

## St Peter's C of E Junior School

Inspection report

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<b>Unique Reference Number</b>	121988
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	340061
<b>Inspection dates</b>	12–13 November 2009
<b>Reporting inspector</b>	Clive Lewis

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sue Wathen
<b>Headteacher</b>	Leah Stirrat
<b>Date of previous school inspection</b>	27 June 2007
<b>School address</b>	Mountbatten Way Raunds, Wellingborough NN9 6PA
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and held meetings with governors, staff, local authority representatives and groups of pupils. They observed the school's work including a sample of pupils' books, teachers' planning documents, tracking and assessment data. They analysed questionnaires from 77 parents, 101 pupils and 18 staff.

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

- the effectiveness of leadership and management under the current co-headship arrangement
- the quality of the school's assessment and tracking systems
- pupils' behaviour in and around the school.

## Information about the school

St Peter's is of average size. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. The headteacher has recently returned to the school on a part-time basis after a period of illness and the school is currently, temporarily, being led under a system of 'co-headship' with the deputy headteacher. The school was selected by the British Council to work with schools in Kenya and South Africa as part of an ongoing 'Connecting Classrooms Project' and has gained the Healthy Schools award and Eco award.

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**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 is a satisfactory school. The effective leadership and teamwork of the headteacher, latterly in conjunction with the deputy headteacher, has ensured that systems work appropriately and leadership is firmly established at all levels. As a result, teaching and learning have improved and the overall quality of learning is now satisfactory. The rigour of systems for assessing and tracking pupils' progress has improved significantly. However, there are still some improvements to be made to ensure that all pupils requiring further assistance are identified as early as possible and to enable ready access to the data for all teaching staff. Standards are in line with national averages, an improvement that has been maintained over the last two years. Throughout the school all groups of pupils, including those with special educational needs and/or disabilities, are now making satisfactory progress. Parents are supportive of the school. They like the positive family atmosphere and one parent commented: 'I would recommend the school to anyone; my child has a warm and caring environment to flourish in and I am happy that he is happy.' Staff clearly want the best for each child and strive hard to achieve this goal through working closely with families and external agencies such as specialised therapists.

Pupils generally work well in lessons and say that 'lessons are fun', but the quality of teaching still varies between good and unsatisfactory. Typical characteristics of the weaker lessons include inadequate challenge for more able pupils and not enough attention given to pupils' individual targets. Pupils know how to keep safe and have a good understanding of the need for healthy lifestyles. Parents say their children enjoy coming to school and pupils agree enthusiastically, and attendance is above average as a result. Although behaviour in and around the school is frequently good, it is much more variable in class and this has a direct effect on the progress pupils make in lessons. In most instances, however, pupils work hard and conscientiously, both independently and cooperatively, without the need for constant adult intervention.

The curriculum meets pupils' needs adequately and the school ensures that pupils benefit from a variety of exciting activities and experiences through visits, residential stays and visitors to school. Pupils particularly enjoy the good range of after-school activities and clubs, including physical activities. Pastoral care of pupils is effective. Pupils' progress is tracked carefully and the resulting data analysed to ensure that any pupil falling behind is identified quickly, but the quality of marking does not always show pupils clearly what they need to do to improve their work. The school has good links with local organisations and overseas schools. The school understands how well it is doing and what needs to be done next and, under the current co-headship, has a satisfactory capacity to maintain and sustain improvement.

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

- Raise the quality of teaching, learning and progress from satisfactory to good by:

- strengthening the rigour of systems for monitoring and supporting teaching so that any weaknesses are highlighted quickly and swift, effective action is taken to resolve them
- ensuring that higher attaining pupils are provided with suitably challenging work in all lessons
- taking account of the personal targets from pupils' individual education plans in planning and ensuring support staff and pupils work towards these as often as possible
- involving pupils more fully in their own learning by improving the quality of teachers' marking so that pupils are clear about what they need to do next to improve their work.
- About 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.

### Outcomes for individuals and groups of pupils

In the lessons seen during the inspection, pupils were making variable but satisfactory overall progress. The quality of learning and progress went hand in hand with the quality of teaching. Where teaching was good, lessons moved at a consistently good pace, pupils were well-motivated, responded well and made good progress. Where the pace of lessons was slow, pupils began to lose interest in the task and, as a result, standards of behaviour deteriorated and pupils made limited progress. The high percentage of pupils with special educational needs and/or disabilities show interest in their work and, with effective support, are making progress that is broadly in line with their capabilities.

Pupils say they feel safe in school. Observations during lessons, in assemblies and around the school confirm that pupils' behaviour is inconsistent but satisfactory overall. Pupils have a good understanding of the need for exercise and participate regularly in activities which enable them to get it regularly. They have a satisfactory range of opportunities to contribute to school and local communities through the work of the school council and other bodies such as the Eco Council and by making collections for a number of charities. Pupils say they enjoy coming to school and this is reflected in high levels of attendance. By the time they leave the school, pupils' satisfactory attainment levels and social skills prepare them appropriately for the future.

*These are the grades for pupils' outcomes*

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

<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

## How effective is the provision?

Whilst there are some strong features to teaching, these are not yet securely established across the school. Although in the good lessons teachers have high expectations of pupils, this is not always the case. The planning and delivery of lessons do not always take full account of the wide range of starting points of different groups of pupils in the mixed-age classes. In some lessons where teaching was satisfactory, the pace of learning was slower and too much time was given over to activities reviewing work that the majority of pupils already understood. A strong emphasis is placed on promoting positive behaviour and most, but not all, teachers are skilled in doing this through giving consistent messages, using incidental praise and highlighting good responses from pupils. On the rare occasions when these features were not in place, classroom and behaviour management were weak, and as a result behaviour was unsatisfactory and pupils made limited progress during the lesson.

Marking is up to date and encouraging but does not consistently point out what steps pupils should take to improve their work. The curriculum is satisfactory, but enrichment activities and well-attended after-school clubs provide pupils with a range of opportunities to develop new skills and interests. The school provides a safe haven for many of its pupils and helps them to manage their behaviour and feelings. When needed, a wide range of specialists and support agencies are called upon to support the school's vulnerable pupils.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Over the last two years, under the leadership of the headteacher and, lately, under the shared 'co-headship' between the headteacher and a senior teacher, standards have improved significantly, particularly in the proportion of pupils achieving the higher levels. However, although much has been done much to improve the quality of teaching within the school there still remains some weaker teaching. This is because senior leaders and subject coordinators are not monitoring and supporting teaching regularly and rigorously enough to raise the overall standard in all classes to good. The school has secure systems for tracking and assessing pupils' progress, although the headteacher realises that the data and resulting analysis have not been sufficiently disseminated to all teaching staff.

Governors fulfil their statutory duties, are supportive and challenge the school to do well. Systems to ensure that pupils and staff are safe and discharge their duties effectively are secure. Although some parents have understandably been concerned about the recent changes in leadership due to illness, the school continues to have positive relationships with most groups of parents and carers. The school promotes equal opportunity in all its work although it is aware that, until recently, the quality of provision across the school from class to class has varied considerably.

The school has good links with a wide range of outside agencies and partners which help to extend the opportunities for pupils, both academically and in their personal development. It adopts recommended good practice for safeguarding pupils across all areas of its work and quality assurance and risk assessment systems take due account of pupils' and parents' views. The school identifies dangers, fosters a realistic understanding of risk and helps pupils

to keep themselves safe. The school makes a good contribution to community cohesion. It has good links with its local community and pupils' understanding of the wider national and global dimensions is developed well through the school's close links with schools in Africa.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account:	
The leadership and management of teaching and learning	3
<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>3</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

#### **Views of parents and carers**

The proportion of questionnaires returned was greater than in many schools and of these, most were very positive. The great majority of parents have positive views and are entirely satisfied with the school. However, a few parents who responded to the questionnaire felt that the school could do more to support their child's learning and questioned the effectiveness of the leadership of the school, reflecting understandable concerns following the headteacher's recent absence due to illness. The inspection team believe that the planned return to full-time leadership by the headteacher at the start of next term will be welcomed by parents.

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

Ofsted invited all the registered parents and carers of pupils registered at St Peter's C of E Junior 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	55	31	40	3	4	1	1
The school keeps my child safe	47	61	29	38	1	1	0	0
My school informs me about my child's progress	35	45	35	45	6	8	1	1
My child is making enough progress at this school	34	44	34	44	5	6	3	4
The teaching is good at this school	41	53	33	43	2	3	0	0
The school helps me to support my child's learning	27	35	42	55	8	10	0	0
The school helps my child to have a healthy lifestyle	36	47	39	51	2	3	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)	23	30	46	60	1	1	0	0
The school meets my child's particular needs	36	47	31	40	5	6	1	1
The school deals effectively with unacceptable behaviour	30	39	35	45	7	9	3	4
The school takes account of my suggestions and concerns	24	31	41	53	5	6	2	3
The school is led and managed effectively	38	49	27	35	8	10	3	4
Overall, I am happy with my child's experience at this school	45	58	31	40	1	1	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in the Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 pupils' 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.

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*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.*



16 November 2009

Dear Pupils

Inspection of St Peter's Church of England Junior School, Raunds, NN9 6PA

I would like to thank you for your help during the recent inspection of your school. My colleagues and I very much enjoyed our visit. We enjoyed watching lessons and talking to some of you. You told us you liked coming to school and, as a result, your levels of attendance are higher than in most schools. You have a good understanding of how to live healthy lifestyles and told us that you feel safe in the school. You work well with your teachers and the other adults who help you and as a result are making satisfactory progress with your learning. Most of you work hard and try to succeed in all that you do. Well done!

Overall, we judged that the school is giving you a satisfactory education, which means that in spite of the things it does well, some things need to improve. We have asked those in charge to do a few things to make it better.

The school's leaders and managers need to support your teachers to make all lessons as good as the best ones, so that you all make better progress.

Those of you who are able to do and enjoy more difficult work must get suitably challenging tasks in every lesson.

Those of you who need a little help to do better should have support to achieve your personal targets.

When teachers mark your work, they need to always let you know how well you have done and what you could do to improve your work.

You can help by behaving well and doing your best at all times.

I wish you well in your future education.

Yours sincerely

Clive Lewis

Lead inspector

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