

# St Peter and St Paul CofE Voluntary Controlled Primary School

Church Street, Carbrooke, Thetford, IP25 6SW

**Inspection dates** 6–7 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The rates of progress made by pupils are high in comparison with national averages. This is particularly the case in the skills and understanding gained by them as they improve their standards in reading.
- Teaching is consistently good and at times outstanding. This is because teachers are skilled in using a range of teaching methods that engage and excite the pupils. They are well supported in this by the school's support staff.
- Pupils' behaviour is good. This is the case both in lessons, where interruptions to learning are uncommon, and during social times when they mix well with each other.
- The leadership of the school has had a significant impact on the rates of progress and in improving standards of behaviour.
- Governors know the school and its context well and provide strong support for the headteacher's vision for improving the school.

### It is not yet an outstanding school because

- Not enough of the teaching is outstanding to secure outstanding levels of achievement. Although some aspects of questioning are skilfully used, it is not always effective in developing pupils' levels of understanding enough.
- The school's improvement plans do not focus sufficiently on ensuring more teaching is outstanding and that standards in writing are as high as those in reading.

## Information about this inspection

- The inspection team observed 15 lessons. Two of these were joint observations with the school's deputy headteachers. Inspectors also observed the behaviour of pupils during social times and when they moved around the school.
- Pupils' work in books and folders was examined.
- Records and logs about pupils' safety, attendance and behaviour were examined.
- Information and data about the performance of pupils in national tests and work completed in the classroom were analysed.
- The minutes of governing body meetings, reports made by representatives of the local authority, records of the school's internal monitoring and the school's improvement plans were considered.
- The inspectors listened to the views of pupils; staff; parents and carers, 11 of whom responded to the online questionnaire (Parent View) and 12 of whom spoke to inspectors at the school gate. They held discussions with the Chair and Vice-Chair of the Governing Body, school leaders, support staff and a representative of the local authority.

## Inspection team

James McAtear, Lead inspector

Additional Inspector

Andrew Lyons

Additional Inspector

## **Full report**

### **Information about this school**

- St Peter and St Paul is smaller than the average-sized primary school.
- Most pupils are White British. The proportion of pupils who are of minority ethnic heritage or who speak English as an additional language is well below that found nationally. No pupil is at the early stages of learning English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is broadly average.
- The proportion of pupils supported at school action is below average while the proportion receiving support at school action plus or who have a statement of special educational needs is twice the national average.
- The school meets the government's current floor standards, which set the minimum level expected for pupils' attainment and progress.
- A larger proportion of pupils than average do not begin their schooling at this primary school but join at a later date or leave before the conclusion of their primary education.
- The headteacher joined the school in September 2011.

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

- Improve achievement in writing so that it reaches standards more in line with those in reading by increasing the opportunities for pupils to develop their technical writing skills, like the accurate use of spelling, punctuation and grammar.
- Improve teaching further by using questions effectively to stretch pupils' understanding more fully.
- Improving the impact of leadership in further improving the effectiveness of teaching by ensuring that school improvement plans are more sharply focused on very detailed aspects of teaching and learning, including improving the quality of classroom discussion.

## Inspection judgements

### The achievement of pupils is good

- Pupils join the school in Reception with skills, knowledge and understanding just below those expected for their age group. They make good progress during their time in the Early Years Foundation Stage.
- The proportion of pupils who join the school later in their education is well above average, as is the proportion of pupils who leave the school prior to the conclusion of their primary education. Although those pupils who do not spend the majority of their education at the school perform less well than other pupils, during their limited time with the school they learn well and make good progress from their different starting points. A significant number of these pupils join the school during the latter part of Year 6.
- National tests at the end of Key Stage 2 show that the proportion of pupils making or exceeding expected progress in English is greater than the national average. They also show that, in mathematics, the proportion of pupils who make the progress they should compares well to national averages for similar schools.
- Pupils progress well across a range of subjects. They learn well in religious education and make good progress in science and physical education. They make very good progress in learning to read.
- The progress made by disabled pupils and those who have special educational needs is good. Those with statements of special educational needs and those supported at school action plus make good progress in reading, writing and mathematics and against the specific targets set for them.
- During lessons observed in phonics (letters and the sounds they make) highly accurate delivery of the learning materials along with clarity of instruction meant that pupils made good progress in developing their phonics skills. In turn, this is ensuring that pupils learn to read well.
- Although pupils make good progress in mathematics and in writing, they do not make as much progress in these subjects as they do in reading. At times, standards in the use of number and grammar are not as high as those employed in reading and understanding texts.
- Gaps between the performance of pupils who receive pupil premium funding and others are narrowing. There is still a gap and the school is focused on closing it. On average, pupils known to be eligible for free school meals were around two terms behind their classmates last year in both English and mathematics.
- Those of minority ethnic heritage progress at rates comparable to other pupils.

### The quality of teaching is good

- Teaching in the school is good. This is because lessons are carefully planned to ensure that pupils find their learning interesting. Teachers take the different needs of pupils into account when they decide what and how to teach them. As a result, there is a good level of challenge for pupils of all ability levels.

- Pupils say they enjoy their lessons and that their teachers work hard to make learning fun. For example, in one Year 5 lesson, pupils learned about Hinduism very effectively through a board game, which they both thoroughly enjoyed and learned from. Parents agree that their children are taught well at the school.
- At its best, questioning is used skilfully to help pupils think more deeply about the things they are learning. In one Year 3 lesson pupils were asked: 'The answer is 'filling'. Now, what would you say the question might be?' As a result, the teaching makes a deeper impression on the pupils. At other times, questions are not as well used to ensure pupils are stretched in their learning.
- Pupils acquire skills in reading at a rapid rate. This is, in part, because phonics is very well taught in the school. Opportunities to generate an enthusiasm for reading are seized upon by the school and, as a consequence, most of the pupils develop a love of books.
- The school is effective in monitoring how well pupils are learning. For example, in many year groups, when teachers receive completed homework, pupils are asked to indicate how difficult they found the task to be. As a result, teachers respond more accurately to the varying learning needs of the pupils.
- Marking in books is regular and positive. It celebrates the achievements of the pupils well. It is usually effective in giving detailed feedback about how to improve but, occasionally, it does not provide enough detail about how to reach a higher standard in mathematics.

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

- Behaviour in the school is good and improving. Pupils say that it is rare for their lessons to be disrupted. They are able to focus on their work and have good attitudes to learning. Parents and the vast majority of staff share their positive view of behaviour.
  - Pupils say they feel safe in the school. They describe their teachers as kind and feel they can approach them if they experience a problem that they need help with, either with their learning or in other areas of life. Parents and carers share the view that the school is a safe place for the pupils.
  - The school's arrangements, policies and procedures to keep pupils safe, for example its pre-employment checks, were in good order and met statutory requirements at the time of the inspection. Pupils are taught about a range of potential dangers, in and out of school, and are equipped well by the school to deal with these.
  - Pupils have a clear understanding of bullying, including cyber-bullying, and know how to respond to such incidents. They say that bullying in the school is rare and that they have no hesitation in turning to an adult for help. They are confident that the school will deal with such incidents promptly.
  - Attendance has improved since the time of the last inspection and is now very close to the national average. This is as a result of the school's efforts to improve it and, in particular, its support for parents and carers in this; pupils are punctual to school and to lessons.
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- Pupils care for one another and there is a sense of mutual respect between staff and pupils. Relationships are characterised by warmth and trust.
- Pupils are not always able to remain on task independently on some more extended pieces of work when the learning is not well enough designed to support them in this.

### **The leadership and management are good**

- Senior leaders work well as a team and receive good support from the staff of the school. Together, they have made significant improvements in the rates of progress made by pupils during recent years. There is a strong sense of unity among staff at the school.
  - The school makes a highly effective contribution to the spiritual, social, moral and cultural education of the pupils. For example, it ensures that pupils develop a sense of belonging to their local community through its studies of local wildlife and its use of local history, such as that involving the local airfield during the conflicts of the past.
  - The school's curriculum is broad and balanced. It provides a secure basis to allow pupils to explore topics with interest and variety. For example, a range of themed activities, like the use of the text *365 Penguins*, is effective in allowing pupils to make connections between geographical issues and numeracy skills.
  - The school's systems for managing the performance of staff are effective. Training is well planned and closely aligned to the needs of the school and the changing nature of the expectations laid upon the school. For example, teachers are trained in assessing how well pupils are learning and in adapting their teaching to the responses of the pupils.
  - The school's improvement plans are clear and are working well in raising achievement. However, they are not always sufficiently well focused on some of the detail of the improvements in teaching that would raise the standard of more teaching to outstanding levels. For example, planning at the level of improving the quality of classroom discussion is not sufficiently well developed.
  - The local authority provides good support for the school. For example, it aided in the induction of the headteacher when he was new to the school.
- **The governance of the school:**
- Governors know the school and understand its context well. They make decisions and provide challenge to the school's leadership team that is firmly rooted in an understanding of the needs of the school and its community. Governors understand the data about the school's progress well. For example, they understand the precise impact on this data of pupils joining the school very late in their primary education. They are clear about the purpose, use and impact of the use of pupil premium, including the nature of any gaps existing between the performance of those receiving it and those who do not. Governors demonstrate a close knowledge of the school's systems for improving teaching and managing the performance of staff. They support the headteacher's work in ensuring that any underperformance is challenged.
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## 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>	121029
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	405985

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>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Don Saunders
<b>Headteacher</b>	Nick King
<b>Date of previous school inspection</b>	13 January 2011
<b>Telephone number</b>	01953 881537
<b>Email address</b>	office@st-peter-st-paul.norfolk.sch.uk

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