school well, helped by routines and procedures that make them feel safe and secure. This is strengthened by the time that they spend with the infant children who regularly support and guide them in their learning. Children enjoy the carefully planned activities that show a good balance of listening and doing, and a variety of very appropriate resources. Personal, social and health education, and spiritual and cultural development, are an integral part of all lessons, demonstrating the school's commitment from the start to developing the whole child. Outdoor provision is developing satisfactorily but is not yet offering the broadest experiences. Children's learning is supported by challenging individual targets that are set from an early stage, because the school has good knowledge of their levels on entry. Children make good progress and most reach or exceed the expected levels in the six areas of learning by the time that they move into Year 1.

What the school should do to improve further

- Put in place as soon as possible the additional resources for outdoor learning so that children in the Foundation Stage have good access to a full range of activities.

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?	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?	1
The effectiveness of the Foundation Stage	2
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	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
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?	1
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

28 September 2007

Dear Pupils

Inspection of St Peter's CofE Primary, Kneeton Road, East Bridgford, Nottinghamshire, NG13 8PG

I am writing to thank you for making me so welcome when I inspected your school recently. You are so proud of your school and I enjoyed hearing from you about the many interesting and exciting activities that take place here. This letter will tell you what I found out about your school.

Many parents wrote to tell me that St Peter's is a wonderful school that gives all of you great opportunities to learn. I agree. Your school is outstanding. You are making excellent progress in lessons and reaching really high standards in English, mathematics and science in Key Stage 2. The school, under the outstanding leadership of Mr Maddison and his very hardworking staff, is helping you to get these great results by making sure that teachers teach you very well and make learning interesting. You say that lessons are often fun and nearly always interesting. I was impressed that you all know your targets and that when teachers mark your work they always tell you how to do even better. The school gives you many opportunities to develop skills that you will need when you are older. There are many after school clubs and it is good to see that almost all of you take the opportunity to take part in these and develop new skills.

I enjoyed many things during my day with you, including the healthy lunches that so many of you choose to have. However, the highlight of my day was the assembly. You worked wonderfully as a team, sharing your talents in drama, dance and singing to give the message that everyone is valued and wanted in your school - a message that all of you in the audience clearly supported.

There is one area for improvement. Children in the Foundation Stage do not have enough equipment in the outdoor learning area to make it possible for them to learn all the skills that they could. Mr Maddison and his staff are keen to get this sorted as quickly as possible.

I wish you all the best for the rest of your time at St Peter's.

Lynne Blakelock

Lead inspector