

# St Peter's Church of England Aided Junior School

## Inspection report

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<b>Unique Reference Number</b>	112921
<b>Local Authority</b>	Derby
<b>Inspection number</b>	338050
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	David Edwards

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 aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	244
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Antrobus
<b>Headteacher</b>	Alison Woodhouse
<b>Date of previous school inspection</b>	30 January 2007
<b>School address</b>	Thornhill Road Littleover Derby
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## Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons and 11 teachers were observed. Inspectors scrutinised policies, analysed pupils' work, checked numerical information on their current progress and talked to them about it. The team also analysed the school improvement plan, governors' minutes and met parents, carers and governors. Questionnaire returns were received from 97 parents and carers and were considered. Pupil questionnaires were also taken into consideration.

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

- the quality of pupils' learning and the progress made by different groups of learners in the key subjects
- how the curriculum is adapted to meet the pupils' different starting points and capabilities
- how leaders and managers at all levels use pupil outcomes, the analysis of assessment tracking data and monitoring evidence to close the gap in attainment between different groups of pupils
- how governors monitor and evaluate the school's performance and help to set priorities for improvement.

## Information about the school

This is an average-sized junior school. About half of the pupils are of White British origin, with the remainder comprised of pupils from an Indian, Pakistani or Black Caribbean background. The percentage of pupils from a minority ethnic background is much higher than the national figure, as is the number of pupils for whom English is an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school has achieved a number of national awards. These include Artsmark Gold, Active Mark, Basic Skills Quality Mark for 12 consecutive years, Investors in People bronze award and Global Schools Intermediate award. St Peter's also has Healthy Schools status and has been awarded the Financial Management Standard for Schools.

The current headteacher was acting headteacher at the time of the last inspection, but has since been appointed on a permanent basis. At the time of the last inspection, there were two assistant headteachers, who have subsequently left. They have been replaced by a deputy headteacher who arrived in the school at the end of the spring term 2009.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory but improving school, which is emerging strongly from a period of instability with staffing. The headteacher and deputy headteacher have created strong and visionary leadership which is having a positive impact on raising the attainment, achievement and the progress of pupils across the school. Attainment overall had been broadly in line with the national expectations at the end of Year 6 for several years. However, changes in staffing contributed to a significant dip in attainment in mathematics at the end of Key Stage 2 in 2009 and slowed down the improvements that were evident following the last inspection. English attainment was above that seen nationally in 2008 and 2009. The school gave a high priority to improving writing and the measures put into place have resulted in attainment in writing now being in line with the national average, whilst reading standards have remained high. The leadership has been effective in raising the standards of mathematics in the school this year, so that pupil attainment in the subject is again broadly in line with national expectations at the end of Key Stage 2. Inspection evidence shows that the attainment of all groups of pupils, the progress they are making in lessons and the quality of their work is improving consistently. The school recognises the need to raise standards in mathematics and science to match those in English.

Achievement is satisfactory. Teaching and progress is also satisfactory overall, with examples of good teaching that enables pupils to make good progress. In one effective example, the teacher dressed as Perseus and challenged pupils' thinking to ask pertinent questions and check their understanding. The pupils were thoroughly engaged throughout the lesson and made good progress. In contrast, the pace of learning slows when teachers do not use questioning effectively to challenge pupils to think more deeply about their learning. Teachers also acknowledge pupils' achievements but do not always provide them with specific guidance about how to improve their work and achieve their learning targets.

Care, guidance and support are good. The school is a safe and happy place. Pupils enjoy being there and the parents affirm this view. The strong relationships between staff and pupils, and the school's visible Christian focus, helps pupils to learn what is right and wrong. The pupils' good behaviour and application to their work are making a significant contribution to the improving standards in mathematics and English.

The curriculum has improved significantly since the last inspection. It is enriched and made more exciting, and is reflecting the multicultural make up of the school. It prepares pupils well for their next stage of their education and helps them to make links between different subjects to enhance their progress.

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Although lessons are monitored by the headteacher and senior leaders, other staff with leadership roles are not fully involved in this process. Lesson observations have led to an improvement in teaching, but have not had a sharp enough focus on the quality of pupils' learning. The governors and leadership team plans for further improvement are based on accurate self-evaluation. This, allied to the impact leaders have had in raising individual achievement in writing and mathematics across the school, shows a satisfactory capacity for further improvement.

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

- Raise attainment in other key subjects to the levels currently being achieved in English by:
  - using assessment information more effectively in science and mathematics lessons to identify when pupils are ready for the next steps in their learning
  - ensuring that teachers' questioning of pupils in lessons challenges them to think more deeply about their learning to accelerate their progress.
- Improve assessment strategies in order to underpin pupils' further learning and the progress they make by:
  - ensuring a more consistent approach to the use of assessment by cascading the good practice which already exists within the school
  - responding to pupils' work, both orally and through teacher marking in books, by informing them of the specific actions they need to take to improve and achieve their learning targets.
- Improve the overall quality of teaching by:
  - extending the monitoring of lessons to middle as well as senior leaders.
  - ensuring that lesson monitoring focuses more on the quality of pupils' learning so they achieve consistently good outcomes.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

From their various starting points pupils' achievement is satisfactory. Recent improvements in mathematics and the higher-than-average standards in English demonstrate that attainment is rising and pupils' progress is accelerating. This is clearly exemplified by the work in pupils' books and by the significant improvement in writing across the school. The school's current assessment data indicate the improved progress that all groups of pupils are making, particularly in Year 5 and 6. The current Year 6 are firmly on track to achieve the challenging targets set by the school for mathematics and English but, based on the school data, attainment in science is currently average. Pupils with special educational needs and/or disabilities make at least satisfactory

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progress. The same is true of minority ethnic pupils. The school's assessment information correctly shows that a greater proportion of pupils are expected to reach the levels for their age than previously. The school has started to tackle the dip in mathematics standards by placing a greater emphasis on developing pupils' investigative, problem-solving skills and mental mathematics ability. In one good example, pupils made good progress in their learning when taking part in a quick-fire mental mathematics activity, involving rapid recall of number facts.

Pupils from the many different backgrounds and home countries are friendly and considerate towards each other and the adults they work with. They feel safe and know what do to and whom to turn to if they have a concern. Pupils enjoy school and this is reflected in their above-average attendance. Behaviour is good and pupils make a positive contribution to many aspects of school life. For example, they are willing to take on various responsibilities, such as being lunchtime monitors. The school council members take the task of representing their classmates very seriously. Their charitable work and raising funds for playtime equipment are examples of the way that they develop the skills necessary to ensure their future economic success in later life. These qualities are supported by pupils' sound basic skills in literacy, mathematics and information and communication technology, and their good social development. Pupils also make a strong contribution to the school and wider community through their various activities. Their spiritual, moral and social skills are underpinned by the school's strong Christian commitment and pupils' cultural understanding is developed through the way cultural diversity is celebrated within the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The majority of lessons are carefully planned and the content well matched to the needs and abilities of the pupils. The skilled support of teaching assistants who deliver well-planned tasks for those pupils with special educational needs and for pupils who speak English as an additional language, helps these pupils in making satisfactory and sometimes better gains in their learning. Teachers make lessons interesting, for example by using information and communication technology or role play and drama to bring learning alive. The consistent celebration of pupils' efforts and successes helps to ensure that pupils are motivated and willing to do their best.

Day-to-day assessments of pupils' progress and attainment are accurate. Older pupils, in particular, are knowledgeable about their targets and many of them have a clear view of how to make their work better. However, there are missed opportunities in several classes to involve pupils more closely in precisely evaluating their own successes and those of fellow pupils, to empower them to take greater control of their learning when deciding on the next steps for improvement.

The curriculum and the good range of additional activities and after-school clubs make a significant contribution to the quality of pupils' learning and enjoyment of school. These clubs include science, art, sport and music and an illuminate club. All are popular and well attended. The work of school is enriched well by its partnerships with cluster schools and the involvement of creative partners who bring additional skills to enhance pupils' enjoyment and learning.

Strong links with parents and carers and effective partnerships with a range of agencies give good support for pupils with specific needs, the most vulnerable and the significant proportion of pupils from minority ethnic groups for whom English is a second language. The good care, guidance and support that pupils receive help them to overcome barriers to learning and to deal with making difficult choices, including those to do with staying safe and keeping healthy.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The headteacher and senior leaders, in partnership with the governing body, have evolved an accurate picture of what works well and what needs to be improved. Suitably challenging targets are set for pupils' attainment and these are based on the information gained from the school's systems for tracking progress year on year. These are much more rigorous and accurate than at the last inspection. Whilst the headteacher's monitoring of lesson observations has led to an improvement in the quality of teaching, middle managers are not sufficiently involved in this process. A well-thought-out plan of improvement is in place, which is linked closely to arrangements for the continued professional development of staff. This means that weaknesses are recognised at an early stage, addressed logically and overcome, as for example in mathematics and writing and the disparity in achievement of some groups of pupils. Lesson observations and pupils' work confirm that the previous gaps in attainment are being successfully narrowed, illustrating the good promotion of equality of opportunity.

The governing body take pride in their responsibilities and fulfil their duties appropriately. They are knowledgeable about the school. They have a good understanding of its strengths and are becoming increasingly involved in evaluating the quality of provision and planning for improvement. They have plans for more regular formal monitoring of activities and to increase their expertise on financial matters. They make certain that arrangements to ensure that all adults are suitable to work with children, and that child protection arrangements and assessments to minimise any form of risk are in place and work effectively. They have a detailed community cohesion plan of action. This is ensuring that the school is a cohesive community, which engages well with its locality and helps pupils to gain a good understanding of life in Britain. The links with a school in India are enhancing pupils' understanding of cultures other than their own. The school is constantly seeking ways of effectively engaging with parents and carers to support their children's learning. An example is the way it responded to parental requests to put on mathematic workshops so that they can better support their children's learning in this subject.

*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	3
<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>3</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>



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<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>3</b>

## Views of parents and carers

Parents and carers are very supportive of the school and many make a significant contribution to the partnership of helping to develop their children's learning. The views of a large majority of parents are positive about almost all aspects of the school. Some parents feel their children are not making enough progress, but inspection evidence clearly indicates that pupils make at least satisfactory progress. A minority of parents feel that the school does not support them to help with their child's learning, but the frequency of homework and good lines of communication suggest otherwise. Other parents feel the school does not take sufficient account of their views and suggestions. Inspectors noted the school responded to parents' requests to be better informed about how they could support their children with mathematics by holding a parent mathematics workshop and producing a booklet to inform parents about mathematics teaching in the school.

## 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 Aided Junior 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 244 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	38	52	54	8	8	0	0
The school keeps my child safe	44	45	50	52	2	2	1	1
The school informs me about my child's progress	19	20	66	68	8	8	2	2
My child is making enough progress at this school	15	15	61	63	16	16	2	2
The teaching is good at this school	16	16	67	69	11	11	1	1
The school helps me to support my child's learning	12	12	68	70	14	14	1	1
The school helps my child to have a healthy lifestyle	21	22	69	71	5	5	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)	20	21	60	62	11	11	0	0
The school meets my child's particular needs	10	10	68	70	14	14	1	1
The school deals effectively with unacceptable behaviour	18	19	65	67	8	8	2	2
The school takes account of my suggestions and concerns	10	10	66	68	9	9	4	4
The school is led and managed effectively	16	16	65	67	8	8	3	3
Overall, I am happy with my child's experience at this school	24	25	60	62	9	9	2	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



11 June 2010

Dear Pupils

Inspection of St Peter's Church of England Aided Junior School, Derby, DE23 6FZ

Thank you for making us feel so very welcome and for answering all our questions when we visited recently to inspect your school. We concluded that it is a satisfactory school in which you receive lots of help from your teachers and teaching assistants to enable you to make satisfactory progress.

We were pleased to learn that you and the vast majority of your parents and carers are very happy with the quality of education you receive. It is good to know that you feel safe in school and your teachers give you good guidance and support. Your good behaviour is helping you to make positive gains in your learning and creates a very happy school community where you all care well for each other. The interest you show in lessons helps you take advantage of some good teaching to make satisfactory progress in your learning. We are also impressed by the links you have made with a school in India and whose culture is different from your own.

We know that your school leaders and governors are always striving to improve the school. With this in mind, we are asking them to do three things. We want your teachers to raise your standards of attainment in mathematics and science, so that you are doing as well in those subjects as you are in English. We want them to inform you consistently what is good about your work and to set out for you the next steps for improvement. We also want them to teach you the skills that will help you to recognise for yourselves the good things in your work and what you need to do to improve. We want them to improve the quality of teaching in lessons to help you to make better progress in your learning and to use precise questioning skills so that they can challenge your thinking and accurately assess how well you have learned things. Finally we want your subject leaders to be more involved in monitoring the quality of your learning in lessons.

You can help with these improvements by continuing to work hard and to do your best at all times. The inspection team wish you all the very best for the future.

Yours sincerely

David Edwards

Lead inspector

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