

# St Peters CofE Primary School

Old Church Road, Harborne, Birmingham, B17 0BE

**Inspection dates** 5–6 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Good teaching ensures all pupils, including those who need extra help and the most able, make good progress in reading, writing and mathematics.
- The standards pupils reach at the end of Year 2 and by the time they leave the school in Year 6 are above average.
- Pupils' behaviour is good. They are polite and respectful to adults and to each other. Their positive attitudes to learning in lessons help them to learn well.
- Pupils say they feel safe and are well looked after in school, and their parents agree. They enjoy coming to school as seen by their consistently above-average attendance.
- Led by a determined headteacher, leaders, including the governing body, and staff work together well as a team. As a result, the school has a good capacity to secure further improvement.
- Those in charge of leading subjects and other areas of the school's work know what is going well and what needs to be done to improve.
- Leaders at all levels keep a close check on how well their actions to improve the school are helping pupils to make good progress.
- The wide range of learning opportunities offered to pupils contributes well to their spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to take pupils' good achievement to the next level, particularly in writing.
- Some teachers' explanations are too long and limit the time pupils have to work on their own and find things out for themselves.
- More-able pupils do not always make the best possible progress because not all teachers set work that challenges them to think hard enough.
- Although most teachers' marking of pupils' work tells them what to do to improve, this is not the case in all classes. Some pupils are given insufficient time to respond to teachers' comments in order to improve their skills, especially in writing.

## Information about this inspection

- Inspectors observed 28 lessons or parts of lessons, taught by 16 teachers, and four assemblies. Eight lessons were jointly observed with senior leaders. Inspectors also undertook learning walks which comprised a number of short visits to lessons to look at the teaching of reading and learning across subjects and topics.
- Meetings were held with senior leaders, subject leaders, staff and members of the governing body. In addition, an inspector talked with a representative from the local authority.
- Inspectors met with pupils, listened to them read and observed them at play during breaktimes and at lunchtime.
- The school’s safeguarding policies, improvement plans, notes from meetings of the governing body and records of pupils’ behaviour were reviewed. Inspectors also looked at pupils’ work and records of their progress.
- Inspectors took account of the 52 responses to the online parent questionnaire (Parent View) and the 32 replies to the staff questionnaire. Inspectors also spoke to parents at the start of the school day as they brought their children to school.

## Inspection team

Sarah Warboys, Lead inspector

Additional Inspector

David King

Additional Inspector

Anthony Green

Additional Inspector

## Full report

### Information about this school

- St Peter's Church of England Primary School is much larger than most primary schools. The school is on a split site. The Key Stage 1 and Key Stage 2 buildings are separated by a churchyard and public road.
- About half the pupils are White British and half come from minority ethnic backgrounds. One pupil in every five speaks English as an additional language.
- An average proportion of the pupils are eligible for the pupil premium, which provides additional funding to the school. The funding is based on the number of children at the school in local authority care and those known to be eligible for free school meals.
- The percentage of disabled pupils and those who have special educational needs who are supported by school action is average. A below-average proportion of pupils are supported by school action plus or with a statement of special educational needs.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- An 'Out of School Club', managed by the governing body, operates on the school site.

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

- Increase the proportion of outstanding teaching through the school by ensuring that all staff:
  - make their explanations shorter so that pupils have more opportunities to work on their own and find things out for themselves
  - set more demanding work for those pupils that are more able.
- Improve the quality and consistency of marking, particularly in writing, by ensuring that all teachers:
  - extend the good practice that exists within the school to give pupils precise feedback, when marking their work, that tells them what they need to do next to improve
  - give all pupils time to respond to teachers' comments so they can practise and improve their skills.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that are below those typically expected for their age. They make good progress because adults organise lots of activities that help them to develop their skills across all areas of learning. As a result, a higher-than-average proportion of children reach a good level of development by the time they enter Year 1.
- Pupils' attainment in reading, writing and mathematics at the end of Year 2 and by the time pupils leave the school in Year 6 are above average overall. Standards in writing at the end of Key Stage 2 are closer to average. The proportion of pupils making and exceeding the progress expected of them in reading, writing and mathematics compares favourably to national averages.
- Standards in reading at the end of Year 2 and Year 6 are above average. Young children are taught phonics (the links between letters and the sounds they make) every day. Reading skills are taught regularly and systematically throughout the school. Consequently, the school's most recent assessment information shows that pupils' progress in reading is strong in all year groups. Volunteers help pupils to practise reading and pupils are supported well by parents at home.
- Disabled pupils and those who have special educational needs make good progress. In lessons, these pupils are supported well by teachers and adults who break learning down into small, achievable steps. In small-group work, adults repeat and reinforce new ideas. They ask pupils questions to make sure they have understood what they are learning and set them tasks that help to fill gaps in their knowledge and skills.
- Pupils new to English and those who speak English as an additional language make good progress. Adults model spoken language clearly and accurately. They use pictures, diagrams and interesting computer activities that help pupils to talk and write new words and phrases.
- The funding the school receives in the form of the pupil premium is used well to provide extra help to pupils in lessons and in small groups. It has purchased computer technology and engaging computer programs which have inspired pupils to practise their skills in English and mathematics. Consequently, these pupils make good progress, compared to their peers. Nevertheless, because of other, more complex needs, the attainment gaps between eligible pupils who left the school in 2013 and other pupils are about five terms behind in reading, writing and mathematics.
- As a result of the school's spending of the primary sport funding, more pupils are developing healthy lifestyles and improving their well-being because they are more physically active. Every morning, pupils start the day taking part in a new interactive, computer exercise program. Pupils say they enjoy the wide range of sporting opportunities offered after school. Plans are in place to enable qualified coaches to work alongside class teachers to ensure all pupils benefit from better quality sports teaching.
- Although more-able pupils make good progress during their time at the school, they do not make the best possible progress because not all teachers set work for them that is sufficiently challenging.
- The 'Out of School Club' provides rich opportunities for pupils from all age groups to engage in games, activities and to eat together. During the time of the inspection, pupils enjoyed making

Christmas decorations in a calm and purposeful, yet festive atmosphere and behaved well.

### **The quality of teaching** is good

- Good teaching ensures that all pupils, including those who are more able and those who need extra help, achieve well over time. Teachers show pupils good examples so that they are clear about what they have to do. Relationships are good and help pupils to do well. Adults praise pupils for their contributions and their efforts are valued. Teachers use resources, including computers, well to engage pupils and this helps to promote their good learning.
- Teachers have good knowledge of what they teach. They are skilled in asking pupils questions to check their understanding and extend their thinking. In Year 6 for example, pupils showed high levels of curiosity and enthusiasm as they investigated the relationships between the area and perimeter of different shapes. As a result, they made progress at a rapid rate.
- Children in the Nursery and in the Reception classes make good progress. Adults work together to plan engaging activities to help them learn new ideas. In the Reception class, children learned the meaning of the words such as, 'over', 'under' and 'behind' as they searched for Twinkle the teddy bear who was missing from his usual place.
- In the more effective lessons, teachers and other adults work together well to support pupils of different abilities in class and in small group sessions. They plan tasks that are at just the right level to move pupils' learning forward. In some lessons, the work teachers set for the more-able pupils is insufficiently challenging and they do not make the progress of which they are capable. In a few lessons, teachers' explanations are too long and limits the time pupils have to get on with their own work and find things out for themselves.
- Across the school teachers' marking lets pupils know what they have done well. There are good examples of teacher's comments that give them precise guidance about what they need to do to improve their work and time to respond. A good example was seen in Year 3, where the teacher's advice led to writing of good quality, 'Once more, George charged at the evil, mean dragon as it towered over him, filling the sky with a thick, choking smoke'. However, such good practice is not evident in all classes.

### **The behaviour and safety of pupils** are good

- Typically, pupils' behaviour is good. Their positive attitude to learning in lessons contributes well to their good progress. Pupils show they can work equally well on their own without close adult supervision or cooperatively in groups. Adults manage pupils' behaviour consistently well throughout the school. Pupils have a good understanding of the systems to promote good behaviour, such as the 'zone board' and say it works well.
- In whole-class lessons, small-group work and in one-to-one situations, an overwhelming majority of pupils show respect for teachers, other adults and for each other. As they move around the school, they demonstrate good manners. Pupils are proud of their school, keen to do their best and to share their achievements in assemblies.
- Pupils say they feel safe in school and are well cared for. They insist, and school records agree, that incidents of bullying and unkindness are rare. Pupils know how to seek help and are confident that staff will deal swiftly with their concerns. Lessons help pupils to learn how to keep themselves safe – for example, how to cross the road safely. They have a thorough knowledge and understanding of how to keep safe when using the internet.

- Pupils appreciate the learning activities teachers plan for them and say that lessons are 'fun'. As one pupil put it, 'School gives us lots of good memories'. They enjoy coming to school, borne out by their consistently above average attendance.
- Occasionally, and usually when pupils are not challenged sufficiently well in lessons, a few lose interest and drift off-task. Consequently, their learning slows.

### **The leadership and management are good**

- The headteacher has created a strong team of staff who are firmly behind her drive to improve pupils' achievement. Staff morale is high. Since the previous inspection, the leadership skills of those in charge of leading subjects and other key aspects of the school's work have developed well. Consequently, there is a good capacity to secure further improvement.
- Good attention is paid to ensuring that all pupils have an equal chance to succeed. Discrimination of any kind is not tolerated and robustly tackled. Leaders at all levels, including the governing body, keep a close check on how well pupils are doing. Their progress is tracked carefully and those in danger of not making enough progress are provided with the extra help they need in small group sessions, in which pupils make good progress.
- Leaders know the school well. They have a good understanding of the school's strengths and what needs to be done to improve and regularly observe lessons to check on the quality of teaching. Teachers are held to account for the progress their pupils make. They are given clear guidance and training to help them develop their skills.
- The Early Years Foundation Stage and Out of School Club are well-led and managed. Leaders providing support for disabled pupils and those who have special educational needs work well with other agencies to ensure pupils whose circumstances have made them vulnerable, get the extra help they need.
- The vast majority of parents who responded to the online questionnaire and who spoke with inspectors were positive about the work of the school. Most commented on the good care their children receive.
- The school offers a wide range of subjects, enhanced by visits and visitors. Pupils are given lots of rich opportunities to use their communication, reading, writing and mathematical skills when learning about other subjects. An increasing number of pupils participate in competitive sport. Strong links with the church and chances to create art and music promote pupils' spiritual, moral, social and cultural development well. In an assembly observed, pupils' spiritual development was deepened as they reflected on the life of Nelson Mandela.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
  - Governors know how well the school is doing and are fully involved with the drive to move it forward. They are aware of the standards pupils reach and how this compares to other schools nationally. Governors regularly seek the views of parents. For example, a past survey showed parents were not aware of their roles and responsibilities in school. As a direct result, they are now more visible in school and at school events. Governors benefit from training to ensure that they are well-informed to make decisions about different aspects of the school's work. Records of their meetings show that they offer both support and challenge to leaders in holding them to account. They manage the performance of the headteacher and keep a close

check on the quality of teaching. Governors understand how teacher's pay is linked to the progress pupils make and that only those teachers who meet their targets progress along pay scales. Governors have managed the school's budget well, turning a deficit budget into a surplus one over the past three years. They keep a check on the spending of the pupil premium and are aware that eligible pupils are making good progress in line with their peers. Safeguarding arrangements are regularly reviewed and meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134476
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	427105

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	462
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Spencer
<b>Headteacher</b>	Evelyn Murphy
<b>Date of previous school inspection</b>	2 December 2008
<b>Telephone number</b>	0121 4642128
<b>Fax number</b>	0121 4642547
<b>Email address</b>	enquiry@st-petersce.bham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

