

St Peter's Church of England Primary School

Inspection report

Unique Reference Number	100839
Local Authority	Southwark
Inspection number	354904
Inspection dates	1–2 February 2011
Reporting inspector	Madeleine Gerard

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Andrew Moughtin - Mumby
Headteacher	Josephine Copeland
Date of previous school inspection	9 December 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 19 lessons or parts of lessons, taught by nine teachers, and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, looked at work in pupils' books, tracking data showing pupils' attainment and progress, and the school's development plans. They considered the responses to the 50 questionnaires received from parents and carers, the 77 received from pupils in Years 3 to 6, and the 17 responses from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether rates of learning and progress are consistent in all classes and for all groups of pupils through the school.
- How accurately the school monitors the quality of its work and ensures consistency of teaching and other aspects of provision through the school.

Information about the school

This is a slightly smaller than average primary school. The proportion of pupils from minority ethnic backgrounds is above average; Black African and White British are the largest groups. The proportion of pupils with special educational needs and/or disabilities is slightly below average. Most of these pupils have speech, language and communication needs, or behavioural, emotional and social difficulties. The proportion of pupils speaking English as an additional language is above average. A minority of these pupils are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is above average. The school operates a breakfast club. The after-school club that shares the same site was not part of this inspection because it is not managed by the school. The school has achieved a number of nationally recognised awards including the Eco Silver Award and the Sportsmark. There have been a high number of staff changes over recent years.

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?

3

The school's capacity for sustained improvement

3

Main findings

St Peter's Church of England Primary is a satisfactory school. Children make satisfactory progress in the Early Years Foundation Stage. They are happy and form positive relationships with adults and other children in the Nursery and Reception classes. Although children regularly use the outside spaces, opportunities for them to practise and develop their skills in all areas of learning are not consistently well planned to ensure they make swift progress.

Teaching enables pupils to make satisfactory progress in their learning. They reach average attainment by the end of Year 6 in English and mathematics. The school has recently introduced good systems to track pupils' progress. Some teachers do not consistently make good use of information from assessments and their marking to match activities to pupils' learning needs. Consequently, pupils are not always set suitably challenging tasks and the rate of learning is not always as swift as it should be. In a few classes, pupils know their individual targets and how to improve their work but the effective use of individual pupil targets and quality of marking in pupils' books is not consistent across the school.

The very large majority of parents and carers who responded to the questionnaire confirmed that their children enjoy school, as pupils' consistently above average attendance reflects. Pupils appreciate the wide range of enrichment and extra-curricular clubs that the school organises including dance, running, website and crafts club. Themed events, such as science week, engage the whole school community in interesting workshops and activities. Good gains in pupils' spiritual, moral, social and cultural development enable them to show care and consideration for one another. Links with the parish church are particularly strong and ensure that Christian values permeate all aspects of the school's work. Celebration of other festivals and faiths ensures that pupils have a good understanding of and respect for other cultures and world religions. Pupils readily take on roles of responsibility, for example in the eco-team. They generously raise funds and collect gifts for a wide range of charities. The school choir sings for local elderly residents. The gardening club tends the school's allotment and the vegetables they have harvested have been cooked in the school kitchen.

The headteacher and the deputy headteacher form a strong team. They work closely together with the staff and the governing body. Self-evaluation of the quality of the school's work is perceptive and accurate. Priorities for improvement are appropriately focused and have effectively led to improvements in key areas since the last inspection. High staff turnover has limited the impact of some initiatives on securing sustained enhancements to the consistency of teaching and pupils' learning. Middle leaders are developing their roles in improving the quality of teaching and other provision, although their involvement is uneven across subjects. Given the school's track record since the last

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inspection, for example in raising attainment in English at the end of Year 6, in enhancing the curriculum and in successfully involving parents and carers in helping their children with their learning, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and increase rates of learning and progress through the school by:
 - enhancing the consistency of teaching through the school so that all pupils make swift gains in improving their literacy and numeracy skills
 - ensuring information from assessments is used to plan work that is consistently well matched to all pupils' needs
 - using marking and target setting consistently to ensure that all pupils know what they should do to improve their work.
- Increase the involvement of middle leaders in taking responsibility in their subjects for securing sustainable improvements to the quality of teaching and learning, and pupils' achievement.

Outcomes for individuals and groups of pupils**3**

Pupils' overall achievement and enjoyment in their learning are satisfactory because the quality of teaching is uneven. For example, in a literacy lesson pupils were working hard to tackle the tasks they were given but explanations of what they were expected to do were not sufficiently clear to ensure that all pupils could set to work quickly and practise new learning. In a numeracy lesson, pupils made good progress because the teacher modelled clearly what the pupils had to do and included opportunities for all pupils to practise during whole-class teaching before they set to work on their own. Pupils with special educational needs and/or disabilities working with an additional adult also made good progress because they received further guidance that helped them to understand quickly and to complete the work they were set. In another mathematics lesson, the pace of learning slowed when pupils were expected to spend too long listening to the teacher before they could get on to independent work.

Pupils with special educational needs and/or disabilities make satisfactory progress overall. They receive additional help from adults in lessons and outside the classroom in small groups. This includes additional, personalised support from specialist therapists for pupils with speech, language and communication needs so that they make good gains in their speaking and listening skills. Pupils with behavioural, emotional and social difficulty are supported effectively to help them to settle to their work quickly. In a few lessons, more-able pupils are not set work that is sufficiently challenging to ensure they acquire new skills swiftly. Those who are at an early stage of learning English make good gains in their English-speaking skills because they receive additional help.

Pupils' have positive attitudes to keeping fit and healthy as the school's success in achieving the Sportsmark and Healthy School status shows. Pupils enjoy using a variety of fitness equipment selected for them by the school council and participating in sporting activities at break times in the playground and in the neighbouring park. Pupils know how

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to keep themselves safe and have contributed their suggestions to help make the school site as safe as possible for all pupils. They are in no doubt that adults will help them should any problems occur. Pupils' good behaviour and average attainment in their basic skills mean that they are satisfactorily prepared for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Relationships between staff and pupils are consistently good. Pupils' strong social skills are promoted successfully through opportunities to work together in pairs and small groups. Although additional adults are sometimes used well in lessons to contribute to pupils' learning and progress, teachers' planning does not always identify specifically what they should do to support learning so that all pupils make rapid progress. More-able pupils are sometimes set tasks during independent work sessions that are insufficiently challenging.

Pupils have positive attitudes to learning and enjoy school because teachers plan interesting work for them to do. Enhancements to the way writing is taught, such as opportunities for pupils to write at length in a wide variety of different styles, are helping to raise attainment in writing. Pupils in Year 6 are proud of the newspaper they have produced based on a book they have been studying. Good links between subjects are developing. However, the curriculum does not always ensure that pupils build steadily on their skills in English and mathematics because planning does not always ensure that tasks are consistently well matched to all pupils needs. Visitors to the school and visits to local

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places of interest bring the curriculum to life. This includes a recent circus skills workshop for pupils in Year 4 and a residential visit to an activity centre in Kent for pupils in Year 5. Pupils have good opportunities to learn to play a variety of musical instruments including the recorder, guitar and ukulele.

Staff play a robust role in supporting pupils' social and emotional development and provide good additional care and guidance to pupils who experience challenging circumstances, and their parents and carers. Well-organised transition arrangements ensure that pupils make informed choices about their transfer to secondary school. Opportunities for Year 6 pupils to visit a local university raise their self-esteem as well as their aspirations for the future. The nine o' clock cup, awarded to the class with the best punctuality each week, successfully encourages regular attendance and good timekeeping. The breakfast club ensures a calm and healthy start to the day for the small number of pupils who attend. Here, a variety of board games and opportunities to get to know pupils in various classes promote good personal skills.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The governing body has a good knowledge of the school and is developing skills in holding the school to account over pupils' academic outcomes. Pupils have equal opportunities to make satisfactory progress in their learning and all pupils, whatever their background or ability, have the chance to participate in activities in and out of school. Leaders, managers and the governing body drive improvements and embed ambition satisfactorily. This is because, despite recent enhancements, a few inconsistencies remain in the quality of provision. A few middle leaders are developing their roles in supporting the school's development efforts and are working closely with the senior leadership team in the drive for improvement, but this is not consistent across all subjects. Safeguarding arrangements are good. Staff receive regular training. The school site is well maintained and secure. Community cohesion is promoted well. Pupils have a strong awareness of the school and local community. Links with a school in Birmingham and in Malawi successfully promote pupils' awareness of those who live in contrasting communities.

Sessions for parents and carers explaining how mathematics are taught, speaking and listening workshops for parents, and carers and their children, and homework projects for pupils to complete with their families are strengths. Well-established partnerships benefit the school well. Volunteers regularly hear children reading and trained counsellors provide valuable additional guidance and counselling in school for pupils each week.

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These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage is led and managed satisfactorily. Opportunities for parents and carers to spend time in the Nursery and Reception classes at the start of the day help children to settle well. Children enjoy taking responsibility to register themselves when they arrive in the morning and sometimes help tidy toys and equipment away. There is an appropriate balance of adult-led tasks and opportunities for children to choose tasks for themselves. Children working with an adult in the Nursery were finding out about healthy food choices by using fresh fruit to make fruit kebabs. Records of ongoing observations are kept. However, these are not always used to plan tasks that build on what the children know already, particularly activities for children to choose for themselves in the outdoor areas. Physical development and children's knowledge and understanding of the world are fostered strongly. Opportunities for children to develop their literacy and numeracy skills independently are less consistently well planned. Adults ensure children's welfare is well promoted but they are not always used effectively to support children's learning further through discussion and questioning. Overall, children make satisfactory progress in the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation	3

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Stage

Views of parents and carers

A smaller than average proportion of parents and carers responded to the questionnaire. In the survey, the very large majority of parents and carers evaluate all aspects of the school's work positively. Most respondents are happy with their children's experience of school. The overwhelming majority of them are confident that the school keeps their children safe. The inspection evaluated many aspects of the school's work to promote pupils' personal development to be good. Inspectors found teaching, pupils' academic outcomes and aspects of leadership and management to be satisfactory.

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 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	78	9	18	1	2	0	0
The school keeps my child safe	39	78	10	20	1	2	0	0
My school informs me about my child's progress	29	58	19	38	0	0	2	4
My child is making enough progress at this school	27	54	20	40	1	2	2	4
The teaching is good at this school	22	44	24	48	3	6	0	0
The school helps me to support my child's learning	27	54	21	42	2	4	0	0
The school helps my child to have a healthy lifestyle	28	56	18	36	3	6	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)	22	44	20	40	3	6	0	0
The school meets my child's particular needs	22	44	27	54	1	2	0	0
The school deals effectively with unacceptable behaviour	26	52	20	40	1	2	2	4
The school takes account of my suggestions and concerns	24	48	22	44	3	6	0	0
The school is led and managed effectively	33	66	13	26	2	4	1	2
Overall, I am happy with my child's experience at this school	33	66	15	30	0	0	4	8

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



3 February 2011

Dear Pupils

Inspection of St Peter's CofE Primary School, London SE17 2HH

Thank you very much for your friendly welcome and for helping us when we visited your school recently. We enjoyed our visit and were pleased to see how well you all get on together. This helps to make St Peter's CofE Primary such a happy place to be. We enjoyed hearing you all singing so well together in assembly and in St Peter's Church during Candlemass.

St Peter's CofE Primary is a satisfactory school, which means that it does some things well but some other things need to be improved. You attend regularly and you told us you like coming to school. Your parents and carers like the school a lot, too. You particularly enjoy the clubs, visits and interesting activities that the school organises. You have a good knowledge of how to keep yourselves fit, healthy and safe. The school's leaders, staff and governing body work well together to take good care of you. The youngest children get off to a satisfactory start in the Nursery and Reception classes. You make satisfactory progress through the rest of the school. Attainment in English by the end of Year 6 is improving, although we would like you to do better in all your subjects.

Your headteacher and senior leaders know what needs improving and are working hard to help you to develop your literacy and numeracy skills quickly. We would like the staff to make all of the teaching good, set you work that is the right level of difficulty for you, and give you more feedback on how well you are doing and how you can improve your work. All of you can help by telling your teachers if the work is too easy or too hard.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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