

# St Peter's CofE (C) Primary School

## Inspection report

---

<b>Unique Reference Number</b>	124304
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340537
<b>Inspection dates</b>	12–13 May 2010
<b>Reporting inspector</b>	Lois Furness

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>	128
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robin Wonnacott
<b>Headteacher</b>	Mrs Julie Alexander
<b>Date of previous school inspection</b>	17 March 2007
<b>School address</b>	Church Lane Hixon Staffordshire
<b>Telephone number</b>	01889 270233
<b>Fax number</b>	01889 271548
<b>Email address</b>	headteacher@st-peters-hixon.staffs.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	12–13 May 2010
<b>Inspection number</b>	340537

---

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 rates 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 08456 404045, 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 documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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 2010

## Introduction

This inspection was carried out by two additional inspectors. Ten lessons were visited and five teachers observed. Meetings were held with staff, governors, groups of pupils and parents and carers. School documentation, including monitoring and evaluation reports, assessment records, pupils' work, safeguarding documentation and the recent reports of the school improvement partner were scrutinised. In total, 49 parents' and carers' questionnaires were analysed. The team also analysed 65 responses to the Key Stage 2 pupil survey, and 12 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of more able pupils to check if teaching is sufficiently challenging
- the effectiveness of the use of assessment in informing planning, and in involving pupils in their learning
- how well the curriculum meets the needs of boys, especially in writing
- how effectively the school is developing pupils' awareness of different communities within the United Kingdom and abroad
- how well governors find out for themselves the strengths and weaknesses of provision.

## Information about the school

In this smaller than average school, almost all pupils are White British. The number of pupils known to be eligible for free-school meals is well below average, as is the proportion of pupils with special educational needs and/or disabilities. Over the past five years, there have been considerable staffing changes including six different headteachers. The current headteacher was appointed in January 2008 and staffing is now more stable. All classes are made up of pupils from two year groups, apart from Year 6, which is a single year group class. On-site there is a privately run Children's Centre, which opened in January 2010, and was not inspected at this time. The school has Healthy School's status and attained the Active mark award.

**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

This is a good school. It is rapidly improving due to the strong and determined leadership of the headteacher. The vast majority of parents and carers are appreciative of her leadership, and as one parent wrote in the questionnaire, 'The headteacher shows clear and decisive leadership. She has brought stability to the school.' Pupils say they are happy, feel safe and know all adults will always help them. As one pupil said, 'I love it here, everybody helps each other.' A key contributor to pupils' learning is their exemplary behaviour and great enthusiasm for all aspects of school life. They speak excitedly about the many things they do, such as taking part in the 'Best Kept Village' competition, collecting for different charities and their successful campaign for a restriction in the speed limit on the road outside their school. They appreciate the many visits and visitors to the school and especially enjoy the developing 'creative curriculum' when they help to design their own learning experiences. They are looking forward to the seaside day when they will have 'ice cream, a Punch and Judy show and donkeys!' They have an outstanding understanding of how to keep safe, and show good knowledge of the importance of leading a healthy lifestyle. There are many opportunities for pupils to participate in a vast range of sporting activities including activities such as rock climbing and caving.

Children make a good start in the Early Years Foundation Stage and achieve well. Good achievement continues and, by the end of Year 6, pupils' attainment is above average in English, mathematics and science. In the past, more able pupils did not progress as rapidly as they should, but current assessments show progress is improving and is good for all groups of pupils, including the more able, and those with special educational needs and/or disabilities. Good teaching contributes to this, as teachers carefully plan lessons that challenge pupils' differing needs. Leaders are not complacent and are keen to build upon pupils' good achievement. They acknowledge that pupils are not involved enough in knowing how well they have succeeded in their work, and in deciding how to sustain their good progress. Too few opportunities are available for them to assess their peers' work, thereby learning from each other. Pupils are informed about how to improve their learning through marking and by talking to adults. This is effective in English, but less so in other subjects including mathematics. Pupils are given insufficient time to respond to marking comments. This limits the impact of the good developmental comments made.

The headteacher's focused leadership is ensuring this school is moving forward rapidly from the satisfactory evaluation of the previous inspection report. Governance is much improved, as governors are becoming more proactive in finding out the effectiveness of the school's provision. Leaders actively promote community cohesion within the school

**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

and, as a result, it is a harmonious environment. Although the school makes pupils aware of different cultures within the school and local communities, it does not sufficiently promote the variety of cultures found in the United Kingdom and the wider world. Accurate self-evaluation, based on rigorous monitoring means leaders have a good understanding of the school's strengths and weaknesses. Planning effectively identifies what the school needs to do to improve further, and to successfully sustain improvements. Consequently, there is good capacity to ensure the school continues to move forward.

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

- Ensuring pupils are actively involved in assessing their learning by:
  - extending the good marking practice seen in literacy, to other subjects especially mathematics, making sure pupils have time to respond to the comments made
  - providing opportunities for pupils to assess their own and their peers' work.
- Broadening pupils' understanding of community cohesion by:
  - establishing links with communities within the United Kingdom and globally which represent cultures different from those found within school
  - regularly monitoring and evaluating the impact of these links on pupils' attitudes, values and cultural development.

**Outcomes for individuals and groups of pupils****2**

Pupils are keen to learn and carry out activities enthusiastically, which contributes significantly to their good achievement. They are attentive, concentrate well and are willing to persevere with their work. For example, when pupils are trying to solve mathematical problems, or when writing poems about seaside creatures they apply themselves industriously. Outstanding behaviour means time is not wasted and learning can proceed at a good pace. Lesson observations and work scrutinies show that attainment is rising throughout the school, and there is no significant difference between the achievements of different groups of pupils. Boys are progressing as well as girls in all subjects. Pupils with special educational needs and/or disabilities make similar progress to others because of the well-targeted extra support they receive.

Pupils are polite, considerate and show respect for the feelings and values of others. They have a well-developed understanding of the consequences of their actions and know the difference between right and wrong. There is a respect for school rules and pupils accept as fair, the sanctions used if rules are broken. Pupils' understanding of their own traditions and heritage, especially those involving the Church is good, but they are less secure in their knowledge of other cultures within the diverse cultural society in which they live. Good spiritual development is evident through their thoughtful reflections during assemblies for example. Pupils enhance school life by willingly taking on responsibilities, such as being a member of the school council. School councillors are

**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

proud of their work and think they 'make a difference.' For example, they speak about the 'healthy lunchbox' scheme, which they say is contributing well to pupils' good understanding of the importance of leading a healthy lifestyle. Healthy School status and the achievement of the Active mark award are indicative of the school's commitment to encouraging this aspect of pupils' development. Pupils' high level of attendance and their above average basic skills means they are prepared well for the next stage of education and their future lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Good quality teaching supports pupils' learning well and staff have worked hard to teach a curriculum, which engages the interest of all pupils, especially boys. In this, there has been good success, and although the creative curriculum is in the developmental stage, boys say they greatly enjoy being involved in decision-making about their own learning. The 'Lighting up the dark' topic they said encouraged them to think about energy conservation, resulting in posters displayed throughout school to discourage the unnecessary use of lights. Thoughtful questioning ensures pupils learn to explain why

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**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

they have given a particular answer. In one outstanding session seen in the Early Years Foundation Stage, questioning was used extremely successfully, so children learnt to look for patterns and sequences in numbers, to solve simple calculations. However, strategies for ensuring all pupils take part in question and answer sessions are not always effective, and occasionally pupils sit too long listening to teachers.

Assessment information informs lesson planning well. Individual learning plans for pupils with additional needs contain specific targets, and these are reviewed regularly.

Teaching assistants are deployed carefully to support all pupils, in particular those with special educational needs and/or disabilities. Pupils receive exceedingly high levels of care from staff. Induction into school life is well thought out, and from the moment children start at school their pastoral needs are met excellently. Pupils from vulnerable circumstances are successfully enabled to make good progress in their personal and academic studies, and the school works extremely carefully with agencies to enhance pupils' well-being. Parents and carers are appreciative of the before and after-school clubs which provide safe caring environments for their children.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher is outstandingly successful in promoting a shared ambition and determination that all pupils will have maximum benefit from their schooling. Staff morale is high, and since the previous inspection, marked improvements have been made in pupils' attainment, progress, the quality of teaching and the curriculum as a result of effective monitoring, particularly of teaching and learning. Thorough and accurate self-evaluation results in firm actions taken. The impact of such actions is shown, by the increased proportion of pupils expected to attain Level 5 in mathematics by the end of Year 6. The school's strong focus on inclusion ensures there is no discrimination and all pupils enjoy equality of opportunity.

Governors understand the school well, working confidently with the leadership, supporting and challenging in equal measure. Although their contribution is good, there are aspects of their management of the school's promotion of community cohesion that need sharpening. While community cohesion is strong within the school and the local community, links with other communities within the United Kingdom and abroad are at the planning stage. As yet, the school does not evaluate the impact of its work on promoting community cohesion on pupils' attitudes and values. The school adopts

**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

recommended good practices in safeguarding pupils and all policies and procedures are up-to-date.

Partnerships with other schools, external providers and other organisations, contribute outstandingly well to the well-being and experiences of all pupils. For example, links with the local high school means access to a variety of high quality resources both human and material, as a result of the high school's expertise in mathematics and information and communication technology. Resources, range from the loan of notebook computers, to classes for gifted and talented mathematicians.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children settle into school life quickly and happily. Achievement is good as children make good progress from their age-related attainment on entry. Accurate assessment information is used carefully to plan next steps of learning. Children's interests are always considered. For example, the pirate ship in the seaside topic builds very effectively on boys' interest and motivation. Children develop their skills effectively because staff use resources well. In an outstanding lesson, 'Ollie the octopus' helped children to work out different combinations of numbers to make a total of 8. The Rainbow Fish story and the classroom goldfish provided a good stimulus for children to write simple sentences. More able children were challenged well to use their knowledge of the names and sounds of letters, to attempt to spell new words correctly. Children's personal, social and emotional development is outstanding because all adults ensure the welfare of each individual is supported very effectively. Children behave extremely well. There is a good balance of adult-led and child-initiated learning. The indoor curriculum is



**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

outstanding, but the outdoor curriculum is not as impressive. At times, there are too many different activities taking place in a very small space, and activities are not always appropriate for the outdoors. The leader of this key stage has a good action plan to improve this aspect of provision. Those children attending the before and after-school club are cared for sensitively and resources appropriate for their needs, are available for their use.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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**

Almost all the parents and carers who responded to the inspection questionnaire were supportive of the school's work. A hundred per cent of respondents said the school helps their child to lead a healthy life style and almost all say their children enjoy school and are kept safe. A few parents expressed some concerns, which inspectors investigated. No evidence was found to support the concerns regarding the management of behaviour and the informing of pupils' progress. However, inspectors think the school could do more to take account of parents' and carers' suggestions and concerns.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's CofE (C) Primary 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 128 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	55	21	43	1	2	0	0
The school keeps my child safe	36	73	12	24	0	0	0	0
The school informs me about my child's progress	20	41	26	53	3	6	0	0
My child is making enough progress at this school	25	51	20	41	2	4	0	0
The teaching is good at this school	26	53	20	41	1	2	0	0
The school helps me to support my child's learning	22	45	24	49	0	0	0	0
The school helps my child to have a healthy lifestyle	26	53	23	47	0	0	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)	20	41	23	47	2	4	0	0
The school meets my child's particular needs	23	47	24	49	1	2	0	0
The school deals effectively with unacceptable behaviour	17	35	25	51	2	4	2	4
The school takes account of my suggestions and concerns	18	37	23	47	2	4	1	2
The school is led and managed effectively	23	47	23	47	1	2	1	2
Overall, I am happy with my child's experience at this school	27	55	19	39	1	2	1	2

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



14 May 2010

Dear Pupils

Inspection of St Peter's CofE (C) Primary School, Hixon, ST18 0PS

Thank you for the kind welcome you gave to us when we came to visit your school. It was good to meet such polite and well-behaved pupils; you are a credit to your school and to your parents and carers!

You told us that St Peter's is a good school and we agree. We think you are taught well. This means you make good progress so that by the time you leave in Year 6 your attainment in English, mathematics and science is higher than that found in most schools. Your behaviour is exemplary and you have an excellent understanding of how to keep safe. You told us how much you enjoy learning and the new range of topics and subjects you study (known as the curriculum) makes learning great fun. We were amazed to find out about all the visits you make. Your high attendance confirms how much you like coming to school. Those of you who are school councillors do a really good job especially in promoting healthy eating. The 'healthy lunchbox' scheme seems to be working well.

We think your school is managed very well because senior staff know exactly what is working well and what needs to be improved. We have made two suggestions to your headteacher, which we think would make the school even better. These are:

- making sure you have lots of opportunities to assess for yourselves how well you are doing in your work
- teaching you more about the different faiths, cultures and beliefs in the United Kingdom and in the world.

Thank you again for all your help, it was very good meeting you all. I do wish I could come to your seaside day, and I am keeping my fingers crossed that you will get the ice cream, Punch and Judy show and .... the donkeys!

Yours sincerely

Lois Furness

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**