

# St Peter's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105239
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	355735
<b>Inspection dates</b>	1–2 February 2011
<b>Reporting inspector</b>	Joanne Olsson HMI

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>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	188
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Darren Milnes
<b>Headteacher</b>	Mrs Susan Mrs Lynn Williams
<b>Date of previous school inspection</b>	20 September 2007
<b>School address</b>	Alexandra Street Farnworth, Bolton Lancashire BL4 9JT
<b>Telephone number</b>	01204 333090
<b>Fax number</b>	01204 333091
<b>Email address</b>	office@st-peters-farnworth.bolton.sch.uk

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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Seven lessons led by seven teachers were observed. Inspectors made several visits to the Early Years Foundation Stage to observe provision. In addition, inspectors visited classrooms to talk to pupils. Meetings were held with groups of pupils, representatives of the governing body, senior leaders and managers and a local authority officer. Inspectors observed the school's work and looked at a range of documentation, including arrangements for safeguarding, information about pupils' attainment and progress, the school's improvement plan and pupils' books. They considered the responses to questionnaires from staff, pupils and 43 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are current attainment levels being maintained and are all pupils, including boys, and those with special educational needs and/or disabilities making consistently good progress against their starting points?
- Is the quality of teaching and the use of assessment consistently good enough to secure pupils' good progress and to further raise standards in both English and mathematics?
- Are the systems for monitoring the performance of the whole school sufficiently rigorous to enable all leaders, including the governing body, to drive improvements in provision, leading to better outcomes for all groups of pupils?

## Information about the school

St Peter's is a smaller than average sized primary school which admits most pupils from its immediate locality. Children enter reception from a variety of nursery settings. Most pupils are from White British heritage. A small minority of pupils have a first language which is not English. The percentage of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is much higher than the national average, while those with a statement of special educational needs is broadly in line. More pupils move into and out of the school throughout the school year than in most schools. The school has a Church of England foundation and has close links with the parish church which is attached to another school. The school has received a number of awards, including Artsmark Silver, National Healthy School status, Investors in People, International Award and Becta Information and Communication Technology (ICT) Mark. The school is led by two co-headteachers.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Peter's is a good school. It has several outstanding aspects, such as the rigorous procedures for keeping pupils safe and the exceptional care and support it provides for the school community. It is a welcoming and harmonious school due to very positive relationships, good behaviour and an unrelenting focus on celebrating the achievements and talents of all pupils. Pupils at St Peter's live up to the school's motto and 'learn, sparkle and shine.' Parents, carers and pupils are unanimous in their support for the school. The views of the vast majority of parents and carers were summed up in the comment 'I am not happy with my child's experience in this school, I am ecstatic'.

Most pupils enter reception with skills and knowledge that are low for their age. They make good progress across the school and, as a result, leave Year 6 with attainment levels that are broadly in line with the national average. Pupils' achievement in mathematics is stronger than in English. They perform less well in reading than in writing. Pupils enjoy coming to school. This is reflected in the above average attendance figures, which have significantly improved since the last inspection. Similarly pupils' understanding of the importance of living a healthy lifestyle has improved and is good. Pupils say they feel very safe and they make an outstanding contribution to the community. Their spiritual, moral, social and cultural development is also outstanding.

Pupils make good progress across the school because teaching is good overall. In most lessons, teachers have strong subject knowledge and high expectations. They plan lively and imaginative lessons which capture pupils' interest and make learning fun. However, on a few occasions, the opportunities pupils have to complete independent tasks are limited because teachers talk for too long. The school regularly checks the progress made by pupils but this information is not always used effectively to match pupils' activities to their individual needs. Teachers mark pupils' work conscientiously and affirm pupils' effort. However, these written comments do not always provide clear guidance on the precise steps pupils can take to improve their work. End of year targets are set for all pupils in reading, writing and mathematics but these are not used to maximum effect to identify to pupils the small steps necessary in order for them to reach the target and so make accelerated progress.

The two headteachers, ably assisted by senior leaders and the governing body, have driven forward improvements to the school. As a result, attendance levels have risen; weaknesses in writing are being successfully tackled and aspects of pupils' personal development are better than when the school was last inspected. This good track record of improvement coupled with the good systems for monitoring and evaluating the work of the school contribute to the school's good capacity to secure further improvement.

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

- Raise attainment in English, particularly in reading by:
  - raising the profile of reading across the whole school so it has a similar focus to writing
  - providing more opportunities for pupils to read across all subjects and for a purpose.
- Improve the quality of teaching so all consistently matches the best in the school by:
  - using information about pupils' prior learning to carefully match activities to meet the precise needs of all pupils
  - providing pupils with targets that precisely identify the small steps they need to take to improve their work
  - ensuring teachers' feedback to pupils provides clear guidance on what they need to do next to improve their work
  - providing greater opportunities for pupils to work independently for sustained periods of time.

## Outcomes for individuals and groups of pupils

**2**

Pupils enjoy their lessons and show concentration and enthusiasm for their work. In a Year 1 history lesson, there was excellent collaboration between pupils as they discussed and explored artefacts to find out more about Victorian homes. In a Year 5 mathematics lesson, pupils enthusiastically talked about how they were learning to use mirrors to explore reflective symmetry. These pupils were able to identify the challenges in their work and suggest strategies they planned to use to help them solve the problems. Such activities support pupils' confidence while enabling them to develop as independent learners.

Pupils' academic achievement is good overall. In 2010, attainment and progress in Key Stage 2 recovered from the dip in the previous year. Good progress in both writing and mathematics resulted in broadly average attainment for both English and mathematics. Pupils' attainment in mathematics is stronger than in English. Pupils' skills in writing are better than in reading because of the opportunities to write for different purposes across the curriculum. Although Key Stage 1 attainment remains below the national averages, pupils make good progress from their starting points. Work in lessons, in books and the school's own information on pupils' progress show that pupils are making good progress overall. Intervention programmes are used effectively to support pupils who are not making the expected progress and those pupils identified with special educational needs and/or disabilities. As a result, there is little difference in the achievement of different groups of pupils or between boys and girls.

Pupils are very proud of their school and they are keen to contribute towards its success, by acting as peer mediators, eco-warriors and school council members. They show their interest in their community by participating in 'cleaner streets' projects and writing to politicians about local issues. Pupils have a very secure understanding of how to keep themselves safe both in and outside school. Almost all say they feel safe at all times; different groups of pupils were confident any issues they raise are dealt with fairly. Pupils

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talk knowledgeably about the need to eat a balanced diet, take regular exercise and the risks associated with smoking, using alcohol and mismanagement of drugs. They have a keen sense of right and wrong, a well developed sense of their own cultural heritage and are able to reflect on their own experiences and those of others. For example, pupils talk enthusiastically about the child they have sponsored in Bangladesh and how their lives and that of the child are similar and different. Pupils' exceptionally well-developed personal qualities, in conjunction with their secure basic skills and above average attendance, mean they are well prepared for the future.

*These are the grades for pupils' outcomes*

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

Positive relationships result in pupils feeling safe and confident to 'have a go'. Teachers' questioning skills are effective and almost all pupils are eager to respond. Good quality resources spark pupils' interest and support learning well. In the best lessons, teachers use their good subject knowledge to provide precise explanations and to set challenging tasks which match the needs of most pupils. In the small minority of less effective lessons, assessment information is not used with sufficient precision to plan work to meet pupils' specific needs. In addition, pupils are not provided with enough time to complete independent tasks. Pupils' work is thoroughly marked and their achievements are celebrated. In some instances, teachers provide clear feedback to pupils about what they need to do in order to improve their work. However, this practice is not fully embedded

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across the school. End of year targets are set for most pupils, but these do not always include the small steps each pupil has to take to achieve their goals.

Good developments in the curriculum to link subjects together have led to the planning of more relevant and enjoyable activities for all pupils. There is an emphasis on acquiring skills and knowledge within the local, national and global context. The school's successful emphasis on writing is reflected in the quality and quantity of writing produced by pupils. The 'writer of the week' inspires pupils to write for a clear purpose. One pupil proudly wore the 'red sweatshirt' and commented that she was 'nervous and excited' to receive the award. Writing has a high profile across the school, but this is less well developed for reading. In addition, there are fewer opportunities for pupils to read for a purpose across a wide range of subjects. Pupils' experiences are enriched by the wide and varied extra-curricular activities, visits and visitors.

The care, guidance and support provided by the school are exceptional. Very good use is made of external expertise, such as local authority and health services to develop the staff's skills and to support pupils' learning effectively. The school is alert to any barrier to pupils' making progress and works in partnership with agencies, parents and carers to overcome any challenges. Arrangements for inducting and supporting new arrivals to the school are particularly strong as they fully involve parents, carers and pupils in the process.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The two headteachers provide strong leadership and a clear vision for the further development of the school. They have effectively distributed key responsibilities and have been very successful in building a cohesive leadership team who share high expectations and a common sense of purpose. Systems for monitoring the work of the school are robust. Through regular lesson observations, book scrutinies and evaluation of pupils' progress information, senior leaders have an accurate view of the school's priorities to secure further improvement. School development planning is appropriate, although, as senior leaders recognise, it does not always make a sharp enough link between planned actions and pupils' outcomes. Governance has improved since the last inspection. Members of the governing body provide good levels of challenge and support to school leaders and managers through greater involvement and a stronger role in evaluating the school's work.

Very positive relationships with parents and carers are enhanced through good systems of communication, for example, through the easily accessible website, regular newsletters

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and strong partnerships to support individual pupils. The school makes excellent use of other partners to support and enhance the learning and well-being of all pupils. For example, specialist teachers from the high school have enriched the opportunities for physical activity and a link with a local restaurant has enabled some pupils to experience Indian cooking, while developing enterprise skills. Good links with museums, art galleries and places of worship have ensured that pupils have a good understanding of their own culture and a developing appreciation of wider cultures. Due to these effective relationships, pupils have a good understanding of diversity. As a result, the school's provision for community cohesion is good.

The school is a leader in high quality safeguarding practice within the local area. Systems for keeping pupils safe are rigorous and consistently applied by all members of the school community. The overwhelming majority of parents and carers agree the school keeps pupils safe. The academic achievement of all pupils is carefully tracked and the school acts swiftly to implement appropriate support if any pupils are finding their learning difficult. All forms of discrimination are tackled appropriately and as a result, it is a cohesive school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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>2</b>

## Early Years Foundation Stage

When children join the Early Years Foundation Stage what they know and what they can do is generally much lower than expected for their age. Their skills in communication, language and literacy are particularly low. Nevertheless, they get off to a flying start and make good progress so that by the time they leave reception they are securely working towards the expected levels for their age.

Pupils make good progress because the learning opportunities and the teaching they receive is of consistently good quality. Planning is thorough. It takes account of what pupils can already do but is also flexible enough to accommodate the children's own



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interests. As a result, children are excited about their learning. They are curious and confident learners who can work and play well with other children. Behaviour is consistently good as children follow well-established routines and clear instructions. Good use is made of a limited outdoor area to ensure pupils' learning is of equally good quality regardless of whether they choose to work indoors or outdoors. Teachers and teaching assistants work seamlessly to support and assess children's learning. They use questions very effectively to probe and extend children's skills.

The Early Years Foundation Stage leader has been effective in developing a cohesive team who are clear about their roles and responsibilities. She has an accurate understanding of how this area of the school needs to be developed, which is based on appropriate monitoring. Good relationships exist with parents and carers and the well-developed learning journeys foster strong home and school partnerships. Policies and procedures are adhered to by all adults and robust steps are taken to safeguard children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

All parents and carers who responded to the inspection questionnaire were very supportive of the school. They are happy with their children's overall experience of school; consider their children are kept safe, happy and the teaching is good. Parents and carers were totally supportive of other aspects of the schools' work. Inspectors found that the school provides a good standard of education and the procedures for keeping pupils safe are outstanding.

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

Ofsted invited all the registered parents and carers of pupils registered at St Peter's CofE Primary 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	65	15	35	0	0	0	0
The school keeps my child safe	33	77	10	23	0	0	0	0
My school informs me about my child's progress	32	74	11	26	0	0	0	0
My child is making enough progress at this school	33	77	10	23	0	0	0	0
The teaching is good at this school	34	79	9	21	0	0	0	0
The school helps me to support my child's learning	32	74	11	26	0	0	0	0
The school helps my child to have a healthy lifestyle	30	70	13	30	0	0	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)	27	63	15	35	0	0	0	0
The school meets my child's particular needs	31	72	11	26	0	0	0	0
The school deals effectively with unacceptable behaviour	30	70	11	26	0	0	0	0
The school takes account of my suggestions and concerns	30	70	11	26	0	0	0	0
The school is led and managed effectively	32	74	10	23	0	0	0	0
Overall, I am happy with my child's experience at this school	31	72	12	28	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.

**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.**



3 February 2010

Dear Pupils

**Inspection of St Peter's Church of England Primary School, Bolton, BL4 9JT**

Thank you for your warm welcome when I recently came to inspect your school. It was a pleasure to talk with you, look at your work and listen to views about your school. You told me how much you enjoy school. This accounts for your good attendance and the good progress you make at the school. Most pupils at St Peter's achieve what is expected for their age.

I consider that St Peter's is a good school. It has some special strengths, such as the care, support and guidance you receive and the opportunities you have to take on responsibilities for different jobs across the school. You made it clear you trust the adults who care for you and that you feel very safe in school. You showed me that you have very good attitudes to learning, good behaviour and are enthusiastic about all of the activities you do. I was most impressed with the good relationships all pupils have in the school and how well you work and play together.

In order to make your school even better I have asked the governing body and staff to focus on a few key areas. To help you make even better progress I have asked teachers to match all of your class work to your needs so it builds on what you already know. I have also asked them to give you clearer guidance on how to reach your targets and improve your work when they mark it. Finally, I have asked them to help you make better progress in reading so it is as good as your writing.

I know with such positive personal qualities you will help your teachers and headteachers to further improve the school. Please accept my best wishes for the future.

Yours sincerely,

Joanne Olsson

Her Majesty's Inspector

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