

# St Peter's CofE Junior School

## Inspection report

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<b>Unique Reference Number</b>	122767
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	314393
<b>Inspection dates</b>	6–7 October 2008
<b>Reporting inspector</b>	Bob Roberts

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sheila Johnson-Marshall
<b>Headteacher</b>	Mr John Mapperley
<b>Date of previous school inspection</b>	24 May 2004
<b>School address</b>	Ashworth Avenue Ruddington Nottinghamshire NG11 6GB
<b>Telephone number</b>	0115 974 3303
<b>Fax number</b>	0115 974 5303

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## Introduction

The inspection was carried out over two days by one Additional Inspector.

## Description of the school

St Peter's Church of England Junior school is of about average size serving the village of Ruddington to the south of Nottingham, and the surrounding area. The proportion of its pupils who are eligible for free school meals is well below the national average. The proportion that come to the school with some form of learning disability and/or difficulty is broadly in line with the average. Almost all its pupils are of White British backgrounds. A new headteacher has been in post since January 2008

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to achievement and standards and the quality of teaching.

The school is highly regarded in the local community and by the parents of its pupils. The overwhelming majority of the high number of parent questionnaires that were returned as part of this inspection were very positive in their views of the school. No doubt, it deserves this reputation. There is much that is good about it, particularly the personal development and well-being of its pupils. This is due to the commitment of its staff, many of whom give willingly of their time to provide extra opportunities for the pupils, and who demonstrate a high level of care and support for them. The school provides a safe, friendly environment. Pupils clearly enjoy coming to school - their attendance is very good - and they behave very well indeed. Many take pride in making a good contribution to the life of the school and the local community. They are encouraged to live healthy lifestyles and demonstrate the impact of this encouragement by their participation in sport and the enthusiasm they have for the healthy school meals. The school enables them to develop positive attitudes that are very evident in the classroom. In this way, and by growing in confidence as part of a happy, supportive community, they are being well prepared for later life.

There are, however, important weaknesses in the provision of the school. Levels of attainment have been declining slowly in recent years. The quality of teaching is inadequate because it does not provide sufficiently for the learning needs of individual pupils or particular groups of pupils. Furthermore, pupils do not have a clear enough understanding of what they are aiming for and how to improve their work. Too many pupils are not making the progress they should be, particularly in the first two years at the school, and consequently the standards they are reaching by the time they finish at the school are not high enough, taking into account the attainment levels of the pupils when they arrive at the school. There are particular weaknesses in their progress in writing and in mathematics.

These weaknesses have been recognised. The governing body is very committed to the school but was insufficiently aware of achievement and standards issues. The new headteacher has put in place plans and strategies that are beginning to have an impact. For example, there are new processes to monitor and evaluate teaching and learning which are beginning to lead to better rates of progress. The leadership and management of the school does have the capacity to make the necessary improvements.

### What the school should do to improve further

- Improve the quality of teaching by ensuring that it meets the needs of all learners more effectively
- Develop systems that will give pupils a clear idea of their goals and how they can improve their work to reach them.
- Continue to implement and employ monitoring and evaluation systems to ensure that teaching and the rate of progress made by all pupils improves

## **Achievement and standards**

### **Grade: 4**

The attainment on entry to the school varies but is slightly above average overall, with some year groups entering the school with attainment levels that are clearly above average. Pupils do not make the progress they should, especially in their first two years at the school, and by the time they take the national tests at age 11 their overall achievement is inadequate. The standards reached in some of these tests have been declining slowly in recent years. In both English and mathematics, standards have gone down. In 2008, although the results have not been finalised yet, the indications are that the levels of attainment in English are below the national average. In reading, progress is generally good, but in writing too many pupils, particularly lower attainers and those with learning difficulties, make slow progress. In mathematics, the school's own analysis shows that progress in developing mental mathematical skills is a key issue for improvement. Levels of attainment in science have remained above average, reflecting the ability of the school's pupils, but there has been no significant improvement recently.

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

### **Grade: 2**

Pupils clearly enjoy coming to school a great deal. Their attendance is well above the national average and their behaviour is very good. Virtually no pupils have been excluded from school in recent years. Pupils are happy, and feel safe and secure. They recognise that they are cared for and supported. Their attitudes to learning and to working together are very good and they respond enthusiastically in the classroom. Although some make slow progress in literacy and numeracy, they are developing good habits as well as social and workplace skills that form a good basis for their future economic well-being. Pupils spoke positively about the school taking pains to include everybody in events and activities. Participation in the wide range of sporting opportunities is very high. Many parents in the questionnaire returns paid tribute to the commitment of the staff in providing opportunities for personal development outside the classroom. Sports activities are a particularly strong feature of the life of the school. St Peter's has close links with the local village, with its Anglican church and one of the local shops in particular. The social, moral, spiritual and cultural development of pupils is good. An assembly seen during the inspection, for instance, had the local vicar as a guest speaker and was reinforcing moral and spiritual values, as well as celebrating the achievement and participation of pupils in a recent athletics event.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The quality of teaching is inadequate. During the inspection there was some good teaching observed but too much of the teaching seen, particularly that of the younger year groups, was not enabling pupils to make the progress they should. Teachers are using the modern computer technology available in the classrooms and in a few lessons seen, particularly numeracy lessons, its use resulted in a brisk pace and effective learning. Teachers have very good relations with pupils who behave well and respond very willingly when they feel able to do so. Teachers across the school are marking work well using marking guidelines that have been very recently

introduced. However, in too many lessons there was poor planning: loosely defined objectives and tasks that were unsuitable and ineffective. There was too little recognition of or allowance for the different needs of individuals and groups of learners. At times questioning was superficial: it was not effective at assessing pupils' understanding nor did it secure and reinforce their knowledge.

## **Curriculum and other activities**

### **Grade: 3**

The school's own judgement is that its curriculum is satisfactory and the inspection supports that view. The mornings are largely devoted to literacy and numeracy, with information and communication technology (ICT), religious education, science and other subjects taught through cross-curricular themes in the afternoon. The curriculum meets external requirements and the pupils' experience is considerably enriched by a wealth of opportunities, such as visits and trips out of school as well as the extra-curricular activities. Provision for ICT across the curriculum is satisfactory, but requires further development and the number of computers available to support learning is not sufficient, something the school is at the moment addressing. A review of the curriculum is planned, in collaboration with the partner infants' school, to develop a more flexible, skills based curriculum.

## **Care, guidance and support**

### **Grade: 3**

The inspection did not agree with the school's view that care, guidance and support are good, instead judging it satisfactory. The pupils spoken to during the inspection certainly feel well cared for and the overwhelming majority of their parents agree. Several parents with sons or daughters who face particular challenges were very positive about the support they receive. Policies and processes to ensure the proper safeguarding of children are all in place and implemented effectively. The school does provide a safe, supportive environment. Communications with parents have improved since the last inspection when it was identified as an area for development. However, although the school does have systems to assess and monitor progress, and although pupils are aware of targets in some aspects of their work, these systems are not sufficiently effective in guiding and supporting academic progress. Pupils are not sufficiently aware of how they are progressing or how to improve. Too many pupils do not reach the targets and attainment levels that they should.

## **Leadership and management**

### **Grade: 3**

The quality of leadership and management is satisfactory. The new headteacher took up post in January 2008 and his deputy in September 2008. Whilst rightly proud of the school's real strengths, he has quickly identified the important areas that need improvement. He has worked effectively in raising awareness of these issues with governors and staff. Thorough data analysis has underpinned this work. The school development plan is based firmly around raising achievement and standards, focussing appropriately on aspects of English, mathematics and the provision in ICT. There is evidence that the actions being taken are beginning to prove effective: a new marking policy, for instance, is bringing greater consistency. A good range of monitoring and evaluation activities is being implemented. Consequently, the progress that pupils are making is under closer scrutiny and is beginning to improve. The curriculum is under

review. The governing body is extremely committed to the school and works closely with it in a range of ways. It has not, until now, been sufficiently aware of the issues surrounding achievement and standards. The school makes a good contribution to community cohesion. Besides its close links to the local village, pupils develop a good understanding of national and global issues. The capacity to make the necessary improvements is satisfactory.

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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**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

**Achievement and standards**

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	4

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
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	2
The attendance of learners	1
The behaviour of learners	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 learners' needs?</b>	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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	3
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?	Yes

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

8 October 2008

Dear Pupils

Inspection of St Peter's Church of England School, Ruddington, Nottinghamshire, NG11 6GB

As you know, your school was inspected recently and this letter is to tell you about the results of that inspection. I would also like to say how much I enjoyed meeting you and talking to you.

There are many good things about St Peter's School. Above all it provides you with a safe environment and a happy atmosphere in which you are well cared for. Everybody gets on well, people feel included in things, and there are many opportunities for you to develop well as individuals. The school is very much a part of the local village. Sports activities are a strong feature of the school and many of the staff give up their time to provide you with these. The staff at the school are committed to doing their best for you. A large number of your parents sent in the questionnaires that were part of this inspection and it is clear that they think highly of the school and its staff. I met representatives from your school council and they said how much pupils enjoy school. The high attendance and the good behaviour of pupils are also evidence that in many ways this is a good school.

There are, however, some important aspects of the school's work that need to be improved. There are ways in which the teaching at the school needs to improve. Pupils need a clearer idea of how they are progressing and what they need to do to improve their work. You need to be helped to make faster progress in the classroom than you do at the moment, particularly in English and mathematics.

Everyone at the school is rightly proud of what it does well and now everyone is aware of what needs to be done to make the school even better. The new headteacher is leading the school in the right direction and there are already signs of improvement. I am sure that the school will be able to meet this challenge.

I wish you all well for the future,

Bob Roberts

Lead inspector