

St Peter-in-Thanel C of E Junior School

Inspection report

Unique Reference Number	118750
Local Authority	Kent
Inspection number	339290
Inspection dates	4–5 November 2009
Reporting inspector	Helen Hutchings

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	The governing body
Chair	Mrs Barbara McParland
Headteacher	Mrs Sharon Irvine
Date of previous school inspection	0 November 2006
School address	Grange Road St Peter's Broadstairs CT10 3EP
Telephone number	01843 861430
Fax number	01834 579102
Email address	office@st-peters-broadstairs.kent.sch.uk

Age group	7–11
Inspection dates	4–5 November 2009
Inspection number	339290

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, and held meetings with a group of governors, staff and a group of pupils. They observed the school's work, and looked at its improvement plans, governors' minutes, reports from advisers, assessment information and curricular planning. In addition, 93 parent, 23 staff and 301 pupil questionnaires were received and analysed.

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

- attainment and progress, particularly in mathematics and the writing of more-able pupils
- how well pupils take responsibility and contribute to the wider community
- the impact of leadership and management on school improvement.

Information about the school

This large junior school serves a socially diverse community. Nearly all pupils are from White British families, and a range of minority ethnic groups is represented in small numbers. The proportion of pupils who are at an early stage of learning English is below average. The proportion of pupils with special educational needs and/or disabilities is well above average, with a wide range of identified individual need. The school holds Healthy School, Travel Plan, Active Mark, Quality in Study Support and Investing in Volunteers awards. The school has a breakfast club and extended day provision.

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

1

Main findings

St Peter-in-Thanel C of E Junior School is a good and improving school. It has some outstanding features to its work, particularly in promoting pupils' personal development. The school expertly encourages pupils' individual gifts and talents, building children's self-confidence and belief in themselves, so that they achieve well. Parents are overwhelmingly positive about all the school provides, for example in comments such as, 'We are over the moon with St Peter's'. Another parental comment accurately summarises the school: 'The rules are simple and precise, the atmosphere is very warm and happy, and all the children storm the gates every morning to get in!' Many parents and carers also take advantage of the after-school care. The school is a busy place into the early evening, when some pupils are given support with their homework, eat and sometimes prepare a meal, and take part in a wide variety of clubs and activities. This is only one example of the school's high quality care, support and guidance for pupils.

The key strengths of the school are:

- Pupils make good progress at St Peter's School, including those who join with below average standards. Pupils' attainment is broadly average by the time they leave the school.
- Progress in literacy and numeracy is good. To improve progress further, plans are in place to give pupils more opportunities to write in other subjects and to practise their use of grammar, and to find more ways for pupils to develop their problem solving skills in mathematics.
- Pupils have good attitudes to school and take pride in their work because they are motivated by good teaching which makes learning interesting. The very wide range of additional clubs and activities broadens pupils' interests well.
- Pupils' spiritual, moral, social and cultural development is outstanding, underpinned by the school's Christian faith status, strong links with the church and very effectively planned links with the local community.
- Procedures for safeguarding pupils are rigorous. Pupils feel very safe because adults are consistent in their approach and pupils know that problems will be taken seriously and dealt with promptly.
- The school works exceptionally well with external partners, including other local schools and universities, to organise a rich range of opportunities which enliven the curriculum, broaden pupils' horizons and raise their aspirations.
- Pupils whose circumstances make them vulnerable and those with special educational needs and/or disabilities are exceptionally well cared for. They are fully included in school activities and make good academic progress.
- The headteacher, together with the governing body, has set an exceptionally clear

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

direction for the school. Staff morale is high and they work exceptionally well together to develop their practice.

Staff are ambitious for the school. They have a very clear view of its strengths, of where further improvements can be made, and how to achieve these. They have recently completed detailed action plans to improve pupils' attainment in literacy and numeracy further, and to strengthen already good teaching through a coaching and peer mentoring scheme. Senior leaders are also aware that, whilst marking is regular and points out how work could be improved, pupils are not always given enough opportunities to follow up this advice immediately. The accuracy of the school's self-evaluation, the effectiveness of the actions taken since the school was last inspected to bring about significant improvements in pupils' attainment and progress, and current staff expertise give it an outstanding capacity for ongoing development.

What does the school need to do to improve further?

- Raise pupils' attainment in literacy and numeracy by:
 - implementing the plans to improve pupils' use of grammar in their writing and their problem solving skills in mathematics
 - maximising opportunities to practise writing in other subjects
 - giving pupils more opportunities to check that they understand and apply the advice given in their marked work.

Outcomes for individuals and groups of pupils**2**

Pupils' outstanding personal development contributes strongly to the good learning which takes place in and beyond the classroom. Pupils of all abilities and backgrounds develop as well-rounded citizens. Their good social skills and ability to work well together, alongside their developing literacy and numeracy skills, prepare them well for secondary education.

The key features of pupils' outcomes are:

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	2
The extent to which pupils adopt healthy lifestyles	2
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?

The school provides rich opportunities for pupils to develop a wide range of skills and interests beyond the systematic development of basic skills. Exciting activities, such as reviewing books for the BBC prior to publication and visits to universities, effectively raise pupils' aspirations and contribute to their 'can do' attitude.

The key features of the school's provision are:

- Teachers work very well together in year teams to plan well-structured and interesting lessons.
- Lessons are organised with a good balance between whole-class activity and opportunities for pupils to test out their thinking for themselves. Active, practical approaches are used and modern technology is used well, for example when video clips illustrate a learning point.
- Lessons have precise learning objectives which help teachers and pupils to assess what has been learned. Marking is regular and gives pupils good feedback and praise for their efforts. Sometimes minor errors such as spelling are not picked up in other subjects. Oral feedback is good, but pupils do not consistently have opportunities to respond to the points made in marking, for example by carrying out an additional task to ensure that they have fully understood the required skill or corrected a misunderstanding.
- The setting arrangements work well and are effectively taking pupils' learning forward from their prior achievements.
- The curriculum is imaginatively planned to make links between subjects and involve pupils in planning the content of topics where possible. Staff are gradually

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

strengthening these opportunities. For example, they are planning more activities for pupils to use the relevant contexts of other subjects for more extended writing. 'Writers' Workshops' and an initiative to improve story writing through talking are already improving standards and increasing the proportion of pupils reaching higher levels.

- Specialist teaching in music, art and drama gives pupils good quality experiences. Pupils regularly use their skills to take part in community activities and competitions.
- The excellent quality of care and support for pupils at all levels contributes strongly to a calm and happy school environment.
- The needs of pupils who have special educational needs and/or disabilities or who are vulnerable are carefully diagnosed and a range of intervention programmes is successfully raising attainment. Teaching assistants are well trained and offer valuable support for individuals or groups of pupils of all abilities.
- Both parents and pupils value the very extensive information and guidance, for example in the homework and reading records and high quality curriculum booklets for parents.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is a self-evaluating community. Staff, governors and pupils all play their part in deciding what works well and what can be improved. The school is effectively working towards its vision of a caring school, rooted in Christian beliefs, which values and respects every child, and places a strong emphasis on academic achievement.

The key features of leadership and management are:

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
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

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	
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Almost all parents and carers are wholly positive about all aspects of the school. Many parents made written comments in support of it, valuing the high quality communication with the school and the extensive range of opportunities provided. They are particularly pleased with its warmth and approachability, and appreciate that 'any problems are dealt with in a swift and fair manner'. Only a very few parents raised concerns and these related to individual issues.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter-in-Thanel C of E 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 354 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	71	25	27	1	1	0	0
The school keeps my child safe	69	74	23	25	1	1	0	0
The school informs me about my child's progress	54	58	37	40	2	2	0	0
My child is making enough progress at this school	60	65	29	31	2	2	0	0
The teaching is good at this school	63	68	28	30	1	1	0	0
The school helps me to support my child's learning	58	62	33	35	2	2	0	0
The school helps my child to have a healthy lifestyle	52	56	39	42	0	0	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)	55	59	31	33	0	0	0	0
The school meets my child's particular needs	56	60	32	34	2	2	0	0
The school deals effectively with unacceptable behaviour	58	62	31	33	0	0	0	0
The school takes account of my suggestions and concerns	52	56	41	44	0	0	0	0
The school is led and managed effectively	65	70	24	26	1	1	0	0
Overall, I am happy with my child's experience at this school	77	83	14	15	0	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"> ■ 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.



6 November 2009

Dear Pupils

Inspection of St Peter-in-Thamet C of E Junior School, Broadstairs CT10 3EP

Thank you for your warm welcome when we visited your school recently. We thoroughly enjoyed talking to you and looking at your work. You helped us to find out a lot about the school and we want to let you know our findings.

St Peter's is a good school.

- We could see immediately that you thoroughly enjoy school and learn a lot.
- Your teachers and other adults give you a really good range of exciting and interesting things to do.
- The lessons you have in different classes and groups help you to learn well because you have work that has the right amount of challenge for you.
- Your good behaviour helps you to concentrate well in lessons and also means that everyone can play happily together in the playground.
- You have a good understanding of how to stay healthy and we saw many of you really active at lunchtime, playing team games and using the climbing wall.
- The staff take excellent care of you and this helps you to feel very safe.
- The headteacher runs the school very well and plans things with the other adults to improve it even further.

The progress you make is good and we agree with your teachers about the things that will help you to do even better, particularly in literacy and numeracy.

- Improve your use of punctuation and paragraphs in your writing, and your problem solving skills in mathematics.
- Give you more opportunities to practise your writing in other subjects.
- Make sure that you have an activity to do to check that you understand the advice teachers give you when they mark your work.

You can help by making sure that you continue to do your best all the time.

We wish you every success in the future.

Mrs Helen Hutchings

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.