

St Peter's Church of England Primary School

Inspection report

Unique Reference Number	120209
Local Authority	Leicestershire
Inspection number	327228
Inspection date	12 December 2008
Reporting inspector	Wendy Forbes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	246
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	John Willetts
Headteacher	Ralph Wood
Date of previous school inspection	2 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Station Road Market Bosworth Nuneaton CV13 0NP
Telephone number	01455 290741

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors focused in particular on:

how well the provision is meeting the needs of all pupils, particularly high attaining pupils

the progress made particularly in mathematics and writing throughout the school

how effective leaders and managers have been in raising achievement as well as pursuing areas identified for improvement.

Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

St Peter's is a larger than average primary school that includes Early Years Foundation Stage (EYFS) provision for pupils aged four. The proportion of pupils eligible for free school meals is below the national average. The majority of pupils are of White British heritage. There are very few pupils with learning difficulties and/or disabilities. Their difficulties include speech and language, and multi-sensory as well as specific learning difficulties in literacy and numeracy. The school has received the Activemark award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

St Peter's provides a good standard of education for its pupils because it is well led and managed, and teaching and the curriculum are good. The school promotes a welcoming family ethos, reflecting its positive partnership with parents, the church and the wider community.

The school is well led and managed by the headteacher. Children appreciate the care he provides to nurture their individual talents. As one parent said, '... he cares 100% about each child and his concern for them is rewarded by his popularity.....' He is well focused on continuing to raise standards, without losing sight of the importance of pupils' personal well-being and ensuring that pupils enjoy school without the pressure of constant testing. He is well supported by his staff, particularly the senior leadership team, whose good skills ensure that the well-focused improvement plan is being rigorously implemented, driving up standards across the school.

When children arrive in school, the majority have the skills expected for their age. They achieve well throughout the EYFS and most children make good progress in line with their starting points. Because of the good quality of teaching and the curriculum, this progress continues throughout the rest of the school. Standards at the end of Year 2 are above average, although attainment in writing is not as high as in speaking, reading and mathematics. By the end of Year 6, standards are above average in mathematics, and well above average in science and English, particularly in reading, with a significant number of pupils achieving the higher Level 5. These standards represent good achievement in relation to pupils' capabilities and reflect not only good quality teaching but also high levels of commitment from the pupils themselves. However, writing across all year groups remains a relative weakness and this is acknowledged by the school. The school is already addressing both the way in which writing is taught as well as how the curriculum is organised, so that pupils have greater opportunities to develop and extend their writing skills. Despite these development needs, the quality of teaching and the curriculum provided are both good and enhanced by a good range of enrichment activities, such as themed curricula days and school productions. Lessons are typically well-paced and learning is made interesting because teachers are skilled at asking questions which make pupils think. Teaching is particularly effective in enabling pupils in Years 5 and 6 to develop as independent learners. Improvements in mathematics have been helped by the adoption of a new mathematics scheme and the recent implementation of setting arrangements. Teachers and teaching assistants plan and adapt learning activities creatively to ensure that tasks are tailored well to pupils' needs, including for those with learning difficulties and/or disabilities. Although the curriculum has provided a good framework to help raise standards particularly in writing and mathematics, standards have yet to match those attained in reading. Planning to meet the needs of higher attainers is more effective in English and science than in mathematics. Healthy lifestyles and staying safe are promoted well through pupils' involvement in working towards the 'Healthy School' award, in science and the good personal, social and health curriculum. Pupils show a good understanding of the importance of healthy lifestyles. Many pupils attend the good range of extra-curricular activities, including sport, music and art. Pupils' personal development and well-being are good and they really enjoy school. Pupils are very well cared for and are confident that school is a safe and happy place. Good relationships throughout the school are characterised by courtesy, mutual respect and outstanding behaviour which all help to promote children's positive attitudes towards their learning. Opportunities to celebrate pupils' achievements in assemblies are greatly appreciated by them. As one pupil said

'.....getting your name read out in assembly is like having your own special moment.....'

Pupil's good spiritual, moral, social and cultural development is built on respect for other people's values and feelings. The importance the school places upon personal values has helped develop this provision so that spiritual development particularly is a strength of the school, providing opportunities for moments of reflection in assembly, as well as time for pupils to understand the needs of others from different cultures within Britain and the wider world. They take their responsibilities seriously, for example as members of the school council when offering ideas willingly and thoughtfully to benefit the school. Fellow pupils talk positively about the care provided by older pupils who act as playground leaders. They are enthusiastic about the many opportunities to fundraise for charity, recycle and look after the school garden. Pupils are prepared well for the future because they have good basic skills, particularly in information and communication technology (ICT).

Care, support and guidance are of good quality. Although the school provides good structures for caring for pupils, and has well established target-setting, marking and assessment systems, practice is not yet consistent across the whole school. As a result, not all pupils have a clear enough understanding of what they need to do to improve their work. The school makes good use of its many good links with outside services, neighbouring schools, the local church and community groups. It uses these links well to enhance the curriculum and to provide specialised support and advice for particular groups of pupils.

The leadership team has demonstrated that through its continued focus on raising standards, and efforts to monitor and evaluate the quality of provision, they can bring about good improvement, impacting particularly in Year 6 where standards are now above the national average. They acknowledge that there needs to be a sharper focus on ensuring that pupils know how to improve their work. The school effectively promotes community cohesion by providing good opportunities for pupils to enhance their understanding of the different ways in which they are part of different communities. Governors provide good support for the school, as both a critical friend and by holding the school to account through their very good monitoring role. Good leadership and management and a strong team ethos among staff, coupled with good strategic planning, have led to good improvements in standards and in pupils' achievement. This demonstrates the school's good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for children in the Foundation Stage and its leadership are good. Parents commented about how pleased they were with the way their children settled into Reception. Staff plan learning well, matching activities to the needs of most pupils. The type and balance of adult-directed and child-initiated activities are well planned. The school is working hard to ensure that the outdoor learning areas and activities complement the good range of the indoor curriculum. Staff know the children well and make sure that they get the right level of support to help them work collaboratively, develop independence and also to feel secure. The school makes good use of assessment information to target particular aspects in need of improvement such as speech and language. Because of the good teaching, curriculum and organisation, most children are actively engaged in purposeful fun activities and make good progress expected of them from their starting points, particularly in reading, speaking and listening and in number work.

What the school should do to improve further

- Improve the progress made in writing so that standards are as high as those in reading.
- Improve the quality and consistency of marking, target-setting and assessment so that pupils have a clearer view of how well they are doing and what they need to do to improve.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

15 December 2008

Dear Pupils

Inspection of St Peter's C of E Primary School, Nuneaton CV13 0NP

Thank you for making us feel so welcome in your school when we visited it recently. We really enjoyed meeting you, talking to you and looking at your work. We were very impressed with how hard you work and what a happy place your school is.

You go to a good school where most of you make good progress. Your headteacher and staff really care about you, and provide lots of interesting extra activities for you, such as school visits, performances, French, e-pals, gardening, recycling, sport and music to help make learning fun.

You told us you enjoy school and work hard to do your best. You get on well with each other and have excellent attitudes to both work and play. You behave extremely well. You have a good understanding of how to stay safe and healthy and help others to have a happy time at school, particularly older children who give up their playtimes to be Play Leaders to organise play activities for younger pupils. We think the quality of teaching you receive is good and that your school is managed well by your headteacher, with the help of all the staff and governors.

We feel that there are two things that your school could do better. We have asked your school to make some improvements to help:

- improve the progress you make in writing, so that standards are as good as those in reading, speaking and listening
- improve the quality of marking and assessment so that you have a clearer view of how well you are doing and what you need to do to improve.

I hope all of you will continue to do all you can to ensure that your school continues to improve and that you achieve the best possible results. Your outstanding behaviour and attitudes will help your teachers work on the things they need to do.

Best wishes for the future.

Yours faithfully

Wendy Forbes

Lead inspector