

# St Peter's CofE (C) Primary School

Main Street, Stonnall, Walsall, WS9 9EE

## Inspection dates

12 March – 21 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The quality of teaching has not been strong enough in recent years to ensure pupils made consistently good progress, particularly in mathematics. As a result, standards in mathematics at the end of Key stage 2 declined.
- Pupils' achievement in mathematics is not good because too much time is spent in some classes repeating work pupils can already do. Pupils do not develop deep mathematical understanding because teachers do not challenge them well enough to apply their knowledge about numbers.
- Not all teachers adapt the work they set to provide the right level of challenge for pupils of all abilities, particularly the most and least able pupils in mathematics and reading.
- The quality of early years provision has, until recently, not been good enough. While it is improving strongly, it is not yet good. Gaps in the assessments of children in the Reception class mean that it is not always clear how well they are doing or how teachers intend to help them progress. Activities do not always engage children sufficiently well in purposeful learning.

### The school has the following strengths

- Leaders accurately identified, and took effective action to address, the weaknesses in teaching that led to the decline in standards in mathematics in recent years. As a result, the quality of teaching is improving and pupils are making better progress.
- Governors routinely challenge the headteacher about the quality of teaching and hold senior leaders to account for improving pupils' achievement.
- Teachers and leaders know each pupil well and carefully track the progress of every individual in Key Stage 1 and Key Stage 2.
- Pupils are well behaved and respond respectfully to teachers' instructions. They are proud of the school and work well in class. The school is a calm, orderly and caring environment where pupils feel safe.
- The school ensures pupils develop understanding, respect and tolerance for different beliefs and ways of life, so helps prepare pupils well for life in modern Britain.
- As a result of strong leadership by the headteacher and deputy headteacher, and effective support from the local authority, the use of assessment in the early years is improving.

## Information about this inspection

- Inspectors observed learning in 14 lessons and were accompanied by the headteacher during one of these observations.
- Inspectors observed morning playtime and lunch breaks, and looked at the way pupils behaved as they moved round the school.
- Inspectors held meetings with a group of pupils, and spoke to other pupils during lessons and informally at break times.
- Inspectors met the Chair of the Governing Body and another governor, spoke to two representatives of the local authority and had meetings with the headteacher, deputy headteacher and other key managers in the school.
- The 25 responses to the online questionnaire, Parent View, were taken into account. The inspectors also took account of the views of the parents that they met at the start of the school day.
- Inspectors looked at pupils' work, including in English and mathematics books. They heard pupils from Year 2 read.
- The 23 responses to the staff questionnaire were analysed.
- Inspectors looked at a range of documentation, which included: the school's checks on how well it is doing and plans for improvement; evidence about how teachers are set targets to improve pupils' progress; records of the school's checks on the quality of teaching; minutes of meetings of the governing body; information about pupils' progress over time; and records relating to behaviour, attendance and safeguarding.
- Two of Her Majesty's Inspectors visited the school on 21 April to gather additional evidence about the quality of the early years provision; leadership and management of the early years provision; pupils' achievement in mathematics; and arrangements for safeguarding pupils. This activity was conducted in accordance with Ofsted's protocol: *Gathering additional evidence to secure an incomplete inspection*.

## Inspection team

Mary Le Breuilly, Lead inspector

Additional Inspector

John Daley

Additional Inspector

Sandra Hayes

Her Majesty's Inspector

Linda McGill

Her Majesty's Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The school provides full-time places for children in the Reception classes. A part-time, privately run Nursery is now located in the school and children from the Nursery share the classroom with the Reception class.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is smaller than average.
- The proportion of disadvantaged pupils supported by the pupil premium is well below average. The pupil premium is additional government funding to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils identified as disabled or who have special educational needs is much lower than average.
- The school meets the government's current floor standards, which set the minimum expectations for the attainment and progress of pupils by the end of Year 6.
- There have been significant changes in staffing since the last inspection. Three out of the six classes in the school are currently taught by temporary staff.
- The headteacher is accredited as a school improvement consultant with an independent educational consultancy, providing training, advice and support to local schools.

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

- Improve the quality of teaching, especially in mathematics and reading, so that all pupils make at least good progress, by making sure that:
  - teachers' planning ensures pupils work in sufficient depth to master all areas of mathematics within the National Curriculum
  - teachers' assessments of pupils' work (particularly in mathematics) accurately identify gaps in pupils' knowledge, skills and understanding and reflect appropriate expectations for pupils' ages
  - work set closely matches pupils' different abilities in mathematics and reading so that the most-able are appropriately stretched and the least-able supported effectively.
  - pupils understand how to correct mistakes in their mathematics work, so develop greater fluency with mathematical thinking
- Improve the effectiveness of the early years provision by ensuring that:
  - recent improvement in leadership is sustained
  - assessment of children's individual skills and knowledge is systematic
  - information from ongoing assessment effectively informs planning and enables children to reach the next stage of their development.

## Inspection judgements

### The leadership and management are good

- All leaders are committed to providing an experience that enables all pupils to flourish personally, socially and academically. The headteacher leads the school with drive and energy. She is well supported by a team of senior and subject leaders that works cohesively and flexibly. Leaders readily take on additional responsibilities, when needed, to support the headteacher in tackling weaknesses when they occur. Staff are very positive about the sense of teamwork that pervades the work of the school.
- Poor progress in mathematics has now been addressed. Leaders have a realistic understanding of the weaknesses that remain and can articulate a clear strategy for how these will be tackled. This includes an appropriate timescale for ensuring that teachers' assessment of mathematics fully takes into account the requirements of the new National Curriculum.
- The headteacher keeps a close check on the quality of teaching. She ensures good performance is celebrated and that weaknesses are challenged. Leaders provide training for teachers and teaching assistants that matches the school's priorities and the developmental needs of individual staff. This has ensured pupils' progress has been consistently good in writing and has improved in mathematics.
- With good support from the governing body, the headteacher took decisive action to address the weaknesses that led to a decline in pupils' achievement in mathematics and to the ineffectiveness of the early years provision. This is one reason for the considerable changes to staffing that have occurred in the past two years. Senior leaders have managed these changes well, so disruption to pupils' care and learning has been minimal.
- The school uses a commercial curriculum scheme that combines some subjects such as history and geography into themes. Teachers have added plans to this scheme so that it complies with the requirements of the new National Curriculum. While the expectations of the mathematics curriculum are in line with these requirements, individual teachers' planning does not always build systematically on what pupils have been taught previously. This leads to some repetition. A range of activities, trips and visits are used to bring added meaning and relevance to pupils' learning.
- There are very few pupils eligible for the pupil premium. The school has used the small amount of additional funding it receives to provide reading and mathematics materials to support individual disadvantaged pupils who are at risk of falling behind and to provide one-to-one tuition. This has been effective in helping them to keep up with their classmates.
- The school is committed to making sure that all pupils have an equal opportunity to succeed and any form of discrimination is tackled effectively. Pupils are encouraged to develop key British values such as tolerance and understanding. Assemblies, displays around the school and religious services provide a strong moral compass for pupils and they know right from wrong. This prepares pupils well for life in modern Britain. This aspect of the school's work is regularly used to support improvement in other local schools.
- The primary school sport funding is spent effectively. It has been used to provide training for teachers to improve the teaching of physical education and to give pupils opportunities to take part in after-school sports clubs and inter-school sports competitions. Pupils are more active and lead healthier lives as a result.
- The school's safeguarding arrangements are effective. Leaders and governors carry out the required checks on staff and volunteers, and leaders ensure that staff receive regular safeguarding training. Leaders have made continuity in safeguarding a priority throughout the period of staff changes. Good policies and procedures for health and safety are in place.
- The local authority does not provide significant support for the school overall because it sees it as able to lead improvements on its own. Nevertheless, the local authority has provided considerable support in

response to the school's own identification of weaknesses in the early years provision. This has helped improve assessments and progress in the Reception class this year.

#### ■ **The governance of the school:**

- The governing body ensures that statutory duties are fulfilled, for example those that relate to safeguarding. It keeps a careful watch on finance, including additional funding such as that for the pupil premium and it holds the school to account effectively for aspects such as safety and performance management. Governors possess a good range of skills which helps them to tackle these matters very effectively.
- Governors have a good understanding of the reports on attainment and progress that come from national sources such as the data dashboard on the Ofsted website.
- The governing body monitors the quality of teaching and governors are very pleased with the recent improvements in teaching that have resulted in better progress. Working with the headteacher, they have established a performance management scheme that rewards good teaching and identifies where there is weaker performance.

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

#### **Behaviour**

- The behaviour of pupils is good. Pupils work hard in lessons and are follow teachers' instructions quickly. They move round school in an orderly manner, showing each other respect and courtesy, opening doors for visitors and greeting adults and each other in a friendly, welcoming way. Adults supervise break times and lunchtimes to ensure these are safe and rewarding experiences for pupils. Pupils play and chat happily together in a calm atmosphere.
- Pupils' attitudes to their work are good. Pupils work steadily in class and help each other out when they are stuck. The majority take pride in their written work and there is very little disruption in lessons.
- Staff manage pupils' behaviour well. There are well-established routines for the handing out of books, the use of equipment and for moving in and out of classrooms. These routines all help to make lessons flow smoothly from start to finish.
- Pupils are proud of their school and appreciate the care and support the adults in school give them. They enjoy coming to school and feel their teachers work hard to make lessons appealing and interesting.
- Parents spoken to in the playground were unreservedly positive about the school. All parents who completed the online survey say that their children are happy and feel safe at the school.

#### **Safety**

- The school's work to keep pupils safe and secure is good. Procedures for risk assessments on trips and outings are good, and the site is secure. All necessary checks on adults working or volunteering in the school are carried out and recorded carefully.
- Adults in the school understand the procedures for identifying and reporting risk assessments. Staff training on safeguarding is up to date and systems are in place to protect children from harm.
- Pupils are aware of different forms of bullying and learn how to keep themselves safe in different situations, such as when using the internet or when crossing the road. They say that bullying is rare and is always appropriately dealt with by adults in the school.
- Pupils say they feel safe in school. They enjoy coming to school and their attendance is in line with the national average for primary schools. The school follows up absences carefully and has effective procedures for dealing with persistent absence.

**The quality of teaching** requires improvement

- Although teaching has secured good progress in reading and writing across the school, the headteacher has correctly described the teaching of mathematics prior to this academic year as 'uneven and with some gaps'. Teaching requires improvement because, considered over time, it has not secured consistently good progress in pupils' achievement, particularly in mathematics.
- Teaching helps pupils develop secure knowledge of number facts. Sometimes, teachers' planning does not enable pupils to build on basic knowledge quickly enough. Time is often spent repeating work pupils can already do. Pupils do not develop deep understanding of mathematics or effective reasoning skills because teachers do not plan enough opportunities for them to apply knowledge in challenging mathematical situations. This is a key reason why some pupils still do not make good progress in mathematics.
- The teaching of writing is consistently effective and is helping pupils make good progress. Teachers have good subject knowledge and they know how to help pupils improve their writing. There is a good emphasis on the use of writing in other subjects which helps reinforce pupils' writing skills.
- Teachers provide pupils with opportunities to read for pleasure as well as to read for learning. Teachers' subject knowledge in reading, though adequate, is not as strong as in writing and the teaching of reading is leading to progress that is as expected rather than good.
- Books show that there is often a 'one size fits all' approach to lessons with all pupils carrying out the same activity. There is not a consistent attempt to distinguish between what is expected of the most-able pupils and others or to look at how least-able pupils can be supported. For example, in some phonics sessions (linking letters and sounds) the most-able pupils were going over letters and sounds they already knew. Those who are less able do not always receive the support they need to work out mathematical problems.
- Teachers mark pupils' work with exceptional diligence and try to provide helpful guidance on how each pupil's work could be better. Pupils say that they find this useful. They are encouraged to be reflective about their work, and this helps them understand how they can improve. This guidance is particularly effective in writing. Sometimes pupils do not use teachers' advice to improve their mathematics work. This is because teachers' comments do not always make it clear to pupils precisely what needs to be done.
- Pupils are often eager to respond to questions in class. In some lessons, teachers ask thought-provoking questions that help pupils to deepen their understanding. Pupils look up to their teachers and are keen to please them. They work well in groups and on their own, for example using mathematics resources independently and helping each other when they get stuck.
- Teachers work hard to make lessons interesting and to engage pupils with their learning. They plan conscientiously and make good use of resources. Teaching assistants often have a positive impact on the understanding and progress of individual pupils or of groups of pupils.
- The very small number of disadvantaged pupils and those with disabilities or special educational needs is well supported so they make progress in line with their peers in most aspects of learning. In reading, their progress is good, because of the good quality of teaching.
- Homework is set regularly and pupils report that it is always related to what they have been studying that week.

**The achievement of pupils** requires improvement

- Most children start Reception with skills that are typical for their age. The school's assessments indicate that they build steadily on these skills and achieve well. Inspection evidence, however, suggests the assessments paint an over-generous picture of achievement, as some children were not well prepared to start Year 1 this year. Children currently in the reception class are making better progress and are on course to have the skills needed to meet the demands of the National Curriculum by the time they start Year 1.

- Pupils make steady progress in Key Stage 1. National assessment results for reading, writing and mathematics at the end of Year 2 have been at least average, and sometimes above, in the last three years.
- Pupils' scores in the Key Stage 2 national tests for reading, writing and mathematics have, for the past three years, been broadly average, sometimes above. The school's achievement records and pupils' books show that test scores are expected to be above average this year and that such improvement is likely to be sustained.
- Results of the 2014 national writing assessments showed that every pupil in Year 6 had made at least the progress expected of them since the start of Year 3. A third progressed further. The proportions were just a little lower in reading. The results show a downward trend in the progress pupils made by the end of Year 6 in mathematics over the last three years. This reflects the turbulence in teaching that has now been resolved. The decline has been halted. Many pupils across the school are now making good progress in mathematics so are catching up on lost ground.
- The very small numbers of disadvantaged pupils in each year group make national comparisons unreliable for any single cohort. If all such pupils are considered, there are no significant gaps in attainment and no differences in the rates of progress made.
- Similarly, there are very few disabled pupils or any who have special educational needs; these pupils make steady progress from their starting points. The use of a catch-up programme has had a very positive impact on some of these pupils' progress in reading, with some making very big improvements in reading in a short time.
- The 2014 Key Stage 2 national test results showed that not all of the most-able pupils made the progress expected of them in reading and mathematics by the end of Year 6. All made at least expected progress in writing. Predictions for current Year 6 pupils, and the work in their books, indicate the most-able are making good progress this year. The picture is more mixed in Years 1 to 5; some of the most-able are making rapid progress while, for others, progress could be faster.
- Pupils write confidently and effectively in English lessons and in other subjects, such as when writing from the viewpoint of a historical character. Work is usually neatly presented and shows pupils work hard.
- Pupils enjoy the frequent opportunities available for reading. Younger pupils quickly learn to use their phonics skills (knowledge about letters and the sounds they make) to confidently read new words. Older pupils talk enthusiastically about the books they are reading.
- Pupils have sound knowledge of basic number facts. They can use a range of mathematical strategies to answer questions. Pupils' books show there are few opportunities for pupils to deepen mathematical understanding, or to develop reasoning skills, by applying their knowledge to complex mathematical situations.

### The early years provision

### requires improvement

- When children enter the Reception class, most have the personal, social and physical skills they need to talk to adults, play sensibly together and begin to recognise sounds in words. They can listen attentively to stories and talk about books. While the school's assessments suggest children achieved well in the Reception class last year, some children did not progress as expected and fell behind a little. Year 1 books show that this cohort of pupils was not well prepared for starting learning in Key Stage 1. Despite instability in staffing in the current academic year, children are now making steady progress and are already better prepared for the more formal learning of Year 1.
- Assessments in the Reception class have not been frequent enough and there are gaps in the evidence to show how well children are doing across all areas of required learning. This is now being remedied and assessment evidence is being built up so that adults are better able to provide activities that will help children develop skills more rapidly.

Children behave well in Reception, responding quickly to instructions and showing kindness and consideration towards others. Warm, constructive relationships are evident between adults and children. Good safeguarding arrangements in the early years make sure that the children are safe and well looked after.

- Although adults provide a wide range of activities to develop children's skills, these are not always sufficiently enticing and as a consequence children sometimes drift from one activity to another rather aimlessly. When activities are led by adults, children engage better and they respond well to the questioning and stimulation these activities provide.
- Senior leaders in the school are aware that, until recently, the leadership and management of the early years was not good enough. The effective actions taken by the headteacher and deputy headteacher have ensured this has improved. Leadership and management of the early years provision is not yet good because arrangements are still very new and not fully established. As a result, while the use of information relating to children's assessments is improving, it is not used effectively to ensure all children make good progress and achieve well.

## 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>	124277
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	456290

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michelle Painter
<b>Headteacher</b>	Tracey Parton
<b>Date of previous school inspection</b>	9 February 2012
<b>Telephone number</b>	01543 372060
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