

St Peter's Church of England Junior School

Inspection report

Unique Reference Number	122767
Local Authority	Nottinghamshire
Inspection number	340212
Inspection dates	13–14 October 2009
Reporting inspector	Paul Weston HMI

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Mrs Sheila Johnson-Marshall
Headteacher	Mr John Mapperley
Date of previous school inspection	6 October 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff in leadership positions, pupils and parents. They observed the school's work, and looked at a variety of documents including the school's action plans and records of pupils' progress. They also considered the views of parents, staff and pupils expressed in responses to questionnaires.

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

- the attainment and progress of pupils, including the performance of specific groups such as those with special educational needs and/or disabilities
- the improvement in teaching since the last inspection, especially in matching pupils' need effectively and increasing their rates of progress
- the rigour of the school's monitoring and evaluation systems and how they translate into action to bring about improvement
- the effectiveness of assessment processes in helping pupils understand how well they are doing and what they need to do next to improve.

Information about the school

This average-sized junior school is situated in the large village of Ruddington, just to the south of Nottingham. At its previous inspection in October 2008, the school was given a notice to improve. In the past 12 months there have been significant changes in teaching staff, with half newly appointed to the school. In addition, the governing body has introduced a breakfast and after-school club.

Pupils are predominantly from White British backgrounds with none at an early stage of learning English as an additional language. The number of pupils eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is similar to that found nationally. There are no pupils with a statement of special educational needs. The school has received a number of nationally recognised awards in recent years such as the gold Activemark and the gold Healthy Schools award.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Considerable and rapid improvement has taken place since the last inspection. St Peter's is now a good school with some outstanding features. A supportive atmosphere for learning exists that ensures pupils make good progress, enjoy their learning and achieve well. Their good attendance and the happy faces in many lessons and around the school are testimony to this. Pupils are helped to grow in confidence and have an impressive appreciation of how to lead safe and healthy lives. The school successfully instils in the pupils a strong social and moral understanding that accounts for their good behaviour and positive attitudes to school.

The school has successfully improved the outcomes for pupils over the last 12 months. The declining picture of previous years has been reversed and standards of attainment in English and mathematics are now above the national average by the end of Year 6. Significantly more pupils are also achieving at the higher levels in English and mathematics. Although writing standards have improved, they are not as high as those in reading and some pupils could be doing even better. Opportunities are not always taken for pupils to write at length in other areas of the curriculum.

The headteacher and other school leaders are providing a clear focus on improvement in a number of important aspects of the school's life. Robust monitoring and evaluation systems are now in use. These help leaders to check regularly on how well pupils are doing and hold staff to account for their progress. Improved lesson planning is contributing to better quality teaching and learning. Revised assessment systems give pupils a clear understanding of their targets and how they can improve their work.

The school has strong support from the parents and carers. Staff have done significant work to involve them in the life of the school and are successfully forging a strong partnership with them. In their high attendance rates at parents' evenings and other events, parents and carers demonstrate a strong commitment to their children and their school. A good start has been made in combining areas of the curriculum together to make learning more interesting for pupils but this work is not yet fully developed. Insufficient account has been taken of how pupils' skills will be developed through the school or how their progress will be assessed. The school is making good contributions to the local community but has yet to make a stronger contribution beyond its immediate environment to broaden pupils' cultural understanding and development.

The systems for monitoring and evaluating the work of the school are good. School leaders have rightly prioritised the need to raise standards in English and mathematics.

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As a consequence, other subject leaders have not had the opportunity to monitor those aspects of the school's work for which they have responsibility. The school measures and knows its areas of success. Its self-evaluation is accurate. The proven improvement since the last inspection and the systematic approach to development currently in place supports the view that the school has good capacity to improve.

What does the school need to do to improve further?

- Build on recent improvements in writing by giving pupils extensive opportunities to develop their skills throughout the curriculum
- Improve the quality of the curriculum by:
 - establishing a framework which identifies progression in, and assessment of, subjects other than English and mathematics
 - providing opportunities for pupils to increase their knowledge and understanding of different cultures and communities, both within the United Kingdom and globally
 - providing opportunities for subject leaders other than those of English and mathematics to monitor and evaluate their subjects and use the outcomes to further raise standards.

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

Classroom observations, scrutiny of work and school data shows that most pupils, including those with special educational needs and/or disabilities are making good progress and achieve well. However, standards in writing are not as high as they should be. A range of strategies such as 'Push on Writing' have been implemented and are beginning to have an impact, but there is still some way to go. Opportunities to use pupils' writing skills in other subjects have been increased and are beginning to improve standards. For instance, Year 4 pupils studied a photograph of an Ancient Egyptian painting. Using 'evidence' carefully gleaned from the image, they were able to write in detail about what they imagined it would be like to live at that time. Nevertheless, there are occasions when chances are missed to develop and practise important writing skills in other subjects to reinforce pupils' learning. For example, the use of worksheets and writing frames in some classes restricts opportunities to write at length, particularly for higher-attaining pupils.

Without doubt, pupils enjoy their learning. This is reflected in the very secure relationships between adults and pupils, in their good behaviour and above average rates of attendance. The interesting range of enrichment activities provided for the pupils also contributes well to their good levels of enjoyment. Pupils have an excellent understanding of the importance of a healthy diet and of taking plenty of exercise. They get on well with each other and with the adults in the school, and they say they feel safe at all times. They are confident that they know exactly what to do if they are anxious. Pupils take on a range of responsibilities. For example, pupils contribute their

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ideas through the active school council and they act as play leaders at lunchtime. There are good links with the local community, although pupils have a less well developed understanding of the cultural diversity of life across Nottingham and many other parts of Britain. They have developed good skills in working collaboratively and in using information and communication technology (ICT). These, taken with their basic skills in literacy and numeracy, equip them thoroughly for their future economic well-being.

These are the grades for pupils' outcomes

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	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
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	2

How effective is the provision?

In most lessons observed, teaching successfully engaged pupils' interest and harnessed their enthusiasm. As a result, they made good progress. The strengths seen in good teaching included brisk pace, active participation by pupils in activities and effective use of question and answer techniques which engaged pupils and helped them to evaluate their learning. As a consequence of good teaching, pupils work with confidence individually and in groups. Very occasionally, teaching was less effective because the lesson progressed on to the next stage of learning too quickly which proved too challenging for some pupils or teachers talked for too long. On these occasions, some

¹ 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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pupils disengaged with their learning.

Teachers make good use of assessment information to plan interesting lessons that help pupils to build on what they have previously learnt. Increasing opportunities are provided for pupils to self-assess their work which helps them understand how well they are doing. Strategies such as 'Going for Goals' help pupils appreciate clearly what they need to do to be successful in their work. Detailed marking has contributed to the sharp improvement in pupils' progress. Occasionally, insufficient guidance is provided to help pupils know precisely what they need to do next to improve. All pupils have targets and most know what they are but they are not always written in language that the pupils understand.

The curriculum satisfactorily meets pupils' needs and is positively enriched by a wide range of out-of-class activities and a good number of visits and visitors. The range of sporting opportunities provided for pupils is excellent. Provision for ICT across subjects is good and makes a strong contribution to pupils' good achievement. For example, Year 6 pupils enjoyed using the internet to find out about different kinds of posters used in World War 2 and used the information to create their own poster.

The high quality of the school's care is evident in its good support for vulnerable pupils and those with special educational needs and/or disabilities. Provision in this area is much improved. One parent wrote that 'many members of staff go above and beyond their duty to show how much they care about the children's well being.' The progress of pupils with special educational needs is tracked very carefully and these pupils receive very effective support in the classrooms from teachers and a skilled team of teaching assistants. As a result, most are making good progress.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

At the last inspection, the headteacher was very new to the school. Since then, his determined and focused leadership, in collaboration with the senior leadership team, staff and governors, has secured what parents describe as 'a noticeable improvement in the school over the past 12 months'. Leadership is now good. Governors are very active in the school and have played an influential part in determining the strategic direction for improvement. Key improvements to the roles and expectations of those carrying responsibility for key subjects such as English and mathematics have led to the school being clear about standards and quality across the school. Perceptive monitoring of

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lessons has helped to raise the quality of teaching and has led to effective strategies for raising standards and improved progress for all pupils.

The school strives, successfully, to be an inclusive one and care is taken to ensure that all pupils have equality of opportunity to improve in their academic performance and personal development. Good care is also taken to ensure that no form of discrimination is evident in the school. Procedures to safeguard pupils' well-being, safety and health are rigorous and all members of staff are well trained. Partnership work with outside agencies and other schools adds good value to both the academic performance of pupils and to their welfare and care. The school is fully committed to working in partnership with parents and carers and this is reflected in the high degree of satisfaction, confidence and support that parents have in the school.

Senior staff and governors have identified that, although the school has been successful in developing a cohesive community within its own area, it has not yet been successful in promoting engagement with a range of community groups beyond the school and its immediate community. Consequently, pupils have much less awareness of other beliefs and ways of life in different parts of Britain and around the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Most parents who responded to the questionnaire are very supportive of the school and the quality of education that their children receive. Many wrote to comment favourably on the many improvements they have seen since the school was last inspected. 'A lot of recent changes in the school are clearly visible' was typical of a number of responses. A

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number cited the welcoming ethos and hard work of the teachers as particular strengths. These positive comments reflect the strong profile in how parents say their children enjoy school, feel safe and make good progress in their academic work and personal development. Inspectors agree with these views. However, 14% of parents expressed some concern about how the school deals with the unacceptable behaviour of some pupils but this is not supported by inspection evidence. The inspection team did not observe any examples of misbehaviour apart from pupils' very occasional disengagement from their tasks in lessons, which teachers managed appropriately. Pupils, in discussion, were adamant that rare behavioural issues were resolved swiftly and satisfactorily. They did not believe there to be a problem.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's CofE 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	63	24	37	0	0	0	0
The school keeps my child safe	38	58	25	38	2	3	0	0
The school informs me about my child's progress	19	29	42	65	4	6	0	0
My child is making enough progress at this school	15	23	47	72	2	3	0	0
The teaching is good at this school	19	29	45	69	0	0	1	2
The school helps me to support my child's learning	16	25	44	68	3	5	1	2
The school helps my child to have a healthy lifestyle	26	40	38	58	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)	20	31	37	57	2	3	0	0
The school meets my child's particular needs	20	31	42	65	1	2	0	0
The school deals effectively with unacceptable behaviour	16	25	37	57	5	8	4	6
The school takes account of my suggestions and concerns	15	23	43	66	4	6	1	2
The school is led and managed effectively	20	31	41	63	1	2	1	2
Overall, I am happy with my child's experience at this school	26	40	37	57	1	2	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.



15 October 2009

Dear Children

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

You may remember that I visited your school recently with two other inspectors. We really enjoyed our two days at St Peter's. I am writing to thank you all for being so friendly and helpful. I thought you would like to know what we found out.

You are rightly proud of your school because it is a good school. You told us how much you like your teachers and how they make learning fun and interesting. We agree that the teaching is good and helps you to make good progress in your lessons. Those of you who find things a little more difficult are given good support which helps you to do well. By the time you move on to secondary school, you are doing much better in English, maths and science than pupils in most schools.

You told us how much you enjoy school and like all the extra things you get to do, in sport and music for example. You behave well and all get on together. You have a very good understanding of the importance of living a healthy life and those lunches are delicious!

The school is much better than it was when it was last inspected, thanks to the hard work of your headteacher, all the other staff and governors. They are determined to make things even better and we have asked them to do a couple of things that will help: Although you are doing well, some of you are not making quite the same progress in writing as you do in other subjects. We want your teachers to give you plenty of chances to write in other subjects.

We also want the school to help make the curriculum even better by giving you more opportunities to learn about different people's lives and experiences in other parts of Britain and the wider world. We want the teachers to develop your skills in different subjects as you work your way through the school, so that you are ready for secondary school. Finally, we want school leaders to check on your learning in all your subjects to make sure you are all making good progress.

Best of luck to all of you

Yours sincerely

Paul Weston

Her Majesty's Inspector

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