

St Peter's C of E Primary School

Inspection report

Unique Reference Number	122802
Local Authority	Nottinghamshire
Inspection number	340218
Inspection dates	7–8 December 2009
Reporting inspector	Derek Watts

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair	Mr Richard Warren
Headteacher	Miss Bettina Houghton (Acting)
Date of previous school inspection	6 June 2007
School address	Mill Lane Gringley-on-the-Hill Doncaster
Telephone number	01777 817330
Fax number	01777 817330
Email address	Head4@st-peterscofe.notts.sch.uk

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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

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons or part lessons and held discussions with governors, pupils and staff. They observed the school's work, policies, teachers' plans and school improvement planning. The inspection team analysed 32 questionnaires from parents, and others from pupils and staff.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the effectiveness action being taken to improve pupils' performance in writing.
- factors contributing to pupils' consistently good performance in mathematics.
- how well improved information and communication technology (ICT) provision is supporting teaching and learning

Information about the school

St Peter's C of E is a much smaller than average primary school. It serves the village of Gringley-on-the-Hill and surrounding villages. Almost all pupils are from a White British background and there are no pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average and a below average proportion of pupils are eligible for free school meals. There is Early Years Foundation Stage provision for children in Reception who currently share a class with Years 1 and 2. At the time of the inspection a new Early Years Foundation Stage Unit was being built for children from three to four years old. This will be in operation in January 2010. The school has had an acting headteacher since September 2009 and a new headteacher has been appointed for January 2010. A full time teacher in this three class school was on long term illness and was being covered by a temporary teacher.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Peter's C of E Primary is a good school. Pupils achieve well and enjoy their learning. Good teaching and an interesting curriculum contribute to pupils' speedy progress and to the above average standards by the end of Year 6. The welcoming atmosphere and good care, guidance and support lead to good personal outcomes for pupils. Parents are very pleased with the care and education provided for their children. The acting headteacher has led the school very well through a challenging period with staff changes and a major building project. Her sterling work is much appreciated by governors, staff and parents.

In this small school, the number of pupils in each year group can be as few as five. Therefore, one pupils' performance can have a considerable impact on the performance of the whole year group. Children enter Reception with a broad range of attainment. They settle quickly and make good progress in most areas of learning, particularly in basic skills. The accommodation for Reception children is currently limited. Areas of learning are not always sufficiently well linked to the main topic and role play areas are satisfactory but limited in scope. With new facilities near completion and an improved staffing structure, there are exciting plans and opportunities to tackle these issues.

Pupils make good progress overall as they move through the school, however, pupils' progress in writing has been satisfactory. Effective steps have been taken to improve this. Through staff training and the implementation of new initiatives, writing opportunities have been extended. Pupils write in a range of styles and for different purposes. They apply and develop their writing skills well in different subjects. There are signs from current work that pupils are making better progress. Pupils are developing into confident and responsible individuals. They are courteous, friendly and relate well to adults and their peers. Behaviour is good in lessons and around the school. Pupils adopt healthy lifestyles extremely well and feel safe at school. They make valuable contributions to the school and to the wider community. Attendance levels are above average.

Teachers establish good relationships with their class and set clear expectations. Pupils are taught well and there are examples of outstanding practice. In the main, assessment is used well to match tasks to pupils' abilities and when this happens, pupils are challenged well and make good progress. A well-planned curriculum is enriched by a good range of additional activities. Provision for ICT has improved since the last inspection and there are good examples of this being used to enhance learning, but this is not consistent across the school and there are limited opportunities for pupils develop skills in using sensors and controlling events.

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Self evaluation is effective. Senior staff and governors have a clear understanding of the school's performance. Positive steps are taken to bring about improvements. Since the last inspection, good provision and the good outcomes for pupils have been maintained. The drive to improve writing is progressing well. There is a clear ambition to further improve Early Years Foundation Stage and the use of ICT. The school has a good capacity for further improvement.

What does the school need to do to improve further?

- Capitalise on the new Early Years Foundation Stage accommodation and develop outstanding provision by:
- linking the areas of learning fully to the planned range of exciting topics
 - maximising space and facilities to promote highly effective learning
 - producing imaginative and stimulating role play areas.
- Extend the use of ICT so that it is used consistently well to support pupils' learning and provide good quality opportunities for pupils to develop skills in areas such as monitoring and control.

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

National test results, school assessments, pupils' work and the lessons seen indicate that standards by the end of Year 6 are above average. Typically, pupils have made good progress in reading, mathematics and science but only satisfactory progress in writing. Pupils with special educational needs and/or disabilities make good progress because of the effective support they receive. In the main, more able pupils are set challenging tasks so that they make good progress and attain above average levels. Boys and girls make good progress and any differences in their attainment are not significantly different from the national picture.

Improving writing has been a priority and this is having a positive impact on pupils' progress. In Year 2, pupils wrote imaginative Christmas stories. After the story 'Santa's Suitcase' they wrote interesting questions for Santa to find out why he is going away at Christmas. Year 4, wrote clear and detailed instructions for a board game they designed and made. They also used powerful and persuasive language to promote their game. Pupils in Year 6 produced imaginative recounts of the Battle of Marathon. They described how they felt as Greek Hoplites, who had defeated a much larger Persian army. In their writing, descriptions, time connectives, complex sentences and paragraphs were used to great effect.

Pupils perform consistently well in mathematics because of well focused teaching and the challenging tasks which are well tailored to their abilities and needs. Pupils use the Internet well to gather information for topic work. There are good examples of pupils creating multimedia presentations in topics such as Judaism, the solar system and Ancient Egypt. However, skills in monitoring and controlling events are less well developed because of limited opportunities .

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Pupils feel safe and very well cared for at school. They are secure in the knowledge that there is always a trusted grown-up they can turn to if they have a problem or if they are upset. Pupils' conduct is good across the school but just occasionally, teachers have to wait too long for everyone's attention. Pupils show an excellent knowledge and understanding of healthy diets and the importance of taking regular exercise. They respond enthusiastically to the school's strategies to promote good health. Pupils readily take on additional responsibilities in the school and support those not so well of as themselves by raising funds for a range of national and international charities. They are well prepared for their future economic well-being. Personal and social skills are well developed and they apply literacy and numeracy skills effectively.

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	2
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?

Teaching promotes good progress for pupils. There are examples of outstanding practice, particularly in Years 5 and 6. Teachers' explanations and instructions are clear and informative. However, interactive whiteboards are not used consistently well to illustrate key teaching and learning points. Pupils are attentive and show a keen interest

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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in their learning. They told the inspectors, 'We learn lots of new things'. Questioning is used well to challenge the pupils' thinking and to check understanding. Pupils have good opportunities to discuss their work and express their ideas. In most lessons, activities successfully develop pupils' knowledge understanding and provide good opportunities for them to learn and practise skills. On occasions, learning is less effective when tasks are not sufficiently well matched to pupils' needs, particularly the more able. Teaching assistants are well deployed and make a good contribution to pupils' learning.

The curriculum promotes good progress for pupils and makes a positive contribution their personal outcomes. Clear emphasis is given to developing literacy and numeracy skills. There are some good links between subjects which add relevance and enjoyment to pupils' learning. For example, pupils in Years 5 and 6 wrote imaginative poems about 'holly'. They produced high quality still life drawings and paintings of holly, ivy and other winter foliage. Health education is given considerable attention and makes a valuable contribution to pupils' healthy lifestyles. A good range of additional activities are much enjoyed by the pupils and appreciated by parents. Pupils have good opportunities to learn to play a musical instrument such as the guitar and violin. Popular clubs include choir, computers, drama, football, netball, and street dancing. A successful residential visit for Year 5 and 6 to Derbyshire provides exciting outdoor activities such as archery, climbing and kayaking. Problem-solving and team-building skills are promoted well.

Care, support and guidance contribute well to pupils' personal development. The welcoming atmosphere and the effective relationships underpin the school's good work. A parent remarked, 'Staff are very supportive and always approachable'. New pupils settle quickly and one parent commented, 'As a new family to the school we have been made very welcome by the headteacher, staff and parents'. Good support is provided to pupils needing extra help and guidance and to their families. Pupils who have special educational needs/and or disabilities are carefully assessed and their support programmes ensure that most make 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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are effectively promoting good provision and good outcomes for pupils. In a school of this size, many responsibilities are distributed among a few staff. Responsibilities are appropriately shared although some areas are 'on hold' until the arrival of the new headteacher. Disruptions caused by staffing changes and

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building works have been managed very well. Parents, pupils and staff are excited about the new Early Years Foundation Stage unit which is well designed, spacious and offers much improved accommodation for children of this age. Effective action has been taken to improve writing and the school is keen build on the improvements made to ICT. Clearly, the school has the confidence and support of the vast majority of its parents. The PTFA have raised considerable funds for the school. Governors show a good understanding of the school's strengths and hold the school to account by providing constructive challenge. The governing body have given the acting headteacher good support and have been effectively involved in the appointment of the new headteacher and the development of the new Early Years Foundation Stage unit. Statutory requirements are met and there are good procedures to protect and safeguard pupils. Equality is promoted well and discrimination is tackled effectively. Community cohesion is promoted well. The school has a clear understanding of the community it serves. Partnerships with local schools are enhancing the school's curriculum. The school is developing global partnerships to broaden pupils' knowledge and understanding of the wider 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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children are making good progress in all areas and by the end of Reception, standards are typically just above average. There are good partnerships with parents. Home visits and the good relationships established between children and adults enable children to settle quickly. The children enjoy their learning and relate well to adults and their peers.

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Children's behaviour is generally good. They feel safe, secure and well cared for at school because of the good attention given to care and welfare. A good range of learning activities is provided. Good use is made of outside areas but some of the inside areas are limited in space. The areas of learning are not always sufficiently linked to the main theme. Children receive an effective blend of adult-led activities and those allowing them to explore and learn independently. Assessment is used well to plan teaching. There is much good planning and enthusiasm to further improve provision in the new Early Years Foundation Stage unit.

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

The inspection team received a good response to the questionnaire. The vast majority of parents and carers who returned them are very happy with their child's experience at the school. They are particularly pleased with safety, the sense of enjoyment and leadership and management. The inspection team agrees with the parents' positive views. Parents' and carers' concerns are very few.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's C of E Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with statements about the school. The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 57 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	75	8	25	0	0	0	0
The school keeps my child safe	24	75	8	25	0	0	0	0
The school informs me about my child's progress	20	63	11	34	0	0	0	0
My child is making enough progress at this school	19	59	11	34	2	6	0	0
The teaching is good at this school	19	59	12	38	0	0	0	0
The school helps me to support my child's learning	15	47	15	47	1	3	0	0
The school helps my child to have a healthy lifestyle	17	53	15	47	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)	17	53	11	34	1	3	0	0
The school meets my child's particular needs	16	50	16	50	0	0	0	0
The school deals effectively with unacceptable behaviour	19	59	12	38	1	3	0	0
The school takes account of my suggestions and concerns	21	66	10	31	1	3	0	0
The school is led and managed effectively	23	72	8	25	0	0	1	3
Overall, I am happy with my child's experience at this school	23	72	8	25	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.



9 December 2009

Dear Pupils

Inspection of St Peter's C of E Primary School, Gringley-on-the-Hill, Doncaster, DN10 4QT.

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a good school.

These are the school's main strengths.

You really enjoy school and your attendance is good.

The school is a welcoming and pleasant place to learn in.

Children in Reception get off to a good start.

Good teaching helps to you to make good progress.

You get on well with each other and behave well.

A good range of learning activities are provided, including clubs and visits.

You have an exceptionally good understanding of how to keep healthy and fit.

You feel safe at school because the teachers and other adults take good care of you and provide outstanding support and guidance.

You make good contributions to the school and to the wider community.

The school is well led by your acting headteacher and she receives good support from governors and staff.

We have asked the headteacher and other teachers to do a few things to make the school even better.

Use the new Early Years Foundation Stage unit to provide exciting and outstanding learning for the 3 to 4 year olds.

Extend the use of ICT to support your learning and give you opportunities to develop new skills.

You can help by continuing to work hard. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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