

St Peter's CofE School

Inspection report

Unique Reference Number	101139
Local Authority	Westminster
Inspection number	354951
Inspection dates	4–5 July 2011
Reporting inspector	Jane Chesterfield

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	209
Appropriate authority	The governing body
Chair	John Kitchen
Headteacher	Samanda Adcock
Date of previous school inspection	23 January 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 11 lessons taught by eight teachers. They held meetings with pupils, staff and members of the governing body. Inspectors observed the school's work, and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the minutes of governing body meetings. Questionnaires completed by staff, pupils and 71 parents and carers were analysed.

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

- The effectiveness of strategies to improve boys' writing across the school.
- The impact of the new curriculum and staff training on raising attainment in mathematics.
- The stability in leadership roles and the impact of post holders on improving provision and outcomes.

Information about the school

St Peter's is a smaller than the average sized primary school serving a residential area of Inner London. About a third of the pupils are known to be eligible for free school meals, which is above the national average. Three-quarters are from minority ethnic backgrounds and two-thirds speak English as an additional language. These figures are high compared with the national average. The proportion of pupils with special educational needs and/or disabilities is above average, and so is the proportion with a statement of special educational needs. These needs relate mainly to moderate learning difficulties or behavioural difficulties. Early Years Foundation Stage provision is offered in the school's Reception class and there is a breakfast club run by the school. The school has gained Healthy School status, the Investors in People award and the Activemark Gold award. The premises are currently undergoing major building work and three classes have had to be temporarily relocated.

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 is a good school where pupils enjoy a well-rounded education. Pupils make good progress and achieve well during their time at the school. They are very happy at school, and their parents and carers are pleased with what the school has to offer them. One commented, 'This is a fabulous school which really cares about the children's education.' Another said, 'My daughter feels cherished coming to school here.'

Thanks to the excellent pastoral care, pupils are kept safe at school and have many adults to turn to if they have a problem. Those who are deemed to be potentially vulnerable and their families are especially well supported, due in part to the excellent partnerships the school has with outside professionals. Pupils' spiritual, moral, social and cultural development is outstanding. Throughout the school, pupils have an excellent understanding of right and wrong, and excellent social skills. Their behaviour is outstanding in class, around the school and in the playground. Pupils get on very well together and are supportive of one another. They are keen to take on responsibility and play their part in the school community. Pupils have a good understanding of how to live a healthy lifestyle, reflected in the Healthy School status and the Activemark award. They enjoy their lessons and other activities provided by the school.

Since the last inspection, the school has focused on improving achievement in mathematics, which has been consistently lower than that in English. It has been successful in this, as a result of increased professional development for staff and the introduction of a new curriculum for mathematics. Attainment in mathematics across the school is now broadly in line with the national average. The school has identified that to raise standards still further, pupils need to improve their ability to use their mathematical knowledge to solve practical problems. By the time pupils leave Year 6, their attainment in both mathematics and English is broadly average, but the school's assessment information shows that girls outperform boys in writing in every year group. As a result, there has been an increased emphasis on engaging boys in writing and helping to develop their confidence and skills as writers by improving their grammar, punctuation and sentence structure. This is beginning to have an impact on their attitudes to writing and on their achievement.

Improvements in pupils' achievement are due to the good quality of teaching and to better assessment. Since the last inspection, pupils' progress has been tracked more regularly and more systematically, so that teachers are much more aware of the different needs of the pupils in their class. This means that they are able to pitch tasks more accurately to give all ability groups the right amount of challenge, and to provide additional support where it is most needed. Marking gives pupils a clear understanding of how well they are doing and what they need to do better, and gives them the chance to assess their own work to see if they have met their targets.

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The headteacher and senior staff have worked closely together to bring about these improvements. Stability in staffing since the last inspection has meant that subject leaders have had the opportunity to lead monitoring, evaluation and development in their subjects successfully, helping to lead to improvement. The headteacher and senior staff give the school focused direction and have a clear understanding of its strengths and areas for development. Systems for monitoring the work of the school are thorough, and the school improvement plan identifies the right areas for development. School self-evaluation is realistic and accurate and the governing body holds the school to account effectively. Senior staff know what needs to be done next to move the school forward. Consequently, the school has good capacity for further continuous improvement.

What does the school need to do to improve further?

- Develop more opportunities through the new mathematics curriculum for pupils to use and apply their mathematical skills to practical problem solving.
- Increase boys' confidence and skills in writing by helping them to improve their grammar, punctuation and sentence structure.

Outcomes for individuals and groups of pupils

2

The work seen in lessons and in pupils' books confirms that attainment is broadly average at the end of Key Stage 2, and that pupils achieve well from low starting points. Teaching styles are very supportive of the large number of pupils who speak English as an additional language, so that they make good progress. Minority ethnic pupils make good progress throughout the school. Pupils with special educational needs and/or disabilities including those with a statement of special educational needs also make good progress thanks to the good quality of the support they receive. In class, pupils are very well behaved, attentive and ready to learn. In a Year 2 English lesson, for example, pupils concentrated and participated very eagerly as they planned to write the introduction to their 'family' stories, despite the cramped conditions in their temporary classroom, housed in the school staffroom. Pupils work very actively together, and are always ready to discuss their ideas with a partner or in a group. In a Year 6 mathematics lesson, pupils worked cooperatively in pairs to work out proportions and numbers from a pie chart, and were very supportive of each other in explaining their reasoning and methods.

Pupils are orderly in the way they move around the school, and have a sensible attitude towards the building works, although these limit their space to play freely and be active outside. They understand how to keep themselves and others safe. Pupils' spiritual, moral, social and cultural understanding is excellent. In their topic work and through religious education they are able to reflect on wider issues such as human rights and the persecution of minorities, and older pupils are able to express thoughtful and considered views in their written work. Pupils understand the school's values and ethos, and appreciate the chance to play a role in its life as, for example, school councillors, Year 6 buddies, eco-monitors or house captains. They are accepting and tolerant of others' backgrounds, and the school is a harmonious and happy community, where different cultures are celebrated. Pupils' attendance has improved steadily since the last inspection, and is now above the national average. They are well prepared for secondary school and for later life, thanks to their improving attainment and excellent social skills.

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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	1
The extent to which pupils adopt healthy lifestyles	2
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	1

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?

Throughout the school, teachers have excellent relationships with their classes and manage them effectively, creating a positive climate for learning. They use visual aids well, particularly the interactive whiteboard, which is especially helpful for pupils who speak English as an additional language. There is a good pace to lessons, and many good opportunities for pupils to discuss their ideas in order to keep them focused and learning actively. Teaching assistants are very well deployed to support less-able pupils and those with special educational needs, so they can work at a level that is right for them. Teachers make good use of targeted questioning to check pupils' understanding as the lesson proceeds, so that they can recap and reinforce ideas where necessary. However, they do not always check on pupils' progress in their independent tasks swiftly enough, so that sometimes a few pupils' lack of understanding goes unnoticed for a while.

The school offers pupils a good curriculum with a secure grounding in literacy and numeracy and thorough coverage of other subjects. Pupils benefit from specialist teaching in physical education, music and Spanish, and excellent links with local secondary schools enable older pupils to visit them to take advantage of specialist facilities for subjects such as science and design and technology. There are good extra-curricular opportunities, enabling pupils to develop a range of talents and skills from song writing to the martial art

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Choi Kwang Do. The range of clubs on offer has been limited this year by the building works.

The quality of care, guidance and support is outstanding, particularly for pupils who are facing challenging circumstances that may make them vulnerable, or who have a statement of special educational needs. The school works very closely with parents and carers, and draws effectively on the expertise of outside professionals and external agencies to provide pupils and their families with additional support where needed. Recently, for example, the school provided workshops for those families affected emotionally by the crises in the Middle East. Transition arrangements are very carefully organised, as pupils come from a large number of different nurseries and go on to a range of different secondary schools. The school has improved pupils' attendance since the last inspection, from a low level to consistently above average for the last two years. This is due partly to the school taking a tough line on unauthorised absence, and partly to the school's success in obtaining sponsorship from a major bakery chain for its breakfast club. The school is able to provide the club at no cost to families as a result, and can target pupils whose attendance and punctuality have been problematic. This has had a very positive impact on attendance, and is an excellent example of the school using its partnership links to benefit pupils.

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	1

How effective are leadership and management?

The headteacher and senior staff are committed to giving pupils the best possible start to their education, and have successfully improved provision and outcomes for pupils. There is a strong sense of team spirit among the staff, reflected in the Investors in People award, and morale is high. The majority of staff who responded to the inspection questionnaire commented on how proud they were to work at the school and how well supported they felt. This teamwork is evident in the classrooms and in the work of the senior leadership team. Staff training and development are important to the school, and the recent focus on training in mathematics has been successful, increasing the confidence of staff and improving outcomes for pupils. The headteacher devolves responsibility effectively to senior staff and subject leaders, allowing them to develop their leadership skills for their future careers, and holds staff accountable for the progress of their pupils. Consequently, all staff feel that they have an important role to play, and that they are given the means to do their job effectively.

The governing body has a good awareness of the school's strengths and weaknesses, and conducts its business efficiently. Procedures for safeguarding and child protection are

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robust and staff training is up to date. Required checks on adults who come into contact with pupils are carried out promptly and risk assessments are thorough. The building works have been well managed on a day-to-day basis to keep pupils safe. The school promotes equality of opportunity and tackles discrimination well. The performance of the different genders and the many different groups within the school is carefully tracked year on year, and effective action taken to remove their barriers to learning, for example, with the current work to improve boys' writing.

The school has built good relationships with parents and carers, and keeps them well informed. Outside partnerships are used exceptionally well to give pupils access to opportunities and expertise they might not otherwise have. Those relationships with support services, local schools and the bakery chain described above are excellent examples of this. The school makes a good contribution to community cohesion. There are close links with the local community, particularly through the church, and the many different cultures represented within the school are celebrated and respected. The school is developing links with other schools nationally and globally, to help pupils understand what life is like for children living and learning elsewhere.

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	1
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 make good progress in the Early Years Foundation Stage. Relationships between adults and children are very supportive, and as a result, children feel safe and secure, and enjoy their activities. Topics, such as the current seaside theme, are planned well by staff to create a range of imaginative tasks which intrigue and motivate children to explore and learn. The outdoor area has been restricted this year because of the building works, but nonetheless staff have ensured that all areas of learning have been fully covered. Weekly trips to the local park, for example, have enabled children to use climbing equipment while

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their own is out of bounds. Teamwork between adults is strong, and all work well with children, promoting their speaking and listening skills and developing their vocabulary.

The Early Years Foundation Stage is well led. Systems for monitoring children's progress and identifying areas for development work well, enabling staff to plan accurately to meet individual needs. Careful tracking of the progress of the current Reception class, for example, has identified that boys are behind girls in their reading and writing skills. As a result, staff have introduced role play opportunities designed to appeal to boys and help develop their literacy. During the inspection, boys were busy serving in the seaside shop and the post office, and were keen to write postcards to send home. Relationships with parents and carers are very positive, and they are fully involved in their children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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

Around 34% of parents and carers returned the questionnaire. Almost all felt that their child enjoys school, although a few were not happy with their child's experience at the school. Most felt that the school keeps their child safe and that it deals effectively with unacceptable behaviour. A small minority felt that the school does not take account of their suggestions and concerns, and a few felt that the school is not led and managed effectively, that their child is not making enough progress, or that the school does not help them to support their child's learning. Inspectors investigated these concerns and judged that the school is well led and managed, and pupils are making good progress. Regular questionnaires enable parents and carers to make suggestions, and staff are readily accessible in the playground each day to talk to parents and carers about any concerns they may have. Workshops and written information give parents and carers good information on how to help their children at home, and development of the school website has recently improved this information further.

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 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	68	21	30	2	3	0	0
The school keeps my child safe	46	65	21	30	4	6	0	0
My school informs me about my child's progress	29	41	31	44	10	14	1	1
My child is making enough progress at this school	23	32	34	48	11	15	2	3
The teaching is good at this school	23	32	40	56	7	10	0	0
The school helps me to support my child's learning	23	32	32	45	11	15	1	1
The school helps my child to have a healthy lifestyle	30	42	33	46	7	10	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)	22	31	30	42	9	13	0	0
The school meets my child's particular needs	24	34	36	51	6	8	2	3
The school deals effectively with unacceptable behaviour	38	54	28	39	5	7	0	0
The school takes account of my suggestions and concerns	26	37	26	37	5	7	9	13
The school is led and managed effectively	29	41	25	35	6	8	8	11
Overall, I am happy with my child's experience at this school	31	44	31	44	7	10	1	7

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



6 July 2011

Dear Pupils

Inspection of St Peter's C of E School, London W9 2AN

Thank you for making us so welcome when we visited your school recently and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that St Peter's is doing well and giving you a good start to your education. These are just some of the things we liked about your school.

- You enjoy coming to school and your attendance has improved very much since the last inspection.
- You are exceptionally well cared for and those of you with particular needs are very well supported.
- You are making good progress in your lessons, because you are taught well.
- Your behaviour is excellent in lessons, around the school and in the playground.
- You have excellent relationships with one another and with your teachers, and you show a great deal of respect for the different backgrounds of pupils.
- The senior leaders are doing a good job and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do.

- Make sure that you all do as well as you can in mathematics.
- Help the boys to do as well as the girls in writing.

You can all help by letting your teachers know if there is anything you do not understand in your mathematics lessons, by using the best words you can think of to make your writing interesting, and by trying not to make mistakes in your spelling and punctuation.

Yours sincerely

Jane Chesterfield

Lead inspector

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