

St Peter's Church of England Voluntary Controlled Primary School, Brotton

Inspection report

Unique Reference Number	111674
Local Authority	Redcar and Cleveland
Inspection number	337723
Inspection dates	24–25 February 2010
Reporting inspector	Christine Millett

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	325
Appropriate authority	The governing body
Chair	Mr David Jackson
Headteacher	Mr John Stinson
Date of previous school inspection	6 March 2007
School address	Marshall Drive Brotton Saltburn-By-the-Sea TS12 2UW
Telephone number	01287 676210
Fax number	01287 676210
Email address	st_peters_ce_primary_school@redcar-cleveland.gov.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. Approximately 60% of the time was spent looking at learning. The inspectors visited 13 lessons, conducted learning walks and spent time in the Early Years Foundation Stage classes. All teachers were seen teaching, a scrutiny of pupils' work was carried out and meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work and looked at school documents, including policies related to the safeguarding of pupils, the school development plan, self-evaluation records, minutes of governors' meetings and the school's own assessment data. The inspectors analysed questionnaires from staff, pupils and 96 parents and carers.

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

- the levels of progress being made by pupils of average ability and teachers' use of assessment to ensure appropriate levels of challenge
- the extent to which pupils from the units for those with special educational needs and/or disabilities are included in mainstream lessons and the level of support they receive
- how effectively the curriculum is meeting the needs of all pupils, particularly in providing challenge for pupils of average ability.

Information about the school

St Peter's is larger than most primary schools. The proportion of pupils eligible for free school meals is higher than that found nationally. The vast majority of pupils are of White British heritage, with only a very small minority from other ethnic groups. The school has two specialised units for pupils with special educational needs and/or disabilities within the Redcar and Cleveland local authority. As a result, the proportion of pupils with special educational needs and/or disabilities, and a statement of special educational needs, is higher than average.

The school provides for pupils in the Early Years Foundation Stage in one Nursery class and two Reception classes. The school provides a breakfast club and after-school club. The school has achieved many awards including the Healthy Schools award, Eco-Schools Green Flag award and Activemark Gold.

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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

St Peter's provides an outstanding standard of education for pupils. The outstanding leadership and management ensure that highly effective strategies for the school's improvement are extremely well focused on seeking the highest possible quality of learning. The excellent curriculum makes learning very enjoyable and relevant for pupils, and new ideas and ways of working are encouraged. This curriculum, together with the excellent care, guidance and support that pupils receive, enables them to make outstanding progress in their personal development and grow into confident and caring young people. Pupils' behaviour is exemplary and they have an excellent knowledge of how to keep safe and stay healthy because of the extremely high-quality support and guidance that they receive. Pupils enjoy school. 'My school is great! Everyone is kind and helpful,' was typical of pupils' comments. Pupils make an outstanding contribution to both the school and local community. This is a highly inclusive school, with pupils from the units for those with special educational needs and/or disabilities being fully included in school life. One parent wrote of their child being part of 'an extended family'. Extremely strong partnerships with external agencies provide high-quality support for vulnerable pupils. Equally strong links with other local schools have supported the improvements in the curriculum.

All groups of pupils achieve well because of the high priority given to ensuring that all pupils are challenged to achieve their very best. All pupils with special educational needs and/or disabilities, including those from the specialist units, make the same levels of progress as other pupils. Attainment at the end of Year 6 is above average. Although work is marked regularly and the marking scheme is of high quality, the scheme is not used consistently across all subjects. Sometimes in mathematics pupils are not given clear enough guidance as to what they need to do to improve their work. Children start in Reception with skills at levels that are generally below those normally expected at this age and good provision ensures that they start Year 1 well prepared for future learning. Although achievement overall is good in the Early Years Foundation Stage, there are a few variations in the quality of provision. While children have access to the outdoor area, many do not choose to make full use of it as the activities there are not always as inviting as those found indoors.

The school has an extremely accurate view of its strengths and weaknesses and is very effective at securing the improvements needed. The driving force behind this school's success and continued improvement is the highly motivated senior leadership team that has inspired all members of staff to raise standards and strive to improve the provision. Staff all share a strong sense of purpose and work together very effectively and there is substantial evidence to show the very positive impact this is having on outcomes and

provision across the school. This pursuit of excellence accounts for the improvements since the last inspection and why the school has an outstanding capacity to sustain improvement.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by ensuring that teachers' marking in mathematics consistently provides pupils with clear guidance about how they can improve or develop their work.
- Improve provision in the Early Years Foundation Stage by providing a range of outdoor activities that excite children's curiosity and are of similar high quality to those on offer indoors.

Outcomes for individuals and groups of pupils

1

Data shows that attainment over recent years is on an upward trend and, in lessons observed, learning was consistently good. Progress in Year 6 is particularly good in English and mathematics. All groups of pupils are achieving well because the work provided challenges them effectively and is relevant. For example, Year 6 pupils viewed video clips as an introduction to their writing. The mature and imaginative discussions which followed demonstrated how well they had been inspired to write. Pupils with special educational needs and/or disabilities are achieving well in mathematics. In one class, for example, they were describing symmetry very confidently. Vibrant displays around the school show pupils' good attainment in art work, demonstrating their understanding of other faiths such as Judaism. Good-quality work was also observed in history, and information and communication technology (ICT).

Pupils feel very safe in school and know adults will look after them. Behaviour in classrooms and around school is exemplary. Pupils set themselves extremely high standards and expect everyone to behave well. Pupils demonstrate great maturity in the polite and courteous way they speak with visitors. They make an excellent contribution to school life by taking on a wide range of responsibilities. For example, the eco-group are passionate about the environment and are very proud of their wind turbine which supplies power for the sports hall. Play leaders ensure that everyone has someone to play with on the playground.

Pupils' very secure understanding of how to stay healthy and keep fit is evident in the enthusiastic way they take advantage of the many opportunities for physical activity in the school grounds and after school. Pupils make an excellent contribution to the local community, for example in the last five years they have planted over 2,000 trees in the locality. They have also been instrumental in the setting up of a safe cycle route to school. Spiritual, moral and social development is outstanding. Pupils have an excellent understanding of right and wrong, feel valued and show respect for themselves and for others. They have a good understanding of many cultures in other parts of the world.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers prepare lessons that stimulate pupils to learn. ICT is used extremely well to support teaching and ensure that the different learning styles of pupils are accommodated. Teachers are skilled at knowing just what question to ask to challenge pupils and extend their learning. For example, in a mathematics lesson skilled questioning extended pupils' understanding of the link between mirror images and symmetry. Assessment information is used effectively to plan work that provides pupils with a suitable level of challenge.

Pupils learn well in this school because of the consistently good teaching and the extremely stimulating curriculum that makes learning so interesting and ensures many highly motivating experiences for pupils. The contribution made by the school to pupils' personal development is outstanding. All adults provide excellent guidance for pupils on how to stay safe and healthy. The school has established partnerships with organisations such as Middlesborough Football Club and the NASA Space Project. Activities resulting from these partnerships, and the many visits and visitors to the school, make learning extremely enjoyable for all pupils and develop their understanding of the world.

The care, guidance and support in this school are exemplary. Very great care is taken to ensure that pupils are given high-quality guidance on how to stay safe, especially when using the internet. Extremely detailed records of the progress made by individual pupils

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

are kept and used very well in discussions with parents and carers to set targets for learning. The school works very closely with parents and carers to support their children's learning through the use of homework and the school's website. Pupils with special educational needs and/or disabilities make good progress towards their targets due to the extremely good support given by talented teaching assistants and the strong links with outside agencies. Pupils identified as gifted and talented are given suitably challenging learning targets and they gain additional support through the strong partnerships with other local schools.

These are the grades for the quality of provision

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

How effective are leadership and management?

Under the dedicated and inspirational leadership of the headteacher, staff in this school work together as a cohesive team to bring about the school's improvement and ensure that the best possible education is provided for all pupils. The school takes great care to monitor the progress of all and ensures exceptional equality of opportunity. Governors support the school extremely well and share the drive to improve further. All governors visit the school regularly and monitor its work. Indeed, the Chair of Governors is a member of the senior management team. The school has excellent partnerships with parents and carers and uses external services very well indeed to promote pupils' health, safety and welfare.

Safeguarding requirements are extremely well met and procedures to keep pupils safe are meticulous. There is a comprehensive awareness of safeguarding issues among governors and staff at all levels. A major strength is the school's outstanding promotion of community cohesion. Exceptional local, national and global community links range from pupils sharing facilities with a special school and secondary school, to residential visits to London and France, as well as strong partnerships with schools in Nigeria and South Africa. The impact of this is seen in pupils' attitudes, tolerance and openness to new experiences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2

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

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good and children thrive in a stimulating and thoroughly enjoyable environment. Children settle in quickly as they start school due to the warm relationships that adults quickly establish with them. Adults encourage children to be independent, make choices in activities and develop social skills that ensure good behaviour. Children start Nursery with skills and knowledge that are well below age-related expectations, particularly in communication, language and literacy and in their personal, social and emotional development. Good teaching and a strong, well-organised curriculum ensure good progress. Nevertheless, by the end of Reception many children's skills are still below national expectations.

Thorough assessment ensures that individual children's progress is tracked regularly and well-targeted support given. Achievements are recorded in 'learning journals'. The bright and attractive learning environment enables children to have fun while they make their choices of role play in the 'home corner', or construct a fire engine using crates. Good, skilled teaching by all staff ensures that children develop their basic skills well. Learning flows between indoors and outdoors, though children appear reluctant to move outside. The high-quality support promotes children's welfare well.

Good leadership is focused strongly on continuous improvement. The pre-school setting is fully incorporated into school life, which ensures a smooth transition from Reception into Year 1. Early Years Foundation Stage staff work effectively alongside their counterparts in the pre-school setting. Good links are developed with parents and carers, who speak appreciatively of the 'friendly, helpful staff'.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are generally very supportive of the school. Almost all agreed that their children enjoy school and were very positive about the way in which the school keeps their children safe, helps them have a healthy lifestyle and meets their particular needs through good teaching and effective support. A very small minority raised negative issues which mostly concerned behaviour and the school taking into account parents and carers' views. These were followed up during the inspection and it was found that the issues had either been addressed or the school had effective systems in place to deal with parents and carers' 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 Voluntary Controlled Primary School, Brotton 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 325 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	53	45	46	0	0	0	0
The school keeps my child safe	57	59	38	39	0	0	1	1
The school informs me about my child's progress	52	54	40	41	3	3	0	0
My child is making enough progress at this school	48	49	43	44	3	3	0	0
The teaching is good at this school	50	52	44	45	0	0	1	1
The school helps me to support my child's learning	55	57	40	41	1	1	1	1
The school helps my child to have a healthy lifestyle	49	51	46	47	2	2	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)	51	53	41	42	4	4	0	0
The school meets my child's particular needs	52	54	44	45	1	1	0	0
The school deals effectively with unacceptable behaviour	46	47	37	38	13	13	1	1
The school takes account of my suggestions and concerns	44	45	42	43	10	10	0	0
The school is led and managed effectively	60	62	31	32	5	5	0	0
Overall, I am happy with my child's experience at this school	63	65	33	34	0	0	1	1

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 February 2010

Dear Pupils

Inspection of St Peter's Church of England Voluntary Controlled Primary School, Brotton, Saltburn-by-the-Sea, TS12 2UW

Thank you for making us so welcome when we visited your school. We were very impressed by your excellent behaviour and the polite and mature way that you spoke to us.

Yours is an outstanding school. We think that it looks after you and gives you a really exciting curriculum. Here are some of the things that we liked.

- Your achievement is good and your attainment is above average.
- The school looks after you very well, which is why you know how to stay safe and keep healthy
- Teaching is good. You have talented teachers and teaching assistants who make learning fun and interesting.
- You make a big contribution to the running of the school through the school council and other jobs that you do.
- The school is led and managed extremely well by your excellent headteacher and the people who help him.

To help make your school even better we have asked the staff and governors to:

- make sure that marking in mathematics always makes it clear to you what you need to do next to improve your work
- provide the children in Nursery and Reception with activities outdoors that are as interesting as those indoors.

Thank you again for your help, and congratulations on a wonderful school.

Yours sincerely

Mrs Christine Millett

Lead Inspector

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