

# St Peter's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125182
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	340736
<b>Inspection dates</b>	15–16 July 2010
<b>Reporting inspector</b>	Richard Blackmore

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>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Frost
<b>Headteacher</b>	Dafydd Roberts
<b>Date of previous school inspection</b>	20 June 2007
<b>School address</b>	Little Green Lane Farnham GU9 8TF
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## Introduction

This inspection was carried out by three additional inspectors. In total, 10 lessons were observed, taught by six teachers. Inspectors held discussions with two governors, the headteacher and two senior managers. Staff who are responsible for managing child protection and safeguarding were also interviewed. The inspectors looked at a sample of the pupils' work and assessment records, especially the tracking information which shows pupils' progress. Other documentation was also scrutinised, including the school's self-evaluation evidence, the development plans, and care information. Altogether, 100 parent and carer questionnaires were analysed.

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

- the rate of progress of boys at Key Stage 1
- how successfully the school has improved the pupils' progress in mathematics
- how well assessment is used to provide challenge for pupils
- pupils' understanding of cultures other than their own.

## Information about the school

St Peter's Church of England Primary School is similar in size to an average primary school. It serves the local community and the surrounding area. Children enter the Early Years Foundation Stage in the Reception Year. A large majority of the pupils are White British and the proportion of pupils with English as an additional language is lower than average. The proportion of pupils with special educational needs and/or disabilities is below the national average, as is the proportion of pupils with a statement of special educational needs. The percentage of pupils known to be eligible for free school meals is below average. During the last year, a new headteacher has been appointed and a new management structure has been put in place, with one leader responsible for the Early Years Foundation Stage and Key Stage 1, and a second leader for Key Stage 2. The school holds the Sports Activemark, Investors in People status, Financial Management Standards in Schools and the 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?**

**3**

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

**2**

### Main findings

This is a satisfactory and improving school. The effective headteacher is the driving force behind recent developments, is firmly focused on sharing good practice to improve teaching and learning and has a clear picture of the way ahead. This, combined with improved management systems and strong self-evaluation, has recently resulted in better attainment and progress for all groups of pupils, so indicating the school's good capacity to sustain its improvement in the future. Standards in reading, writing, mathematics and science are average by the end of Year 2 and Year 6, representing satisfactory achievement from generally average starting points. In the last year, there has been an improvement in pupils' progress, particularly in reading and mathematics. Pupils' attainment is relatively lower in mathematics than in English and, while there are signs of improvement, the pupils' ability to reach higher standards is hindered because there are too few opportunities for them to use their mathematical skills to solve real-life and practical problems. Pupils with special educational needs and/or disabilities make satisfactory progress overall but good progress when they are working with support staff in small groups because they receive more individualised support. Good relationships between adults and pupils form rapidly. This contributes to pupils' good behaviour in lessons and around school, and to their well-developed spiritual, moral, social and cultural understanding. This is evident in the way pupils form secure friendships with classmates, which contribute to a happy and collaborative school community.

The overall quality of teaching and teachers' use of assessment are satisfactory. Teaching is good when teachers closely link activities specifically to the ability of individual pupils and where the pace of lessons is fast. However, not all teachers are challenging their pupils enough by making sufficient use of targets to direct pupils in their learning. This is largely the result of inconsistencies in using information from marking and assessment to provide effective feedback for pupils on how to improve their work.

The school's pastoral care is good and contributes positively to pupils' well being. Information from the questionnaires confirms that parents and carers agree that their children are well cared for and safe, one commenting, 'This school achieves a balance between awareness and caring for others, and individually tailoring academic and competitive experiences to get the absolute best out of each child.' Pupils' emotional well-being thrives on this caring support.

Parents and pupils recognise and appreciate the school's work to improve opportunities for their children to learn and develop well. One parent saying, 'The clubs are fantastic.' Pupils talk excitedly and comment favourably on the additional clubs and activities outside of lessons, including the cross-country and swimming clubs, which nearly a

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quarter of the school attend.

Since his appointment, the headteacher has swiftly and accurately evaluated the school's performance, recognising its strengths and pinpointing the areas needing attention. Priorities for improvement are identified precisely and are at the heart of the school's plans for improvement, which have already resulted in rising attainment and a quickening in the rate of progress for all groups of pupils.

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

- Improve the overall quality of teaching from satisfactory to good by:
  - ensuring activities set in lessons are closely matched to pupils' ability
  - making sure marking clearly shows pupils how to improve their work.
- Raise standards in mathematics by:
  - using assessment information more effectively to ensure work set in lessons always challenges pupils, whatever their level of ability
  - providing more practical activities in lessons so pupils can work independently and explore ideas for themselves.
- Ensure all pupils have individual targets and that they are used to help pupils identify what they need to improve on to speed up their progress.

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

**3**

Pupils participate well in lessons but their eagerness is intensified when they are effectively engaged by challenging tasks. This was seen in a good Year 6 mathematics lesson where, from the outset, the teacher effectively challenged pupils' thinking by questioning their understanding of fractions, using problems involving decimal notation and equivalent fractions. Pupils, including higher attaining pupils, hung on the teacher's explanation and consequently made good progress. Data for higher attaining pupils in 2009 indicated that this group of pupils did significantly less well than their peers nationally. However, the school's current records indicate that this group usually makes similar rates of progress to those made by their peers. This was reinforced by lesson observations and a scrutiny of pupils' work. All pupils are effectively challenged by good questioning. However, the impact of these aspects of good teaching is not yet evident, for example in end-of-year tests, because assessment is not yet used consistently in all lessons to match tasks to different abilities.

Pupils enjoy school and quickly form positive attitudes to learning. They respond sensibly and enthusiastically to working in pairs or small groups, remaining focused throughout lessons. They contribute to the wider community, for example by taking part in an inter-school quiz in which more able children pit their wits against like-minded children from other local schools, and raising money for the local hospice. Pupils know right from wrong and say they feel safe, and recall important messages about personal safety from emergency service visitors. Visitors have also reinforced and helped pupils develop a good understanding of how to lead a healthy lifestyle. Pupils' attendance is

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good because the school has worked hard to continually find ways to encourage pupils to come to school regularly and punctually.

Pupils have a good understanding of the breadth of cultures and faiths within the United Kingdom and are becoming thoughtful, respectful and tolerant young people. These features, combined with their satisfactory academic achievement, mean they are soundly prepared for the next stage of their education.

*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>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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?**

Good relationships are evident in all lessons and teachers' secure subject knowledge helps them to pose searching questions that promote pupils' learning. For example, during a mathematics lesson, pupils in Year 5 discussed the effectiveness of applying different strategies with a partner. Approaches such as these successfully keep pupils, especially those who find learning difficult, attentive and learning well. A variety of resources and activities that capture pupils' interests help them to make progress. However, this good practice is not yet consistent throughout the school and across subjects. In some lessons, teachers' expectations are not always clear and pupils do not

<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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then rise to a challenge, producing work that shows no better than satisfactory progress.

The curriculum is appropriate for the needs of pupils and is broad and balanced. There are notable strengths in art and physical education and this supports pupils' personal development and enjoyment of school. Visits too have a positive impact on pupils' learning, for example a visit to Fishbourne Roman Villa, which supported their emerging understanding of chronology. However, the opportunities for higher attaining pupils to learn as much as they can and be stretched are more limited. Several pupils who have been in school for more than a year told inspectors that they like literacy more now, reflecting the school's focus on ensuring greater interest in writing in different genres, contributing to the improving standards. However, links between subjects are not always made explicit and therefore the pupils' application of knowledge and skills is not always used fully and learning is less rapid.

The quality of care, guidance and support is satisfactory overall. Pupils are very comfortable with telling their teachers what troubles them. There are good opportunities to learn about how to manage their emotions and how to care for others. An inclusion manager, well supported by outside agencies, promotes good learning for pupils whose circumstances make them vulnerable. However, although support staff are knowledgeable, they do not always push learning on as fast as they could because they do not provide continuous support to help pupils focus on their learning, which limits the rate of progress in classrooms.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## **How effective are leadership and management?**

Accurate evaluation results in the correct priorities being identified. These are to improve mathematics and improve teachers' analysis of pupils' work and the information they provide to pupils to enhance their skills and knowledge. The regular monitoring of teaching and learning satisfactorily helps teachers to know what they need to do to improve, in order to accelerate pupils' progress. However, it is not yet rigorous enough to ensure that practice in classrooms is of a consistently high calibre.

Safeguarding arrangements are effective and fulfil all statutory regulations. The school ensures safety training for staff is up to date and procedures are robustly followed. Governors are increasingly knowledgeable, supportive and are effectively led by the Chair of the Governing Body. They have good knowledge of the school's strengths and

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areas for development but have not yet fully held staff to account for pupils' progress. Despite good links with the local community, the school and governing body are at the early stages of implementing an effective strategy for promoting community cohesion to extend pupils' understanding of different communities beyond the United Kingdom and are aware of the need for a more extensive analysis of its own context. The school promotes equality and tackles discrimination satisfactorily through a range of procedures that are understood by staff. The school is aware of the needs of more able pupils not being fully met and they have taken action to address this issue including specific resources to provide increasing challenge. There is effective engagement with parents through information evenings and regular updates on school developments. The school has formed productive partnerships, for example with the local secondary school and outside agencies, to promote pupils' learning and well-being.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</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>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### **Early Years Foundation Stage**

Children join the Reception class with skills and knowledge that are typical for their age, although their language and mathematical skills tend to be lower. Staff work hard to develop children's understanding of numbers through counting games and using vocabulary such as smaller, larger and different names of shapes. Teaching is satisfactory and this helps children to make sound progress. Support staff are deployed effectively when children are playing independently or in small groups. However, their expertise is not always used as well in whole-class sessions because information about children's development is not always widely shared and used. Relationships between staff and children are good and the classrooms have appropriate resources to stimulate



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play and help children become more independent. For example, the 'veterinary surgery' helps develop pupils' speaking and listening and the ability to join in and cooperate with each other. The outdoor area is large but is currently not being used to maximum effect within the six areas of learning because of its location and organisation. The partnership with parents and carers is good and supports learning well. The pastoral care and welfare arrangements are effective, and children are safe, well cared for and learning how to be healthy. The setting is led and managed satisfactorily and, consequently, there is a suitable balance between activities led by adults and those initiated by the children. Close attention is paid to ensuring children tackle tasks they would not usually choose for themselves.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Parents and carers hold positive views of the school. All parents consider their child is kept safe, is helped to lead a healthy lifestyle and prepared well for the future. A very small minority of parents and carers expressed concerns about their child's progress at school and the help given to parents to support their children's learning. However, inspection findings found pupils' progress to be satisfactory and the links and information provided for parents strong.

## 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 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 13 statements about the school.

The inspection team received 100 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	72	27	27	1	1	0	0
The school keeps my child safe	70	70	30	30	0	0	0	0
The school informs me about my child's progress	47	47	49	49	4	4	0	0
My child is making enough progress at this school	55	55	39	39	5	5	1	1
The teaching is good at this school	48	48	45	45	4	4	0	0
The school helps me to support my child's learning	46	46	47	47	5	5	1	1
The school helps my child to have a healthy lifestyle	52	52	48	48	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)	56	56	43	43	0	0	0	0
The school meets my child's particular needs	50	50	44	44	4	4	0	0
The school deals effectively with unacceptable behaviour	42	42	49	49	4	4	0	0
The school takes account of my suggestions and concerns	47	47	45	45	3	3	1	1
The school is led and managed effectively	58	58	36	36	5	5	0	0
Overall, I am happy with my child's experience at this school	62	62	33	33	4	4	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

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.**



17 July 2010

Dear Pupils

Inspection of St Peter's Church of England Primary School, Farnham GU9 8TF

We enjoyed meeting you on our recent visit to your school and would like to thank you for taking the time to speak to us and for making us feel so welcome. I would like to share our findings with you. The school gives you a satisfactory education.

- You make satisfactory progress, but do particularly well in reading.
- Your attainment by Year 6 is similar to that found in most schools.
- Your behaviour and attendance are good  well done and keep it up!
- You enjoy coming to school and are keen to learn.
- Staff look after you well.
- Teaching is satisfactory.
- You show a good understanding of the need to maintain a healthy lifestyle.
- You make good gains in your spiritual, moral, social and cultural understanding.
- You are adequately prepared for the next stages in your education.

To make your school is even better we have asked the headteacher and staff to do three things.

- Improve the quality of teaching by making sure that you are all given work that is challenging enough for you and that you know how to improve your work.
- Make sure you all have opportunities to get better at mathematics, especially in providing you with more activities where you can explore ideas for yourselves.
- Set you all targets in your work to speed up your learning in lessons.

You can help, too, by saying if you find the work is too easy and by working as hard as you can, particularly in mathematics.

Yours sincerely

Richard Blackmore

Lead inspector

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