

St Peter's Church of England Primary School (VC)

Inspection report

Unique Reference Number	135872
Local Authority	Bristol City of
Inspection number	360772
Inspection dates	11–12 January 2011
Reporting inspector	James Henry

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	The governing body
Chair	Colin Wynne
Headteacher	Livvy Sinclair-Gieben
Date of previous school inspection	Not previously inspected
School address	Ellfield Close Bristol BS13 8EF
Telephone number	01173772366
Fax number	0117 3772187
Email address	st.peter.p@bristol.gov.uk

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons and 12 teachers. Meetings were held with pupils, senior staff, members of the governing body, as well as informal meetings with parents and carers around the school. Inspectors observed the school's work, and looked at the school improvement plan, school policies, assessments on pupils' progress, pupils' work and school monitoring information on the quality of teaching. In addition, 78 parental questionnaires were analysed, as well as questionnaires from pupils and staff. '

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent do all groups of pupils make progress through the school, especially in English and mathematics?
- How effectively do senior leaders at all levels monitor the quality of teaching and the use of assessment information so that all pupils achieve as well as they can?
- How effective has the school been in improving rates of attendance and to what extent is attendance affecting pupils' progress and attainment?
- How successful have senior leaders and the governing body been in bringing about and sustaining improvements, especially in raising the achievement of pupils?

Information about the school

St Peters opened in September 2009 and is an amalgamation of a previous infant and junior school. It is larger than most primary schools. The majority of pupils come from White British backgrounds. The number of pupils who have special educational needs and/or disabilities is above the national average. These pupils' needs cover a wide range including moderate learning difficulties, autistic spectrum disorder and behavioural difficulties. The proportion of pupils known to be eligible for free school meals is much higher than that normally expected. There is a nursery on site with children in the Early Years Foundation Stage being taught in two Reception classes. A new headteacher was appointed to manage the amalgamation and lead the school when it opened and there have been several staff changes since September 2009. The school holds the Healthy School Plus 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

3

Main findings

St Peter's is a rapidly improving school. The new headteacher, supported by a newly established senior leadership team, has very effectively developed a school community that has a strong focus on improving pupils' learning through enhancing the quality of teaching and the tracking of pupils' progress. This is quickly having an impact on increasing the rate of pupils' progress and securely raising attainment across the school. While these improvements are securely embedded, they have not had sufficient time to have a full impact on raising pupils' low attainment by the end of Key Stage 2.

- Children get off to a sound start in the Early Years Foundation Stage. While staff plan satisfactorily to meet the requirements of the Early Years Foundation Stage curriculum, there are opportunities missed by staff to improve children's speaking and writing skills, especially in child-initiated activities. Given that St Peter's is a new school, there are only one set of pupil results to show attainment at the end of Key Stage 1 and Key Stage 2. The data show pupils' attainment is below the national average in mathematics and significantly below in English by the end of Year 6. However, due to the effective actions taken by the headteacher and other senior leaders, the vast majority of pupils, including those with special educational needs and/or disabilities, are now making satisfactory and quickly improving progress in reading, writing and mathematics with some, especially the more able, making good or outstanding progress.
- There are several features of the school that are good. Its effective partnership with parents and carers is reflected in the positive and inclusive school community that has been quickly created. One parent commented 'A very supportive staff, always there to listen'. Another affirmed 'We have an excellent new headteacher and all the staff are dedicated to our children's learning and welfare.' As a result of this inclusive community, where all pupils are valued and given good guidance and support, pupils say that they feel safe and well cared for. Pupils' spiritual, moral and social and cultural development are good, as shown by the opportunities provided for quiet reflection and their good behaviour both in classes and around the school. The few pupils who do have behavioural difficulties are very well managed and fully included in the life of the school.
- Pupils have a good understanding of the importance of leading a healthy lifestyle and follow this through with many taking up the varied and numerous after-school and lunchtime opportunities for physical activity.

The overall quality of teaching is satisfactory but quickly improving. This is a major factor behind pupils' consistent and rapidly improving progress in their learning. While some good lessons were observed, in others pupils were not fully engaged in their learning

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because of too much whole-class teaching. This slowed the rate of pupils' progress, especially for those of average ability.

- The headteacher's very effective leadership has motivated staff to further promote the drive to raise standards throughout the school. She is soundly supported by a governing body which provides challenge and holds the school to account for its performance. Self-evaluation is accurate and has rightly focused on actions, such as rigorous assessment and tracking of pupils' progress, in order to quickly and securely improve the pace at which pupils learn. However, this is just starting to have an impact on raising standards and therefore demonstrates the school has a satisfactory capacity to sustain further improvements.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- By July 2011, raise the attainment of pupils in English and mathematics at the end of Key Stage 1 and Key Stage 2 to ensure the vast majority of pupils make good progress by:
 - using effectively the established pupil tracking procedures and teacher assessments to identify and quickly address any underachievement.
- By July 2011, raise the quality of teaching across the school to be consistently good or better by:
 - ensuring the pace of lessons matches the needs of all groups of pupils, especially those with average ability
 - ensuring that pupils have more opportunities to be fully engaged in learning
- Improve the achievement of children in their speaking and writing skills in the Early Years Foundation Stage by providing more effective adult intervention, especially in child-initiated activities.

Outcomes for individuals and groups of pupils

3

Children make a satisfactory start in the Early Years Foundation Stage. They enter school with skills and abilities that are below those expected for their age, especially in their communication and language skills. As a result of satisfactory progress, children enter Year 1 with speaking and writing skills that are below average. Although data show attainment at the end of Key Stage 1 and Key Stage 2 to be low, the rate at which pupils make progress in their learning, including those with special educational needs and/or disabilities, is improving quickly and securely. This is due, in part, to a rigorous and effective tracking system that follows the progress of pupils in order to ensure that intervention procedures are put in place to address any underachievement.

Improvements in the rate at which pupils were making progress was seen in lessons. For example, in an English lesson that was developing pupils' understanding of different characters in a story, the teacher used very effective questioning that challenged and

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engaged pupils, enabling them to share their ideas and successfully develop their speaking, listening and writing skills.

As a result of their improving achievement, pupils enjoy coming to school. This was exemplified in a parental comment, 'My child enjoys every aspect of school life. She gets very upset if, due to illness, she can't go to school.' Pupils make a regular contribution to the life of the school through activities such as 'playground leaders' that help younger pupils at playtime. The school council organises charity events and pupils join the 'Sunshine Club' that helps in the local community, for example, by helping to clear a garden at a local residential home. The school has been successful in raising the level of attendance through the work of the newly appointed family support worker. Effective measures, such as regular visits to homes and communications with families whose children are frequently absent, have had a positive impact on improving attendance and, as a consequence, raised pupils' achievement. However, there are still a number of parents and carers who take their children out of school during term time. Given the average level of attendance and rapidly improving progress in learning, pupils are soundly prepared for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers organise their classes well and provide a satisfactory and sometimes good range of interesting activities to support pupils' learning. They make good use of technology,

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such as interactive whiteboards, to engage pupils in their learning. Teaching assistants are used well to effectively support pupils with special educational needs and/or disabilities. Question-and-answer sessions and plenary activities are suitably used to reinforce pupils' learning. However, in some lessons, the pace is too slow, pupils are too passive and not sufficiently engaged in their learning because the teacher talks for too long to the whole class. In some lessons, too much time is wasted in settling pupils down to tasks.

Pupils receive good feedback from marking and there is a whole-school system, including appropriate targets, that helps pupils understand their next steps in learning, although this process is used more effectively in some classes than others.

Pastoral care, guidance and support are strengths of the school. There are well-planned and effective transition arrangements to introduce children and pupils into the different stages of their education. The circumstances of all pupils and their families are taken into account and this enables the school to effectively match any support needed to individual pupils' needs. The school has sound links with outside agencies and staff. These links, combined with the role of the family support worker, ensure that vulnerable pupils are well supported and integrated into school life.

The school has focused on ensuring that the curriculum improves pupils' basic literacy and numeracy skills. Initiatives to integrate other subjects to support these skills are being developed but have yet to be put in place. However, days linked to a particular theme, such as pupils being involved in drama activities, add to their enjoyment of school and enrich the curriculum. A wide variety of after-school clubs, including French, cheer leading, chess and 'hip hop', offer variety and engage pupils in the greater enjoyment of their education. '

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

The very effective leadership of the headteacher has created an atmosphere of belief among staff, the governing body and pupils that the school will improve and that all pupils, irrespective of their backgrounds, will succeed. The school is committed to promoting equal opportunities and eliminating discrimination. Actions, such as improving attendance, are having a positive effect on certain groups of pupils' well-being and academic progress. The headteacher has worked very effectively to improve the quality of teaching and has put in place a rigorous and accurate system to monitor pupils' progress. She has ensured that the newly established senior leadership team have the skills and ambition to raise pupils' attainment and accelerate the pace of pupils' learning. This vision has been effectively passed on to the rest of the staff in the school. As a result, a very

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positive start has been made to raising standards, with teachers being held accountable for the progress of pupils in their charge. The governing body is satisfactorily involved in initiatives to bring about improvements and has a positive impact on the work of the school through strategic planning and holding the school to account. However, while leaders have succeeded in quickly increasing pupils' progress and this is beginning to raise attainment, this has not yet had time to have a full impact on pupils' achievement.

The school works effectively in promoting community cohesion and has good links with other schools both in the United Kingdom and abroad. The impact of this work clearly shows in pupils' attitudes with pupils from different backgrounds getting on well together. Procedures to safeguard pupils are a strength of the school. Comprehensive policies and procedures are fully in place, are robust and reviewed on a regular basis.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

From low starting points, children make satisfactory progress in all areas of learning in Nursery and Reception. However, by the time they join Year 1, their skills and abilities, particularly in speaking and writing, are below those normally expected. Staff manage the children effectively and, as a result, children settle quickly into well-established routines. Parents and carers appreciate the care given to their children, commenting on how quickly their children settle and enjoy their activities. Consequently, links with parents and carers are good and they feel confident in working with the school to support their children's development. Children feel safe and learn how to be healthy, for example by washing their hands before eating. They behave well, learn to share sensibly with each other and happily help with small tasks, such as clearing away resources. Teaching is satisfactory overall and often better in the Nursery. Adults have a sound knowledge of all aspects of children's development and leaders have worked effectively to improve the tracking and

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assessment of children's progress. This is now identifying areas of underachievement where extra support is needed to improve children's development. However, opportunities are missed to develop children's speaking and writing skills, particularly when children choose their own activities.

There are good links between the Nursery and Reception classes, with staff sharing individual assessments to ensure children continue to make progress when transferring between classes. Leaders have accurately identified areas for development and rigorous monitoring is beginning to improve the provision in the Early Years Foundation Stage, including the quality of teaching.

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

Approximately 30% of parents and carers returned questionnaires, although not all completed each question. The overwhelming majority were very positive about all aspects of the school. Parents and carers were unanimous in their approval of the school's leadership and management, and of the quality of teaching. They were also unanimous in their agreement that they are happy with their children's experience at the school. There were no negative issues raised in the parents' and carers' responses.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	77	17	22	1	1	0	0
The school keeps my child safe	58	74	19	24	0	0	0	0
My school informs me about my child's progress	46	59	31	40	0	0	0	0
My child is making enough progress at this school	46	59	31	40	1	1	0	0
The teaching is good at this school	54	69	24	31	0	0	0	0
The school helps me to support my child's learning	53	68	24	31	1	1	0	0
The school helps my child to have a healthy lifestyle	49	36	29	37	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)	46	59	30	38	0	0	0	0
The school meets my child's particular needs	45	58	32	37	1	1	0	0
The school deals effectively with unacceptable behaviour	39	50	38	49	0	0	0	0
The school takes account of my suggestions and concerns	39	50	33	43	2	2	0	0
The school is led and managed effectively	57	69	23	29	0	0	0	0
Overall, I am happy with my child's experience at this school	60	77	18	23	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



13 January 2011

Dear Pupils

Inspection of St Peter's Church of England Primary School, Bishopsworth, BS13 8EF

I am writing to thank you for making us feel welcome when we visited your school. We enjoyed watching you work well with each other and your teachers in lessons.

While the school gives you a satisfactory education, some of you do not reach the standards that are normally expected by the end of Year 6. However, this is changing quickly due to the hard work of the adults at your school. Here are some of the things we found out during our time at your school.

- You enjoy school because it is a friendly place in which to learn. You behave well, work and play happily together and feel safe in school.
- You are keen to learn and do your best.
- You thoroughly enjoy the opportunities to take part in different sporting, artistic and musical activities.
- Adults look after you very well and make sure you are very safe.
- Your parents and carers fully support the school and think the school gives you a good start to your education.

To make sure that your school improves, we have asked teachers and other adults who have responsibility for your school to do three things:

- raise the standards that you reach in English and mathematics by the end of Year 2 or Year 6, through teachers checking that you are not falling behind in your learning
- make sure that the teaching and pace of lessons are good and that you are fully involved in your learning
- ensure that teachers of young children carefully observe them and use every opportunity to help them improve their speaking and writing skills.

All of you can help by continuing to work hard and being friendly, polite and cheerful. I wish you all the best for the future.

Yours sincerely

James Henry Lead inspector

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