

St Peter's Church of England Primary Academy

Station Road, Market Bosworth, Nuneaton, CV13 0NP

Inspection dates 18–19 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
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.

- Pupils achieve well in reading, writing and mathematics. They do best in reading.
- Teaching is good. Teachers motivate pupils to learn because they make sure learning is interesting. Staff build good relationships and value pupils' efforts.
- Behaviour is good. Pupils are polite and well mannered. They say they enjoy school, they feel safe and they get on well together. Attendance is above average.
- There is a strong sense of community where pupils' well-being is nurtured alongside their academic successes.
- Leaders, including governors, know what they want the academy to achieve and have united staff in a common sense of purpose.
- Leaders and staff make sure pupils use their reading, writing and mathematics skills effectively in other subjects.
- Leaders are providing staff with the training they need to improve their teaching and raise pupils' achievement.

It is not yet an outstanding school because

- Standards in writing are not as high as those in reading and mathematics. Opportunities for pupils to write at length and develop joined handwriting vary.
- Not all teachers consistently help pupils to understand how to improve when they mark pupils' work.
- Work given to more-able pupils does not always help them to reach their full potential.
- Leaders do not always focus sharply enough on making sure good teaching is consistently sustained and improved.

Information about this inspection

- Inspectors observed 14 lessons, of which two were observed jointly with the headteacher. Inspectors also observed some teaching of groups of pupils. Thirteen members of staff were seen teaching.
- Inspectors looked at samples of work from all age groups. They spoke to pupils about their work during lessons and listened to pupils read.
- Inspectors held meeting with pupils, members of the governing body, academy leaders and staff. A discussion was also held with an independent education adviser who works with the academy.
- Inspectors took account of the 49 responses to the online questionnaire, Parent View, and talked to parents during the inspection. Account was also taken of written responses submitted by parents. Inspectors analysed responses from the 15 questionnaires completed by academy staff.
- Inspectors observed the academy's work, looked at progress and attendance information, improvement plans, evidence of the monitoring of teaching, and documents relating to safeguarding.

Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

Mark Cadwallader

Additional Inspector

Full report

Information about this school

- This academy is an average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported by academy action is average. The proportion supported through academy action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for free school meals and for whom the academy receives additional income (the pupil premium) is well below average.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- An above-average proportion of pupils joins or leaves the academy at other than the normal times during the academy year.
- St. Peter's converted to become an academy school in December 2012. When its predecessor school, St. Peter's Church of England Primary school, was last inspected by Ofsted, it was judged to be good. Since becoming an academy school, there have been some staff and governor changes.
- The academy shares its site with a privately-run pre-school and there is privately-run after-school care. As these facilities are not managed by the academy's governing body, they are subject to separate inspection.

What does the school need to do to improve further?

- Improve teaching by making sure:
 - marking consistently helps pupils to understand how to improve
 - more-able pupils receive work that is well matched to their abilities right from the start of lessons
 - pupils are given more opportunity to write at length and consistently develop their handwriting skills.
- Strengthen leadership and management by devising more robust monitoring systems for all leaders, including governors, to ensure consistency and further develop good quality teaching.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception classes with skills that are broadly typical for their age although their abilities in literacy and understanding the world are lower than expected. Children take an interest in the activities and become confident learners. They make good progress in understanding the world around them and in acquiring literacy skills but standards in reading and writing remain slightly below those typically expected for their age by the time children enter Year 1.
- At the end of Year 1 in 2013, the proportion of pupils achieving the required standard in the Year 1 phonics (linking letters and the sounds they make) screening check was below the national average. However for those in Year 2 retaking the test the proportion was above average.
- By the end of Year 2, pupils reach standards that are average overall. They do best of all in reading and writing which represents good achievement from their starting points on entry to Year 1. Work in books and the academy's information shows that the pupils currently in Year 2 are making good progress, especially in writing, and are on track to do even better than previously.
- By the end of Year 6, standards in mathematics are above average and in reading they are well above average. In 2013, Year 6 test results for writing were average but their progress was below average. This has been quickly addressed by the academy and pupils currently in Year 6 are making good progress. They write for a range of purposes and acquire well-developed writing processes. For example, during the inspection, pupils used photographs to formulate plans for writing. They shared ideas and explored the meanings of words such as 'vibrant', 'desolated' and 'dilapidated', resulting in well-formed descriptive writing.
- Disabled pupils and those who have special educational needs make good progress from their starting points. They receive extra support to help them to make small steps towards what they have to do. The academy does much to prepare these pupils for their move to secondary education. All pupils who join mid-way through an academic year settle well because the academy identifies and addresses their needs quickly.
- Pupils who are supported by the pupil premium funding receive the additional support they need to do well, both academically and personally. The academy's information shows that these pupils make good progress in line with their classmates. Because of the small numbers involved, it is not possible to comment on these pupils' relative attainment in 2013 without identifying individual pupils.
- Pupils use their skills well in a range of subjects and develop good understanding of other places and people. For example, a topic on Space encouraged pupils to use technology to track the International Space Station whilst a study of Africa led to research and writing about Nelson Mandela. Pupils enjoy taking part in performances and do well in inter-school sports competitions.
- The more-able pupils make good progress but not all reach their full potential because they are not always given harder work right from the start of lessons. They say they enjoy opportunities to work with partners and move on to harder work during lessons but that, sometimes, the work is too easy and they would prefer to get on quickly with something even harder.

The quality of teaching**is good**

- Staff make sure that the tasks they give to pupils interest them. They link subjects together well and help pupils to understand why they are doing things. As a result, pupils are motivated to learn. Boys, in particular, are 'fired up' to write and their attainment is improving. Teachers build well upon pupils' enthusiasm and give them plenty of opportunity to share ideas with others.
- Teachers often set practical tasks, linked to real life. For examples: in Year 4, less-able pupils used various containers when learning about litres and millilitres; in Year 5, the teacher linked learning to sales offers and reductions in shops to help pupils see the relevance of percentages; in Reception, teachers took children on a visit to local suppliers for first-hand experience of food, leading to a range of lively creative and writing activities after the visit.
- Teachers have good subject knowledge. They use technical language and extend pupils' vocabulary. They often use a range of resources as starting points for writing and topics. Staff teach reading regularly and systematically develop pupils' phonics and English grammar skills. They encourage the use of books and computers for research, sometimes through homework projects which are used effectively to further learning.
- Staff build pupils' confidence in their abilities. They expect pupils to explain their reasoning and express their opinions. They extend thinking by asking the right questions and make sure pupils understand before tackling their work. They build their teaching upon previous learning and check that mistakes and misunderstandings are rectified, do not always give more able pupils harder work to challenge and stretch their learning right from the start of lessons.
- Learning support assistants work with pupils of all abilities, including disabled pupils and those who have special educational needs, and play an important role in developing pupils' personal and academic skills. They offer the right level of help and guidance so that those pupils who need to improve do so successfully.
- Although staff encourage well-presented work from pupils, leaders do not make sure that all staff adhere to the academy's handwriting policy. As a result, examples of well-formed, joined script vary from class to class. Sometimes, there is an over-reliance on worksheets which means not all pupils get enough regular opportunity to write extensively.
- Teachers set targets and levels for pupils to work towards. They generally mark pupils' work regularly but there is some variation between classes in how well teachers' marking helps pupils to understand how to improve their work.

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

- Pupils say they are happy in the academy, a view strongly supported by parents. One parent commented, 'The academy is a happy, caring environment in which children enjoy learning and benefit from the hard work of the staff'. Pupils talk eagerly about the range of activities and the facilities available. One pupil summed it up by saying, 'I run to school'. Pupils are particularly enthused by the increased sports opportunities provided by the primary school sport funding and recognise the benefits to health and fitness.
- The behaviour of pupils is good. They cooperate and share resources well and show the same level of response to all adults. Pupils understand the academy's rules. They show tolerance towards those who find good behaviour difficult. The academy's records indicate that measures put in place are effective because there is marked improvement over time for a small number of

pupils who find it difficult to behave well.

- Pupils' positive attitudes make a major contribution to the progress they make. They pay attention during lessons and show initiative when undertaking tasks. Movement around the academy is orderly and pupils respond very well to the limits placed upon them when using the spacious outdoor areas which are shared with the neighbouring secondary school. Pupils value their friendships and take an interest in learning about others from backgrounds different to their own.
- The academy's work to keep pupils safe and secure is good. Pupils know about different forms of bullying, including how to stay safe when using computers, because of the guidance given to them by the academy. Pupils know who to speak to if they have a problem and express confidence that the academy will help them with any issues that may arise. This view is confirmed both by the academy's records and in conversations with parents. One parent commented, 'If there are any incidents identified, they are addressed appropriately by staff'.
- Pupils enjoy performing in the 'X Factor' club or the rock band and in class or whole academy productions, which they do with confidence. They like being part of the academy council and taking on responsibilities and small jobs around the academy, including working with younger pupils. They strive to receive sporting and academic awards and take pride in their achievements.

The leadership and management are good

- The headteacher is strongly committed to ensuring the well-being of staff and pupils. Together with senior leaders, he sets priorities to maintain and improve pupils' good achievement. Leaders know what they want the academy to achieve and have united staff in a common sense of purpose, reflected in the very positive response to the questionnaires completed by staff.
- Staff express satisfaction with the level of training they receive to help them to do their jobs well. Leaders check performance regularly and set targets for improvement that are well linked to the academy's priorities and teachers' professional development. Good practice within the academy is shared and links are being established to enable the sharing of good practice with other schools.
- Subject leaders are well informed about the quality of teaching and learning in their subjects. Those new to leadership roles are well prepared, especially those who have the opportunity to work alongside more experienced members of staff. However, systems used by leaders to check the quality of teaching do not focus sharply enough on consistency, for example in marking, and developing good quality teaching even further.
- Leaders regularly check the progress made by every pupil and make sure that those in danger of falling behind are given extra help, including those supported by the pupil premium funding. Careful consideration is given to teaching arrangements and class organisation to provide the best opportunities for all pupils, including those who join mid-way through a term. Discrimination of any kind is not tolerated.
- Leaders make sure that interesting activities engage pupils and promote their spiritual, moral, social and cultural development well. Good links with the local church and schools, as well as with communities abroad, extend pupils' experiences and widen their understanding. The primary school sport funding is used to increase pupils' participation in physical activities, leading to improved fitness and enjoyment of sport.

- Good leadership of the Early Years Foundation Stage establishes good links with parents and pre-school settings to prepare children for their start in the Reception classes. Care is taken to adapt teaching and planning to meet the needs of individuals and provide interesting tasks, both indoors and outside, that promote the development of children's social and basic skills well.

■ **The governance of the school:**

- Governors are successfully adjusting to the changes brought about by the move to academy status and recent re-organisation of governors' roles. They undergo the training necessary to carry out their roles effectively and strive to make the best use of expertise within their ranks. Governors know how well the academy is doing and recognise the importance of their monitoring role in helping it to continue to improve. They offer good support to senior leaders and staff. They have subject responsibilities and visit the academy regularly. Governors are well informed about the quality of teaching and know how good teaching relates to good achievement. They are involved in recruitment and make decisions about teachers' pay. They check the performance of the headteacher and work alongside an education adviser to set rigorous targets. Governors analyse information on pupils' progress, including those supported by the pupil premium, and ask pertinent questions if pupils are not doing well enough. Governors have recently set up a parental community group to more readily seek parents' views and help them to understand the academy's work. The governing body makes sure that safeguarding arrangements 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

Unique reference number	139098
Local authority	Leicestershire
Inspection number	425094

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Diane Larkin
Headteacher	Ralph Wood
Date of previous school inspection	Not previously inspected
Telephone number	01455 290741
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