

St Peter-in-Thanel Church of England Junior School

Grange Road, St Peter's, Broadstairs, CT10 3EP

Inspection dates 29–30 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The new headteacher, supported well by other leaders and governors, has given the school clear direction. This has brought about good improvements in teaching and pupils' achievement.
- Pupils make good progress from their different starting points. Their attainment is above average.
- Disadvantaged pupils receive good support to achieve well; gaps in their attainment are closing rapidly.
- Teaching is now good. There are particular strengths in the teaching of writing and mathematics.
- Pupils excel in music, art, sport and drama.
- Pupils have a real thirst for learning and their behaviour is outstanding. They show great consideration for one another.
- The safety of pupils is outstanding. The school has excellent procedures to ensure that pupils stay safe and that it meets all requirements fully.
- The effectiveness of governance has improved since the previous inspection. Governors visit the school regularly and have a good understanding of its work.

It is not yet an outstanding school because

- On occasions, pupils are not entirely sure how to produce the best work they can.
- Foundation subject leaders do not carry out enough checks on the quality of provision in their areas.

Information about this inspection

- The inspectors observed learning in 20 lessons or parts of lessons, including 11 observed jointly with the headteacher, deputy headteacher or assistant headteacher. Inspectors also attended two assemblies.
- Members of the inspection team listened to pupils read and, with senior leaders, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports and safeguarding records. They considered evidence of the school's partnership work and the information provided for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff. Inspectors talked to the Chair of the Governing Body and three other governors, and to a representative from the local authority.
- The inspectors took account of the 86 responses to the online questionnaire, Parent View. They also spoke informally to parents in the playground and received three letters from parents.
- The inspectors considered the 46 staff questionnaires that were completed.

Inspection team

Nick Butt, Lead inspector	Additional Inspector
Peter Lacy-Hastings	Additional Inspector
Bruce Waelend	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. There are three classes in each year group.
- Almost all pupils are White British.
- The proportion of disadvantaged pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is below average.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Key Stage 2.
- The headteacher took up his post in September 2014.
- The school runs its own breakfast club.

What does the school need to do to improve further?

- Make teaching outstanding by ensuring that all pupils know precisely what they have to do to produce work of the highest quality.
- Develop the role of foundation subject leaders in checking on the quality of provision in their areas.

Inspection judgements

The leadership and management are good

- The new headteacher has rapidly won the confidence of the whole school community. He has 'hit the road running' and achieved much in the relatively short time he has been in post. The headteacher has moulded a strong leadership team that has a very clear focus on improving teaching and raising achievement. Together with governors, they have established a dynamic culture where each individual counts.
- Staff have embraced recent changes and are very positive about the clarity of vision presented by senior leaders. As a result of this energetic approach to school improvement, teaching is good and behaviour is outstanding.
- The role of key subject leaders has developed well since the previous inspection. This is having a positive impact on pupils' achievement. For example, the subject leaders for mathematics and English regularly check the quality of teaching and give helpful feedback to staff.
- The role of leaders of some other subjects is not as well developed. For example, there has not been so much scrutiny of the provision as there has been in English and mathematics, and the impact of foundation subject leaders has not been so marked.
- The pupil premium is used effectively through additional teaching. For example, if a pupil does not understand some work in the morning, they receive additional support in the same area later that day. In this way, teachers deal promptly with any gaps in learning pupils might have. Subsidies enable these pupils to benefit from the many trips and clubs the school offers as well as the well-run breakfast club.
- Leaders ensure that all pupils have equal opportunities to succeed. The school fosters good relations and does not tolerate any discrimination.
- There is high quality provision in several aspects of the curriculum. Specialist teaching in music, sport, art and drama brings out the best in pupils. They excel in all these areas. For example, pupils put on a highly accomplished performance of the famous 'All the world's a stage' speech from Shakespeare's play, *As You Like It*. All pupils in each year group benefit from the opportunity to learn a different musical instrument. The school runs three choirs and two instrumental ensembles, and these delight the local community. The school promotes pupils' spiritual, moral, social and cultural development very well. They visit France and benefit from many interesting visits and visitors. These have included an African children's choir and international story tellers.
- The school's deeply held Christian values are closely aligned to British values. These include putting the needs of others first, tolerance, fairness and justice. Thought-provoking quotations on display by writers, including Lewis Carroll and Marcel Proust, encourage pupils to consider deeper human experiences. Pupils are well prepared for life in modern Britain.
- The primary physical education and sport premium is spent well on additional coaching for pupils and teachers; additional clubs such as lacrosse, speed stacking and skipping; and participation in local tournaments. Some 85% of pupils have represented the school in a sport this year. The impact of this work is that pupils are more active and healthy, and the school has a trophy cabinet glittering with silverware.
- Parents are very positive about the school. Almost all those who responded to Parent View and all those who spoke or wrote to inspectors expressed their satisfaction at their children's happiness, safety and good progress.
- The local authority has provided effective support for the school in building leadership and improving teaching over time, but this is now reducing as the school has become more effective.
- School leaders and governors ensure that all safeguarding arrangements fully meet requirements and are highly effective. They keep meticulous records of any concerns and carry out all checks on staff. They ensure that pupils are safe at all times and work closely with other agencies so that pupils' well-being remains paramount.
- **The governance of the school:**
 - The governing body is effective and has improved since the previous inspection. Governors have a good understanding of information about pupils' performance and know about the quality of teaching. They visit regularly to find out for themselves how things are going.
 - Governors have a good range of skills and plan for the future, satisfying themselves that the management of teachers' performance is being carried out effectively. They only give pay rises when these are deserved and link them to pupils' rapid progress. Governors attend meetings that staff hold to discuss pupils' progress, which keeps them well informed. They know what to do to tackle any underperformance.

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

- The behaviour of pupils is outstanding. Pupils have very positive attitudes to learning. They support one another extremely well. For example, the Year 6 pupils become 'buddies' for the Year 3 pupils, playing with them and hearing them read.
- Pupils move very sensibly around the school and show care and consideration for others, such as opening doors. They take delight in one another's successes, for example clapping spontaneously when they have heard some outstanding writing. They respond quickly to instructions and regulate their own behaviour extremely well.
- Pupils are very keen to take responsibility. They work as 'elite sports members' with Year 2 pupils from the infant school and represent the junior school on the school council. There are many links with the local community. The school's choirs and ensembles play for the elderly and in nearby churches.
- Pupils raise funds for charities. They have bought cows and goats for Africa, and supported work to cure ebola.
- Attendance is well above average, reflecting pupils' great enjoyment of school.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say that bullying is very rare and always dealt with. They know about different types of bullying, including cyber bullying. They support one another in combating bullying, for example through designing posters.
- Pupils value the way staff support them both personally and academically. One pupil said, 'Every teacher has tried to push me to be the best I can be and they have always supported me.' School leaders can point to individuals who have thrived since joining the school and overcome major challenges as a result of the support they have received.
- Pupils have an excellent understanding of how to keep safe, both in school and when out and about. They walk the school site and complete risk assessments to ensure it is safe. They learn about keeping safe when cycling and how to stay alive in water. They promote safety among themselves, and look out for one another, so that no one comes to harm.

The quality of teaching is good

- Teaching has improved since the previous inspection and is now good. Leaders have high expectations of all staff and this has led to a greater consistency of approach across the school. The teaching of writing and mathematics is particularly strong.
- Teachers skilfully guide pupils through the process of writing to the point where they can confidently produce a high quality finished piece of work. For example, Year 6 pupils were writing about a quest. One pupil wrote, 'The silence was so immense you could almost taste it.' Pupils were keen to share ideas and received helpful advice from teaching staff.
- In mathematics, new approaches to teaching ensure that teachers challenge all pupils well. This has resulted in broader and deeper learning which enables all pupils to make good progress. For example, Year 5 pupils carried out an investigation where they had to arrange cards numbered from one to 20 in six uneven piles. The total of each pile had to add up to the same number. This challenge generated considerable mathematical discussion and cooperation. It encouraged pupils to apply a variety of skills.
- The teaching of reading is good as pupils have a wide knowledge of a range of authors. The English subject leader has produced some excellent resources to promote reading comprehension. Pupils develop a real love of reading and talk enthusiastically about why they enjoy their favourite books.
- Pupils reflect deeply on their learning because teachers ask probing questions that really make them think. Teachers know the pupils well and pick up quickly if they are finding work too easy or too difficult. They then adapt the tasks accordingly to provide the right level of challenge.
- Teaching assistants support learning well and work closely with teachers to ensure that pupils make good progress.
- The teaching of music, drama, art and sport is outstanding. Pupils make rapid progress in these areas of the curriculum and this significantly enriches their experiences, promoting their spiritual, moral, social and cultural development very well.
- Teachers mark pupils' work regularly and meticulously. They point out what pupils have done well and what they could improve further and enter into a productive dialogue with pupils, who respond in green pen to their teachers' comments.

- On occasions, the good work pupils produce is not outstanding because teachers do not always give them precise instructions in order to ensure that they always do their best.

The achievement of pupils

is good

- Pupils make good progress from their different starting points. The current Year 6 pupils have made good progress in reading, writing and especially in mathematics. Standards are above last year's average at both the expected and higher levels of attainment. This is because teachers have high expectations and leaders keep a very close eye on how all pupils are doing.
- In other year groups, books show that pupils also make good progress over time. The school's new approach to assessing pupils in Years 3, 4 and 5 confirms that they are achieving well.
- In 2014 standards by the end of Year 6 were broadly average in reading, writing and mathematics. Progress has accelerated this year as a result of improved teaching.
- Disabled pupils and those who have special educational needs make good progress because staff identify their needs early and accurately. A variety of good quality support programmes meet their needs well. As a result of the good education pupils receive, all of them have made at least the nationally expected progress this year in reading and writing and almost all have made similar progress in mathematics.
- In 2014, disadvantaged pupils were a little less than three terms behind their classmates in mathematics, two terms behind in reading and just over one term behind in writing. Compared with other pupils nationally, the school's disadvantaged pupils were just over two terms behind in mathematics, and one term behind in reading and writing.
- This year the gap with other pupils in the school has closed and disadvantaged pupils in Year 6 are one term behind their classmates in all subjects. Across the school, pupils supported by the pupil premium make the same good progress as their peers.
- The most-able pupils achieve well because, in the main, they rise to the challenging work they receive. This year a greater proportion of most-able pupils are working at the higher levels of attainment, reflecting the greater demands that are being made of them. Special activities for the most-able pupils in reading, mathematics and drama help to boost their progress further.

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

Unique reference number	118750
Local authority	Kent
Inspection number	462405

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	369
Appropriate authority	The governing body
Chair	Alisdair Chisholm
Headteacher	Tim Hunter-Whitehouse
Date of previous school inspection	2–3 May 2013
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