

# St Peter's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109202
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	337240
<b>Inspection dates</b>	4–5 March 2010
<b>Reporting inspector</b>	Carolyn Carnaghan

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	393
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Smith
<b>Headteacher</b>	Sharon Roberts
<b>Date of previous school inspection</b>	7 February 2007
<b>School address</b>	Hallet's Way Portishead Bristol BS20 6BT
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## Introduction

This inspection was carried out by three additional inspectors; they observed 19 lessons, saw 15 teachers and spent approximately two thirds of their time observing learning. The inspectors met with pupils, staff and governors; they scrutinised the school's documents, including policies, reports and pupil and parent surveys. They also reviewed responses to 227 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well teaching challenges pupils and supports their progress, particularly for the more able
- how well the tracking of pupils leads to their effective care, support and guidance
- the extent to which provision in the Early Years Foundation Stage matches the needs of all children.

## Information about the school

The school is larger-than-average and most pupils come from White British backgrounds. There are lower than average proportions of pupils eligible for free school meals and those with English as an additional language. The percentage of pupils with special educational needs and/or disabilities is below average, with the largest group of these having dyslexia. The school has received several awards, including the International Award, Activemark, Healthy Schools and the Bronze Eco Award. Recently St Peter's has received additional pupils as a result of the closure of a neighbouring school and the expansion of the town.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Peter's provides a good education for its pupils. Most make good progress in lessons and develop extremely well as individuals. Pupils with dyslexia often make outstanding progress. The pupils are happy at school and the large majority of parents and carers are supportive of the school's activities. Staff work very closely as a team and they share responsibilities highly effectively. The school's self-evaluation is largely accurate and correct priorities for improvement have been identified. Several developments are having a positive impact and there is a shared determination to continue this forward movement, which means that the school is well placed to progress further. However, the monitoring of teaching is not always as sharply focused as it could be.

Pupils take responsibility for one another and enjoy serving on the school council or acting as mentors for their peers. The school provides them with outstanding care and support, which results in pupils feeling extremely safe in school and behaving well. Pupils develop skills that will help them towards their economic future, such as those used in information and communication technology, English and mathematics, team working and co-operation. They develop soundly as caring and thoughtful individuals who enjoy opportunities to learn about the world's cultures and peoples, the arts and languages.

Children enter the Reception Year with broadly expected levels of skills and they make outstanding progress. This ensures they are ready for the challenges of the main school and are often highly independent and confident. Progress in Key Stage 1 is good and pupils' attainment is above average in all subjects. Progress in Key Stage 2 is good and pupils leave school with above average levels of attainment, particularly in English. Attainment in English is well above the national average. This means that pupils achieve well during their time at St Peter's.

Improvements in teaching English have helped improve pupils' progress, both in reading and writing. The new and highly challenging curriculum has inspired pupils and their teachers. Progress in mathematics and science has not been as rapid, however, and so the staff are beginning to bring the imaginative approaches to the teaching of these subjects.

In lessons, particularly in Key Stage 2, the most able pupils are not always fully stretched and some teachers do not provide them with enough challenge to do better. This is an area that the school has not yet fully tackled. Lessons generally provide numerous opportunities for pupils to choose tasks, work together in teams and solve problems, but this sometimes comes at the expense of the subject-specific learning that should be taking place.

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## What does the school need to do to improve further?

- Improve the quality of learning and pupils' progress by:
  - ensuring the monitoring of teaching is more sharply focused on learning and the experience of the pupils
  - providing sufficient challenges in lessons for the most able.

## Outcomes for individuals and groups of pupils

**2**

Pupils enjoy their lessons and show enthusiasm for the wide range of creative activities their school offers them. They make generally good progress in all subjects, and those with special educational needs and/disabilities do similarly well or even better. There is no significant difference between boys' and girls' progress. For example, pupils particularly enjoy being creative in arts lessons and the results of this are to be seen in the many beautifully displayed works all around the school. In lessons observed, pupils were keen to work hard for their teachers and they were generally highly vocal, exhibiting their excellent levels of vocabulary across many subjects. New initiatives to encourage reading ensure pupils embrace English and enjoy expressing their views about all aspects of the texts they are reading and using in lessons.

Although pupils' attainment in mathematics is not as high as in English, many lessons seen developed good progress in this subject and pupils say how much they enjoy its challenges. For example, in one Year 6 lesson, the teacher's lively approach, encouraging the pupils through brisk physical activity, inspired them to make rapid progress.

Pupils' perceptions of their school reinforce how safe the school is; most say there is never any bullying and many say how lucky they are to have such a wide group of adults to whom they can turn if they are worried or need advice. Behaviour very rarely disrupts lessons, even when the challenges have slowed down or lack variety. Generally, teachers provide enough for everyone to do productively and so promote good behaviour. Pupils work and play safely around the school grounds and when they go out on trips. They understand the need to be vigilant and take care when using the internet. They have outstanding understanding of how to be fit and healthy and many take up the extensive sporting, dance and music activities on offer for them.

The school community is a rich and vibrant one, supported by the pupils' enthusiasm for it. There is a clear ethos of care and support for others; the school council is lively and responsible in its activities. The local church is a hub of community cohesion to which the pupils contribute regularly. Local enterprise is supported by pupils in their fundraising and business activities, such as the biscuit-making project carried out with a local supermarket. Pupils use their work-related skills, such as using computers and cameras, both on this project and regularly in lessons. Problem solving is found in many of these lessons as well.

Attendance is above average and this helps build a close school community. Pupils have a genuinely lively interest in the communities of others around the world, though their

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understanding of the range of cultures found in this country is more limited. The culture of the school is enriched through the many arts projects taken on by pupils, such as those in the field of music.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Progress in lessons is good because the stimulating curriculum and good teaching lead to successful learning where pupils are motivated and engaged. Where learning slows down, it is because teachers are too dominant and pupils do not have the chance to fully stretch themselves. Teachers have good subject knowledge and there are good examples where teachers link learning, not only to what has gone before but also to the previous objectives of those lessons. This means pupils can make clear links across subjects. Where this is less clear, pupils become disengaged because they cannot see how ideas relate to one another. For example, where problems that needed solving in mathematics were related to real places and ideas, the progress was much faster than when they were looked at in isolation.

The necessary key skills pupils must develop are well integrated with their critical skills

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and so they make confident spokespersons in both assemblies and lessons. Similarly, social skills, research and creativity are encouraged, but sometimes these are over-emphasised when pupils evaluate their own and others' work. For example, pupils tend to discuss how well they have worked together, rather than what they have learned.

Joint lesson planning is effective and content is well thought through but its delivery, across linked classes, is not always as well considered, leading to variations across year groups. Measurements of progress are used well to identify where pupils need extra help, for example from the teaching assistants, who ably support learning. The ongoing assessment of pupils' work in lessons is not yet sufficiently developed, however, thus reducing pupils' rate of progress. Pupils' successes are not consistently used as a guide to motivate others or to determine where additional support or challenge is needed. Higher expectations are not always there for the more able.

The innovative and well-planned curriculum is helping provide a rich diet of activities that meets most needs very successfully. Subjects are integrated with personal development so pupils grow into well-rounded individuals; where subject-specific knowledge links with social and thinking skills, the best learning takes place. Themed weeks are highly popular as these are stimulating and motivating; for example, international week was a clear favourite this year. Pupils can work together across year groups both then and during enrichment activities, which are generally over-subscribed. The care and guidance of pupils are extremely well targeted and those with dyslexia are identified early. The school works very closely with outside agencies to support these pupils, along with their families. Mentoring for learning is already making a big impact and this work is having a positive influence on the school, its families and pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Leaders and managers clearly embed ambition and drive improvement across the school's activities. Teaching and learning are managed well, although their monitoring by senior leaders sometimes lacks sufficient focus and accuracy. In these instances, there is too much emphasis on what the teacher does, rather than what the pupils have the chance to do, and how well their learning develops from this. Monitoring has not been sufficiently sharp yet to ensure lessons can be creatively delivered to pupils of all abilities. Governors have a good understanding of the school, its context and its families.

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They are a highly visible presence in school, including in lessons, and their approach to their work is professional. They provide a good degree of challenge to leaders but not yet fully on why progress and attainment have not risen as far as the school would have hoped.

Parents and carers are very happy with the school and have good relationships with teachers. They support the school's work very keenly and most feel the school is doing a good job for their children. They are right to be happy because the school ensures they have equal opportunities to do well and that there is no discrimination.

The school's safeguarding procedures are thorough and regularly checked and all pupils are safe. Governors and staff are well aware of important issues such as child protection, and act promptly should issues arise. The school has good links with outside partners and agencies through which they support their pupils. There are excellent links with outside arts and sports providers that add another exciting dimension to the already outstanding curriculum. The local community benefits from the pupils and the school, particularly through the church, but there are less well developed connections with other United Kingdom schools and communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make an excellent start to their schooling in the Early Years Foundation Stage. They achieve outstandingly well, making very rapid progress, and are well prepared for more formal education. There are a number of reasons for this. Teaching is excellent and uses a variety of imaginative strategies to foster children's love of learning.



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Excellent relationships are a feature of daily life in the Reception class.

Thorough assessment means that staff are aware of how well individuals are progressing, so that work can be adapted to meet their specific needs. Sessions are carefully planned to provide an excellent balance between outdoor and indoor learning as well as between activities led by an adult and those chosen by the children. Children are given significant responsibilities for organising their own activities and relish this, developing good independence. The highly stimulating, spacious environment provides children with a wealth of varied learning experiences. All children are very well known to staff, who keep a close eye on their charges, paying keen attention to their care and welfare.

The area is run by a very cohesive team, and highly effective leadership includes good delegation, ensuring teaching assistants make a powerful contribution to the qualities of the Early Years Foundation Stage.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

The majority of parents and carers are very happy with the school although a very small minority had concerns about behaviour. However, the inspection did not find evidence to support these concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 227 completed questionnaires by the end of the on-site inspection. In total, there are 393 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	140	61	84	37	3	1	0	0
The school keeps my child safe	130	57	93	41	1	0	0	0
The school informs me about my child's progress	89	39	131	57	8	4	0	0
My child is making enough progress at this school	93	41	121	53	10	4	0	0
The teaching is good at this school	131	57	92	40	4	2	0	0
The school helps me to support my child's learning	83	36	132	58	11	5	1	0
The school helps my child to have a healthy lifestyle	100	44	116	51	7	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	79	35	121	53	7	3	0	0
The school meets my child's particular needs	95	42	120	53	6	3	0	0
The school deals effectively with unacceptable behaviour	76	33	112	49	23	10	5	2
The school takes account of my suggestions and concerns	63	28	132	58	11	5	5	2
The school is led and managed effectively	103	45	108	47	10	4	2	1
Overall, I am happy with my child's experience at this school	124	54	102	45	1	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



6 March 2010

Dear Pupils

Inspection of St Peter's Church of England Primary School, Portishead BS20 6BT

Thank you for the welcome that you gave to the inspectors when we recently visited your school. We enjoyed meeting you and are pleased you are happy at St Peter's. We agree with you that St Peter's is a good school. Good teaching, the interesting topics you study (called the curriculum) and your good behaviour in lessons help you to learn well. You are making good progress, especially in English. It was good to see how well you get on with teachers and other adults in the school and the way you develop skills like co-operation and independence.

The headteacher and her staff lead and manage the school well. They are committed to improving the school and helping your progress. I have asked the school to improve your progress in the following ways:

- when they are checking up on teaching, to focus on how well you are learning
- making sure the most able pupils are always kept working at full stretch.

You can help by continuing to work hard and trying your best.

Once again, many thanks for all your help. It was very nice meeting you.

Yours sincerely

Carolyn Carnaghan

Lead inspector

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