

St Peter's CofE Primary School

Inspection report

Unique Reference Number	118008
Local Authority	North East Lincolnshire
Inspection number	358242
Inspection dates	21–22 September 2010
Reporting inspector	Roger Sadler

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	152
Appropriate authority	The governing body
Chair	Mr John Broddle
Headteacher	Mrs Jo Wiseman
Date of previous school inspection	14 February 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, each taught by a different teacher. The team analysed samples of pupils' work, particularly in writing and mathematics, and held meetings with governors, staff, pupils and parents. They observed the school's work, including assembly and play times and looked at records from the current and previous academic years. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The school's data in relation to pupils' attainment, progress and attendance were compared with national data. Inspectors analysed the 77 questionnaires returned by parents and carers, along with questionnaires returned by staff and pupils.

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

- The achievement of pupils, and the extent to which pupils' attainment, especially in mathematics, is improving.
- Whether assessment is effectively used to promote learning.
- The effectiveness of monitoring and evaluation and how well the findings are used to support school improvement.

Information about the school

Most pupils attending this smaller than average-sized primary school are from White British backgrounds. Many of the other pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average as is the proportion with special educational needs and/or disabilities. A privately run Children's Centre shares the site with the school and this provision was inspected separately. Since the previous inspection, the school has received the Healthy Schools award and Activemark. More than half of the teachers joined the school during the last 18 months.

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

This is a good school. Pupils, parents and carers agree. Pupils achieve well and by Year 6, their attainment is in line with national averages. All groups of pupils, including pupils with special educational needs and/or difficulties and those who speak English as an additional language make good progress. Pupils attain a little better in reading, writing, speaking and listening than in mathematics. This is partly because pupils are clearer about how to improve their writing than their mathematics. Additionally, the school's recent work to ensure calculation is taught systematically and consistently is still at an early stage and has not yet had the planned impact on pupils' learning in mathematics. Pupils feel secure and safe and act with careful regard for the safety of others. This is because the care, guidance and support for pupils are good. Relationships are good throughout this happy school and many pupils speak warmly of teaching staff. Pupils' good behaviour is a credit to the school and their families. Children make satisfactory progress in the Early Years Foundation Stage but aspects of provision such as planning, and children's ability to concentrate when the whole class is learning together, are not as effective as in Key Stages 1 and 2.

The headteacher provides a very clear vision for the school. Her accurate monitoring and evaluation ensure that the school concentrates on improving the relatively weaker aspects of its work. There are particular strengths in the leadership and management of teaching and learning. As a result, the quality of teaching is mainly good and sometimes outstanding. Leaders have ensured that teachers, in all classes, have a detailed awareness of the needs of individuals and the level at which they are working. Other than in the Early Years Foundation Stage, this information is used to good effect when planning lessons. These factors and the trend of improving attainment indicate that the school has good capacity to continue to improve in the future.

What does the school need to do to improve further?

- Raise standards in mathematics by:
 - – ensuring a consistently effective approach to teaching calculation
 - – helping pupils to see where and how to improve particular aspects of their work.
- Improve pupils' progress in the Early Years Foundation Stage by:
 - – improving planning and the use of assessment so that adults base their work with each child on clear information about what each one needs to learn next
 - – ensuring children learn to concentrate fully in whole-class lessons.

Outcomes for individuals and groups of pupils

2

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Many children enter Reception with knowledge and skills below those typical for their ages. In Key Stages 1 and 2, pupils find lessons interesting and sustain good levels of concentration and this helps them enjoy their learning, achieve well and make good progress, especially in older classes. They respond well in lessons to the good pace of teaching and the way that they are encouraged and enabled to tackle difficult work. Rates of progress in lessons are improving substantially as the school's work to improve the use of assessment has begun to bear fruit and more pupils are attaining the expected levels, especially in English and science. Attainment in mathematics, however, remains below average. By the end of Year 6, pupils are articulate and confident in speaking because they are given many opportunities to hold high-quality short discussions. The learning and progress of pupils with special educational needs and/or disabilities are good due to consistently good quality provision for these pupils, often by teaching assistants. Pupils who speak English as an additional language make good progress due to the good quality support they receive and they soon become confident in spoken and written English. The school has a good track record of meeting its challenging targets for all pupils.

Pupils' spiritual, moral, social and cultural development is good. Their cultural development is the weakest element because it is limited by a lack of knowledge and experience of the diversity of life in modern Britain. Older pupils take a particularly strong role in the school community, especially as trained 'Young Leaders'. The school's work towards the Healthy Schools award and Activemark has helped provide pupils with a good understanding of healthy diet and the need for regular exercise. Their good progress in basic skills, their strong relationships and good attendance and punctuality ensure pupils are prepared well for the next stage of education and the world of work beyond school.

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	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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2

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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Please turn to the glossary for a description of the grades and inspection terms	
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 Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Staff have a detailed understanding of the level at which each pupil is working. In Years 1 to 6, they use this information well to ensure that teaching matches the needs of individuals. In writing, especially in older classes, pupils are continually given high quality oral and written feedback on their work and shown how to improve. They are often given helpful checklists and success criteria to enable them to assess their work and see exactly what is required next, especially in their writing. These aspects of teaching are less well developed in mathematics. High expectations of behaviour, good relationships and interesting resources and ideas help pupils to develop very positive attitudes to learning. Whole-class teaching is invariably clear and interesting: additional impact is often provided by the effective use of interactive whiteboards.

The curriculum places appropriately strong emphasis on the development of basic skills. Writing skills are very effectively developed in other subjects. For example, in a Year 4 history lesson, pupils improved their writing skills when they wrote a letter, imagining they were evacuees. Until recently, however, the school lacked an agreed approach to calculation and placed insufficient emphasis on developing pupils' understanding in mathematics. The curriculum is adapted well to meet the learning needs of pupils of differing abilities and pupils who speak English as an additional language. The school has a good range of interesting and well supported clubs and activities which contribute to pupils' social development well. Good quality programmes to help younger pupils learn about letters and sounds are enhanced by the great encouragement the school gives to parents and carers to hear their children read at home.

Good care ensures the needs of all pupils, including pupils whose circumstances have made them vulnerable, those with special educational needs and/or disabilities and those who speak English as an additional language, are identified early. Each class teacher has a detailed knowledge of each pupil's academic and personal development needs, and programmes are modified to meet these needs. Pupils' self-esteem is carefully nurtured and each individual is helped to aspire to do their best and relate well to others. Staff work effectively with families and other professionals to ensure that the pupils' needs are fully met. As a result, pupils trust the adults in school. Robust and effective procedures are in place to promote regular attendance.

These are the grades for the quality of 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

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?

Because the headteacher's monitoring and evaluation are thorough and comprehensive, the school improvement plan concentrates on key priorities. Currently, the role of subject leaders is underdeveloped. However, there is a useful plan to improve their role in monitoring and improving standards in their subjects. Regular meetings between the headteacher and individual teachers ensure that all teachers carefully monitor the progress of each pupil. Any extra help that is needed is provided. All pupils are valued, equal opportunities are promoted well and discrimination is not tolerated. For example, all groups of pupils from a variety of backgrounds enjoy attending clubs and residential visits. Staff training is good and new staff are quickly inducted into the school's approaches to teaching and learning, resulting in a consistent approach to key matters such as how behaviour is managed and how progress is assessed.

The governing body holds the school to account and has a clear overview of the school's strengths and weaknesses. However, its role in first-hand monitoring and in carrying out follow-up checks is a weaker aspect of its work. The school has good partnerships with local providers, social and health services, and parents and carers. Leaders are aware of the need to undertake a review of the school's contribution to community cohesion, especially of the way staff promote pupils' knowledge of a range of cultures in modern Britain and in the rest of the world. Procedures for safeguarding pupils are satisfactory and meet current requirements. Staff training in safeguarding is effective and the school has suitable systems to identify potential risks.

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	3
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

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 safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children are carefully inducted into Reception and good relationships with their parents and carers enable them to feel confident and make a secure start. From starting points that are mostly below those expected, children make satisfactory progress in all areas of learning, in particular in their personal, social and emotional development. Nevertheless, by the end of Reception, children's knowledge and skills remain below average.

Adults treat children with great sensitivity and kindness. Parents and carers are confident that their children are well looked after, safe, secure and happy. Children relate very well to each other and enjoy the good range of interesting activities provided. Adults carefully assess the learning of individuals. However, this information is not sufficiently used to inform planning and plans are sometimes too vague on exactly what learning is expected through each activity. Children mostly concentrate well in whole-class activities but when instructions are unclear their concentration occasionally lapses and learning slows.

Leadership and management are satisfactory. Appropriately strong priority is given to children's welfare and to ensuring good induction and relationships with parents and carers. However further development is needed to ensure that staff are more closely involved in monitoring and evaluation so that they share a clear view of exactly where further improvements are needed in the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Almost half of parents and carers returned the questionnaire, which is an above average response. The great majority of parents are fully supportive of the school. Their comments on the inspection questionnaire and their oral reports to inspectors indicate that they are confident that their children are well taught, happy in school and that the school meets their children's needs so that they make good progress. Parents and carers

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were particularly appreciative of the quality of care and support provided. They also like the flexible start to the school day and the way that this enables them to support their children's learning. The inspectors endorse these views. There was no strong pattern in the responses to indicate with which particular aspects of the school parents and carers were not fully satisfied.

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 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 152 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	65	27	35	0	0	0	0
The school keeps my child safe	54	70	23	30	0	0	0	0
The school informs me about my child's progress	50	65	23	30	2	3	0	0
My child is making enough progress at this school	41	53	31	40	2	3	2	3
The teaching is good at this school	43	56	33	43	0	0	0	0
The school helps me to support my child's learning	41	53	32	42	3	4	1	1
The school helps my child to have a healthy lifestyle	41	53	33	43	3	4	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)	39	51	31	40	4	5	0	0
The school meets my child's particular needs	37	48	38	49	2	3	0	0
The school deals effectively with unacceptable behaviour	39	51	27	35	8	10	1	1
The school takes account of my suggestions and concerns	38	49	31	40	6	8	1	1
The school is led and managed effectively	49	64	26	34	1	1	0	0
Overall, I am happy with my child's experience at this school	53	69	22	29	1	1	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ 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.



23 September 2010

Dear Pupils

Inspection of St Peter's CofE Primary School, Cleethorpes, DN35 8LW

Thank you for making the inspectors so welcome when we came to your school. We especially want to thank those of you who gave up part of your lunchtime to talk with us. My colleagues and I enjoyed watching you learn and talking with you in lessons and around school.

Yours is a good school which is well run and ensures that you make good progress, because teaching and the curriculum are of good quality. Staff look after you well and we are pleased you enjoy lessons. You clearly feel proud of your school and feel safe and secure in school. It is good to see that almost all of you attend regularly and you arrive on time. Your preparation for your next school and for life beyond school is good. You are considerate of others, understand what is right and what is wrong, and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning or other aspects of life difficult make good progress because the school helps you to learn and you are sometimes given extra help in small groups or individually. Those of you who speak another language in addition to English soon become much more confident in speaking English.

There are many things that your headteacher, other staff and the governors want to improve, because they want your school to get even better. We have asked that the headteacher and governors concentrate especially on:

- helping you to improve your mathematics
- helping children in Reception make even better progress.

I send you very best wishes for the future from all the inspectors.

Yours sincerely

Mr Roger Sadler

Lead inspector

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