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5 December 2011

Ms McLachlan  
Headteacher  
St Peter's Church of England Primary School  
Whitefield Road  
Bury  
Lancashire  
BL9 9PW

Dear Ms McLachlan

**Special measures: monitoring inspection of St Peter's Church of England Primary School**

Following my visit with Peter Jones, additional inspector, to your school on 1 and 2 December 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in May 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – good

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Acting Executive Director of Children's Services for Bury.

Yours sincerely

Pat Kime  
**Her Majesty's Inspector**

September 2011



## **Annex**

### **The areas for improvement identified during the inspection which took place in May 2010**

- Raise attainment and accelerate pupils' progress in English, mathematics and science by:
  - improving the quality of teaching so that it is at least good
  - ensuring that pupils' key skills are developed consistently and systematically through a wide range of curriculum subjects
  - using assessment information to carefully plan and implement the precise next steps in pupils' learning.
  
- Increase the effectiveness of leadership and management, including governance by:
  - ensuring that the monitoring of teaching and learning is rigorous and impacts on improving outcomes for pupils
  - making better use of information on pupils' progress to set challenging targets and expectations for individuals or groups
  - ensuring that all class teachers are held accountable for the progress made by pupils in their class.
  
- Ensure that safeguarding systems and procedures are robust and regularly maintained and updated.
  
- Improve the outcomes for children in the Early Years Foundation Stage by:
  - monitoring and evaluating the effectiveness of recent changes in provision
  - ensuring consistently good teaching and learning across Nursery and Reception classes
  - monitoring children's progress closely so that underachievement is addressed promptly.
  
- Raise pupils' attendance so that it is at least in line with the national average.

## **Special measures: monitoring of St Peter's Church of England Primary School**

### **Report from the fourth monitoring inspection on 1 and 2 December 2011**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with staff and representatives of the governing body and the local authority.

#### **Context**

All the new teachers have now taken up their posts. Some, who joined the school in the summer term, are now teaching different classes. At the time of this monitoring visit, a supply teacher was in the fifth week of teaching Year 1 during the class teacher's absence due to illness.

#### **Pupils' achievement and the extent to which they enjoy their learning**

The analysis of attainment at the end of last school year shows that, when all pupils' results are taken into account, attainment slipped and was significantly below the national average in both key stages. This was primarily because of weaknesses in pupils' writing so raising attainment in writing remains a high priority for the school. Nonetheless, in English, the very large majority of pupils made the progress that is expected during Key Stage 2. In mathematics, although attainment was higher, pupils' progress through Key Stage 2 was less good.

In all the lessons observed, pupils' progress was at least satisfactory and it was often good. The school's own records, which are now based on secure assessments, show that pupils' progress was good overall in the first half of the current term. This is promising. Such accelerated progress needs to be maintained in order to raise attainment as, at present, many pupils throughout the school have not reached the standard expected for their age.

Children's attainment at the end of the Reception Year has continued to improve, with more children reaching the level expected for their age. However, attainment at this stage is still below the national average. This term has seen a further step up in the rate at which children are making progress.

Progress since the last monitoring inspection on the areas for improvement:

- Raise attainment and accelerate pupils' progress in English, mathematics and science – satisfactory
- Improve the outcomes for children in the Early Years Foundation Stage – good

## **Other relevant pupil outcomes**

The attendance rate last school year was an improvement, though not up to the national average. So far this term, attendance has been high.

Progress since the last monitoring inspection on the areas for improvement:

- Raise pupils' attendance so that it is at least in line with the national average – good

## **The effectiveness of provision**

The teaching seen was at least satisfactory and much was of a good quality. Consistent approaches are evident across the school. Pupils' good progress to date this school year shows that typical teaching has been predominantly good.

In lessons that were the more effective, pupils of all abilities were challenged; a range of well-organised and resourced practical activities supported new learning; and teaching assistants were deployed effectively. When teaching was no better than satisfactory, it was mainly because the pace was slower; or a lack of depth of subject knowledge resulted in unclear explanations; or there was little extra support for the slower learners or challenge for the more able.

The quality of teaching in Early Years Foundation Stage has improved, with stronger teaching in the Nursery.

Robust, regular assessment of pupils' attainment and progress is now an established routine and it is used to aid the setting of targets and planning of work for each class. There is a range of generally effective interventions to help pupils whose progress has stalled. Children's starting points in Nursery have been assessed and the information used effectively to determine which areas of learning need a particular focus.

## **The effectiveness of leadership and management**

The senior team has maintained its determined drive to improve the school's provision and raise pupils' achievement. There is a clear view of the effectiveness of teaching and of pupils' attainment and progress. Teachers know what is expected of their classes. They are held responsible for pupils' progress and are involved in decisions about extra support for any pupils whose progress slips. The induction of new teachers has run smoothly. Staff say the new teaching team has gelled well and all are working together to realise the school's improvement agenda.

The staff who lead work in English and mathematics have further developed their skills for monitoring and evaluating the effectiveness of provision in these subjects. Leadership of other subjects has moved on a lot. Leaders are allocated. Their roles and responsibilities are clear and they have begun to influence the provision.

The governing body continues to benefit from the expertise of the additional governors but others are developing their skills and succession planning is well in hand. The governing body has a clear action plan with appropriate priorities to guide its work and knowledge of the school's work has grown.

The concerns about safeguarding of pupils were dealt with by the first monitoring inspection in July 2011 and were enhanced further by the second monitoring inspection. All necessary checks have been carried out on new staff and the school's records are up to date. This issue has been dealt with fully.

Progress since the last monitoring inspection on the areas for improvement:

- Increase the effectiveness of leadership and management, including governance – good
- Ensure that safeguarding systems and procedures are robust and regularly maintained and updated – satisfactory

### **External support**

The local authority has continued to arrange and fund additional support for the school within a context of its growing autonomy. Regular monitoring has given the local authority a sound picture of the school's progress and the priorities for development.