



# St. Peter's C of E Primary School

Inspection report

**Better  
education  
and care**

Unique Reference Number 122760  
 LEA Nottinghamshire

Inspection number 281337  
 Inspection dates 16 – 17 May 2006  
 Reporting inspector Mr George Knights

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

Type of School	Primary	School address	Sandhill Road
School category	Voluntary Controlled		Farndon
Age range of pupils	5 - 11		Newark
			Nottinghamshire
			NG24 4TE
Gender of pupils	Mixed	Telephone number	01636 680360
Number on roll	145	Fax number	01636 680301
Appropriate authority	The governing body	Chair of governors	Mr Richard Moyses
Date of previous inspection	20 – 24 September 1999	Headteacher	Mrs Linda Cox

<b>Age group</b> 5 - 11	<b>Published</b> June 2006	<b>Reference no.</b> 281337
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

St. Peter's is a smaller than average sized primary school serving the village of Farndon to the south of Newark. Most pupils live in the village. Pupils come from a variety of backgrounds. The percentage of pupils who join or leave the school part-way through the age range is higher than average. The number eligible for free school meals is broadly average, as is the number having identified learning difficulties or disabilities. Only a very few pupils come from minority ethnic backgrounds and even less do not speak English as their home language.

## Key for inspection grades

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

## Overall effectiveness of the school

St Peter's is an improving school that provides its pupils with a satisfactory education. The quality of provision in the Foundation Stage is satisfactory. Children under five make a secure start and, as a result, achieve average standards by the time they enter Year 1. They are confident learners who enjoy school life. Satisfactory teaching leads to sound pupil achievement, though the quality of teaching varies too much across the school and does not always challenge all pupils sufficiently. Improving the overall quality of teaching and learning, in order to raise standards, is an identified priority for development. The curriculum is broad and balanced and is enhanced by good enrichment and extra-curricular activities. Pupils' personal development is sound because the school has satisfactory systems for providing care, support and guidance. The tracking of pupils' progress is at an early stage of development and is not yet used fully to guide pupils' studies.

Inspection findings agree with the school's own evaluation of its effectiveness. Considerable improvement in leadership and management in the past year has set the school on the road to recovery after a period of underachievement. Governors are now fulfilling their responsibilities and providing good support for the headteacher and her colleagues. The school makes sound use of the resources available to it and gives satisfactory value for money. Plans for further improvement are effective and are focused on raising standards, especially in English and mathematics. The capacity for further improvement is very good.

**Grade: 3**

### What the school should do to improve further

- Raise standards and pupils' achievements in English and mathematics throughout the school.
- Further improve the quality and consistency of learning by ensuring that all teachers challenge pupils to do as well as they can.
- Extend and develop the strategies for tracking pupils' attainment and progress so that this information can be used to guide teachers' planning and tell pupils how to improve.

### Achievement and standards

Achievement is satisfactory throughout the school. Pupils arrive in the Foundation class with broadly average attainment. They make steady progress so that, when they enter Year 1, they are confident learners. They continue to make satisfactory progress during Years 1 and 2 and reach average standards in national assessments at the end of this time. Effective steps have been taken

to improve overall writing standards, which have been below average in recent years. In the last two years pupils have not done as well as they should have done in national tests at the end of Year 6, but older pupils currently in school are working at average standards and doing as well as expected. The school did not meet the challenging targets set last year but pupils in Year 6 are working at levels that match similarly challenging targets set for this year. During the past year, effective steps have been taken to improve the quality of teaching and learning and this had led to improved achievement, particularly for the older pupils. Throughout the school, teachers pay careful attention to the needs of pupils with learning difficulties or disabilities and these pupils thus progress at similar rates to others. Whilst some steps are taken to stretch the most able, this is acknowledged by the school as an area where further improvement is necessary.

**Grade: 3**

### **Personal development and well-being**

The school makes a satisfactory contribution to pupils' personal development. Pupils enjoy coming to school and form good relationships with one another and with the adults who work with them. When lessons are interesting, pupils work hard and try to do their best. They behave well, both in lessons and as they play together. Their attendance is broadly average. Pupils feel safe and secure in school and are confident that there is always an adult to help them when they need support. They value the encouragement they receive to adopt healthy lifestyles. Pupils make a satisfactory contribution to the school and wider community, raising funds for charity and maintaining close links with the local church. The development of language, mathematics and computer skills, together with activities that help them understand the needs of others, makes a sound contribution to pupils' preparation for adult life.

Pupils are encouraged to work together and care for one another, both in lessons and a wide range of other activities and this supports their social development well. By living out its Christian ethos, the school makes a good contribution to pupils' spiritual development. Assemblies, personal and social education and other lessons raise pupils' awareness of moral issues and good steps are taken to promote pupils' cultural development. A long-established link with a school in a multi-cultural community enhances pupils' understanding of the diversity of the wider community that they are growing up in.

**Grade: 3**

## Quality of provision

### Teaching and learning

Teaching and learning are satisfactory overall and are improving, particularly for older pupils in the school. In all year groups, including the Foundation Stage, teachers know their pupils well and thus prepare activities that match their needs. Often activities move at a lively pace and pupils respond well to this. However, teachers occasionally allow the momentum to slow because they have not thought through practical needs of the activities well enough. In all lessons, teachers ensure that pupils know what they are doing and what it is intended they should learn. In some, this is extended to setting targets for pupils to achieve. Some teachers effectively involve pupils in assessing how well they are doing and this helps pupils to take responsibility for improving their work. Teachers mark pupils' work thoroughly, though the quality of the guidance they provide on how pupils can improve their work varies considerably. In the most stimulating lessons, teachers ask perceptive questions and persist until pupils have grasped an idea or skill and this challenges all, including the most able, pupils. Elsewhere, some teachers move on before checking the extent of pupils' understanding and this slows learning. Teachers set tasks for pupils to do at home and these become more formalised as pupils move through the school. These activities encourage good individual study habits. The school is aware that the quality of teaching and learning varies considerably and improving consistency is a priority for development in the school.

**Grade: 3**

### Curriculum and other activities

The curriculum is satisfactory and is enhanced by a good range of enrichment and extra-curricular activities. Statutory requirements are met, with pupils learning a broad range of subjects. An effective programme of activities, linked to nationally agreed goals, is provided for pupils in the Foundation Stage. Effective steps are already being undertaken, throughout the school, to develop links between the different subjects being studied and further work in this area is identified as a priority for improvement. Pupils with specific learning difficulties are supported so that they can take part in all that the curriculum offers.

Pupils respond enthusiastically to the extra-curricular activities provided for them at lunchtime and after school. They also benefit from a wide range of enrichment events, linked to classroom work, including day and residential visits to places of interest. These build up pupils' confidence and social skills. They

contribute to the development of healthy lifestyles and to pupils' understanding and experience of the wider world.

### **Grade: 3**

## **Care, guidance and support**

Teachers know their pupils and their families well and parents rightly recognise that their children are well cared for. Parents are encouraged to work closely with teachers and they are confident that the school will deal effectively with any concerns they may have. Pupils are consulted on their views about school life, both in classes and through the work of the school council. Procedures for ensuring that pupils are safe and well protected are securely in place.

Systems for checking and recording how well pupils are doing, and for tracking their progress over time, are being developed. They are currently being used to help guide teachers' planning and to give pupils and their parents a general idea of their progress. The further development of this tracking of pupils' attainment and progress is a priority in the school. This will enable teachers to give pupils more detailed guidance on how well they are doing and how they can improve their work. Those pupils who are having particular difficulties with their learning are identified and given effective support and guidance so that they can progress at similar rates to other pupils.

### **Grade: 3**

## **Leadership and management**

The school has recently emerged from a period when pupils were not doing as well as they should because many aspects of the school's work were unsatisfactory. Strong leadership and management in the recent past have dealt with this situation so that the school is now improving well. Parents, staff, governors and pupils all recognise that the contribution of the newly appointed headteacher has been central to this improvement. She has established a clear vision for the school. This is to nurture in all pupils a life-long love of learning and to develop creative individuals who will play a positive role in society. A programme of action is in place to bring about sustainable development. In this work she has been ably and enthusiastically supported by governors, her colleagues and officers and advisers of the local authority. Hence leadership and management of the school are now good.

The overall evaluation of how well the school is doing is detailed and accurate. Recently developed systems for reviewing what is going on in all aspects of school life are rigorous. They have enabled the school to produce a detailed

plan of action, based on the areas identified to be in need of improvement. The implementation of this plan is at the heart of the developments currently taking place. The views of parents, pupils and governors are set alongside those of staff in shaping the direction the school is moving in. Governors have become much more effective in recent years and now fulfil all their responsibilities. The school runs very well on a day-to-day basis, with staff and pupils following well-known routines. The deployment of teachers and support staff to meet the needs of pupils are adequate and improving and the management of resources is satisfactory. The school is moving forward well and the capacity for further improvement is very good.

**Grade: 2**

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## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>3</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>3</b>
The quality and standards in the Foundation Stage	<b>3</b>
The effectiveness of the school's self-evaluation	<b>2</b>
The capacity to make any necessary improvements	<b>Yes</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>3</b>
The <i>standards</i> <sup>1</sup> reached by learners	<b>3</b>
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	<b>3</b>
How well learners with learning difficulties and disabilities make progress	<b>3</b>

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>3</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The behaviour of learners	<b>2</b>
The attendance of learners	<b>3</b>
How well learners enjoy their education	<b>3</b>
The extent to which learners adopt safe practices	<b>3</b>
The extent to which learners adopt healthy lifestyles	<b>3</b>
The extent to which learners make a positive contribution to the community.	<b>3</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>3</b>

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>3</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>3</b>
<b>How well are learners cared for, guided and supported?</b>	<b>3</b>

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>2</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>
How effectively and efficiently resources are deployed to achieve value for money	<b>3</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>3</b>
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily.	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise.	<b>Yes</b>
Learners are discouraged from smoking and substance abuse.	<b>Yes</b>
Learners are educated about sexual health.	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe.</b>	
Procedures for safeguarding learners meet current government requirements.	<b>Yes</b>
Risk assessment procedures and related staff training are in place.	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism.	<b>Yes</b>
Learners are taught about key risks and how to deal with them.	<b>Yes</b>
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships.	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them.	<b>Yes</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills.	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams.	<b>Yes</b>

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St Peter's CE Primary School  
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NG24 4TE

18 May 2006

Dear Children

I would like to thank you all for making me so welcome when I came to inspect your school recently. I really enjoyed coming to your lessons, joining you in assembly and watching you play together. Thank you for talking to me about your work and helping me to find my way around the school.

You clearly enjoy your time in school and you know that your teachers and their assistants will help you to learn and to get along well together. In many of your lessons you really have to think and work hard. Your teachers are working together to make sure that you are able to do this in all your lessons. Your teachers know that you can do even better than you have been and are working to improve the standards of your work, especially in English and mathematics. I was pleased to see how well you get along with one another and I noted how you help one another, both in lessons and when you are playing. You obviously feel safe in school and this is because members of staff care for you and make sure that you get the support you need. Your teachers are, rightly, working to keep more detailed records of how well you are doing. They will then be able to give you more help so that you can do even better in your work.

Many improvements have taken place in your school recently and the school is now well run. The plans your teachers have for the future are very exciting. You and your parents know that teachers and governors are working hard to make the school even better.

My very best wishes to you. I hope that you all do very well in the future.

Yours sincerely,

George Knights  
Lead inspector