

# St Peter and St Paul Church of England Primary School

Redshank Drive, Scunthorpe, DN16 3FX

**Inspection dates** 8–9 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All groups of pupils make good progress in all key subjects, despite their different starting points and various times that they join the school.
- Reading is promoted extremely well throughout the school and, as a result, most pupils have a strong desire to read and achieve well in this subject.
- Children in the Early Years Foundation Stage get off to a good start and are well equipped to learn when they go into Key Stage 1.
- Pupils behave extremely well, and feel very safe. Their attendance is above average because pupils thoroughly enjoy coming to school.
- The school's stimulating curriculum is highly effective in promoting pupils' spiritual, moral, social and cultural development.
- The school has established good partnerships with a large majority of the parents.
- Senior leaders, in partnership with the governing body, have good systems in place to ensure good quality teaching. They have successfully created a happy school where pupils love to learn and achieve well.

### It is not yet an outstanding school because

- Teaching is not yet outstanding because leaders do not yet give sharp enough feedback to teachers about how their teaching impacts on learning for pupils when they complete their observations of lessons. Pupils do not have enough quality time to respond to and act upon the feedback from marking.
- Middle leaders do not yet consistently carry out their roles well enough in relation to driving improvements in those areas for which they are responsible.

## Information about this inspection

- The inspector observed eight lessons in all of the learning pods (mixed age groups) and undertook two joint observations with the headteacher and deputy headteacher.
- The inspector observed two whole-school assemblies.
- The inspector held discussions with two groups of pupils, key staff, members of the governing body, a telephone conversation was held with a representative from the local authority and the inspector spoke to parents in the playground at the start of the day.
- The inspector listened to groups of pupils read and looked at pupils' work in their books.
- The inspector took account of 42 responses to the Ofsted online Parent View survey, written responses from parents and the 17 responses to the staff questionnaire.

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- The school opened in September 2012. Pupils are taught in learning pods (mixed-age groups).
- The proportion of pupils that join the school other than at the usual admission times is well above average.
- The majority of pupils are from a White British background.
- The proportion of pupils who are supported through school action is well below the national average. The proportion of pupils supported through school action plus or with a statement of special educational needs is also well below average.
- The proportion of pupils for whom the school receives the pupil premium (this is additional government funding for pupils known to be eligible for free school meals, those pupils in the care of the local authority and children from service families) is well below average.
- As yet there are no validated results of national tests to identify if the school meets government's current floor standards. These standards are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school provides a breakfast and after-school club.

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

- Improve the overall quality of teaching to outstanding by:
  - leaders sharpening their feedback on lesson observations by giving more emphasis and detail about how teaching impacts on learning for pupils
  - teachers ensuring pupils have quality time to reflect and act upon feedback from marking.
- Coach, monitor and support the middle leaders so they can carry out their roles consistently well in relation to driving improvements in the provision for which they are responsible.

## Inspection judgements

### The achievement of pupils is good

- When children join the Early Years Foundation Stage, they have skills that are below those seen nationally. They enter into Year 1 broadly in line with national expectations.
- Children make good progress in the Early Years Foundation Stage because staff visit all of the various settings that the children attend and get to know them and their families well before they start the school. Both of the indoor and outdoor learning environments carefully cater for the different learning needs and interests of all the children.
- Pupils who join the school at different times, other than the usual admission times, are well supported and make good progress from their individual starting points when they enter the school.
- Although attainment at the end of Key Stage 1 is below average, pupils make good progress in all subjects.
- All groups of pupils make good progress through Years 3 to 6. There were insufficient pupils in Year 6 in 2013 for it to be viable to compare overall attainment at the end of Key Stage 2 with national averages.
- Reading is highly promoted throughout the school and pupils say, 'We are a reading school.' Pupils that join the school with gaps in their reading skills quickly catch up because school leaders train parents, governors and volunteers from the local community to come into the school throughout the day, to support them with reading.
- All of the books in the school were hand-picked by leaders to closely match pupils' interests. As a result all pupils love reading and those that find reading challenging have quickly grasped the skills needed for them to tackle unfamiliar words. The proportion of Year 1 pupils exceeding expectations in the national phonics (the sounds letters make) screening check is well above average.
- Pupils have good opportunities to write at length in all subjects. Computer technology is well used to stimulate their writing thought processes and for recording their ideas.
- Pupils make good progress in mathematics because there is strong emphasis on developing their mental mathematical skills. They have access to a wide range of useful resources including the most up-to-date computer technology to support their learning.
- Overall, the few pupils who are supported by the pupil premium funding in all year groups make the same good progress as their peers. There were no pupils who were eligible for free school meals at the end of Key Stage 2 in 2013.
- The very few disabled pupils and those with special educational needs make good progress from their starting points as they are given tailored support and their progress is carefully checked.
- The school is effectively promoting equality of opportunity by ensuring that any pupil that needs extra support is given it quickly. The most-able pupils are effectively challenged and are on track to achieve the higher levels in the different subjects.
- The additional funding for physical education effectively helps to increase pupils' participation in this subject by linking their resources with other groups of schools. This works well in creating more opportunities for different groups of pupils to be more active, for example, taking part in local tournaments and festivals. All of the school is actively involved in dancing to 'wake and shake' every morning before they start lessons.

### The quality of teaching is good

- Good teaching helps all pupils to achieve well.
- Teaching is good in the Early Years Foundation Stage. Children are given plenty of opportunities to develop their mathematical and language skills. This was seen where a group of children enjoyed learning how to develop their counting through a variety of party games. For example,

children were effectively challenged and had fun in placing empty pasta shells on a large stick using a two-minute timer. Outside, others were excited at exploring and talking about how magnets work in being able to move objects which were placed in a container of water.

- All teaching assistants are fully utilised to support pupils' learning. This was seen in a Year 1/2 learning pod, where the teaching assistant skilfully encouraged and enabled groups of pupils to independently use computer technology to take photographs and successfully design different pictures with it.
- Teachers' good subject knowledge and questioning help to deepen pupils' understanding. For example, in phonics the teachers' good subject knowledge helped pupils to have a clear understanding of how to recognise a noun, an adjective and an adverb in any sentence.
- Teachers have high expectations and are very clear about what they want their pupils to learn. This was observed in a Years 3/4 learning pod, where pupils quickly changed and were ready for their physical education lesson within a very short space of time. Throughout the lesson they quickly used and demonstrated their good understanding of the different types of vocabulary and skills needed in playing a game of netball.
- Other strengths in teaching are the way that teachers are able to keep the pupils highly motivated throughout the lessons through quick-paced learning.
- Work in pupils' books show that teachers mark work with plenty of detail. However, pupils are not always given enough quality time to reflect or act upon the feedback from the marking.

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

- Pupils are extremely polite, friendly and show high levels of respect towards each other. Behaviour around the school and in lessons is exemplary. Pupils' attitude to learning is excellent. They thoroughly love learning. Pupils, staff and parents unreservedly agree with this. This is also evident in the school's documentation.
- Every day, older pupils work eagerly and positively learn alongside younger children in their community teams at the end of every lunchtime and, as a result, have formed some excellent relationships. At lunchtime, all pupils have a designated seat with others from different year groups and this contributes to their strong and very positive interactions with each other.
- Children in the Early Years Foundation Stage behave exceptionally well and are extremely good playing together and sharing the resources with each other.
- Pupils take great pride in their school and this is strongly reflected in the way they are utterly committed to taking on different responsibilities. They undertake a rigorous recruitment process in order to get the jobs for which they apply.
- Pupils have an excellent understanding about the school's rewards and sanctions system and they feel that they are highly effective.
- All groups of pupils feel extremely safe. They have complete confidence in going to any adult if they have any concerns. They have an excellent knowledge on how to keep themselves safe particularly when using the internet.
- Pupils have a tremendous understanding about what bullying is and are very adamant that there is no bullying in the school. They ask questions like, 'Why would we bully?'
- They enjoy coming to school and this is reflected in their above-average attendance.
- The breakfast club helps to give pupils a healthy and settled start to the school day and the after-school club helps to assist in strengthening their bond with each other.

**The leadership and management are good**

- The headteacher, the deputy headteacher and the governing body have been fully supported by a team of well-motivated and keen staff. All of them are strongly determined that all pupils achieve their best, despite the different times that they join the school.
- All teachers have challenging targets that help them to continue to improve their practice and are linked to the school's priorities and pupils' outcomes.
- Senior leaders frequently check on the quality of teaching. These checks include analysing pupils' work and talking to them about it, meeting with teachers to discuss pupils' progress, and observing lessons. However, the feedback given to teachers is not sharp enough as there is not yet enough emphasis and detail on how their teaching impacts on the quality of pupils' learning.
- The school provides an inspiring and exciting curriculum, which successfully encourages pupils to want to learn and triggers their thinking skills. The school makes good use of their local community links to develop pupils' knowledge about the world around them. For example, good links with the local builders help pupils to learn more about construction. Good use is made of the outside space and the garden is well used. Pupils say that they enjoy completing their home learning activities as they find them fun to complete.
- Pupils' spiritual, moral, social and cultural development is effectively promoted and permeates through all aspects of the school's work, particularly in assemblies, displays and in the way pupils respect each other.
- The large majority of parents are extremely happy with most aspects of the school's work and feel the school is helping their child to develop more confidence and achieve well. Written comments by parents include, 'If I have any concerns I know I can speak to anyone.' and 'As parents we are always informed about every aspect of our child's learning and my child is quickly growing in confidence.'
- The local authority provides good support in helping leaders and teachers to analyse data about pupils' performance.
- **The governance of the school:**
  - The Chair of the Governing Body leads governors extremely well. All governors have had plenty of training so that they can fulfil their roles effectively and new members have had a proper induction. All governors are very committed and dedicated in carrying out their responsibilities. They visit the school regularly to check on the quality of teaching and learning, lead assemblies and support pupils with their reading. They have a good understanding of the school's data about the progress being made by the pupils. Governors are able to use all of this information to effectively hold leaders to account and often provide challenge through asking questions after visiting the school. Challenging targets are set for the headteacher to help the school to improve its practice further. They have a clear understanding of how the pupil premium and the new primary school sport funding are spent and how much impact they have on the pupils' outcomes. Governors ensure that all safeguarding procedures meet all statutory requirements.

## 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>	136058
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	425686

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	138
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hilary Beverley
<b>Headteacher</b>	Katie McGuire
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01724 701980
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