

# Burnley St Peter's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119484
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358564
<b>Inspection dates</b>	25–26 January 2011
<b>Reporting inspector</b>	David Byrne

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>	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Canon Tom Bill
<b>Headteacher</b>	Mrs Catherine Greenwood
<b>Date of previous school inspection</b>	3 April 2008
<b>School address</b>	Church Street Burnley Lancashire BB11 2DL
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## Introduction

This inspection was carried out by two additional inspectors. One inspector observed teaching and learning in nine lessons, taught by six teachers, and held meetings with representatives of the governing body, staff and pupils. In addition, a telephone discussion was conducted with a representative of the local authority. The inspection team observed the school's work, and looked at a wide range of documentation provided by the school, including records of pupils' progress and the school improvement plan and policies for securing safeguarding and child protection. The team analysed the questionnaires returned by 57 parents and carers and also evaluated those supplied by pupils and staff.

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

- The quality of teaching to gauge its effectiveness in promoting progress and in using assessment to guide planning and help pupils to improve.
- Whether or not the needs of pupils who speak English as an additional language and those whose circumstances make them more vulnerable are fully met.
- The impact of the curriculum on learning and on enabling pupils to apply their literacy, numeracy and information and communication technology (ICT) skills independently to a variety of contexts.
- The quality of monitoring and its contribution to school improvement.

## Information about the school

This is a small primary school. The percentage of pupils known to be eligible for free school meals is above average, as is the percentage with special educational needs and/or disabilities. The large majority of pupils are of Asian ethnic backgrounds and the proportion who speak English as an additional language is above average. A new headteacher took up post in January 2011. In the previous term the school was led by a part time associate headteacher and the deputy headteacher. The school has gained the Race Equality Mark and the quality mark for Social and Emotional Aspects of Learning (SEAL).

**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

This is a satisfactory school. Good quality care, guidance and support enables pupils to grow into well behaved and generally confident young people. Academic attainment is low but pupils' progress is improving rapidly. When the exceptionally low starting points to school in the Early Years Foundation Stage are considered, achievement is satisfactory.

Teaching is satisfactory and is reflected in the satisfactory progress of most pupils. There are inconsistencies in the expectations that are made of some groups of pupils and at times they are not high enough. This is because the purpose of some lessons lacks preciseness reflecting uncertainties about the reliability of teachers' assessments. While pupils are encouraged to evaluate their own success, they are not well enough informed about their targets for improvement. Good provision for pupils with special educational needs and/or disabilities enables them and those who speak English as an additional language to make good progress. The curriculum has been improved recently. This has resulted in better attainment in reading and writing. Opportunities are limited across the curriculum for pupils to apply their skills and knowledge of literacy, numeracy and information and communication technology (ICT), which slows their progress.

Pupils enjoy school. They say that they feel safe and that they like the teachers and other staff. Behaviour is good and most pupils work hard and try their best. Strengths in spiritual, moral, social and cultural development contribute to good relationships throughout the school. The diverse range of cultures within the school gives the pupils a good empathy with, and understanding of, people from different backgrounds.

The recently appointed headteacher has a very clear picture of the strengths and weaknesses in the school. The staff have faith in the headteacher and staff morale is high; it is accepted that attainment can be higher. Attendance is better and attainment in reading has risen. Given the current positive direction within the school, it has a satisfactory capacity to improve. However, uncertainty in staffing has hindered improvement in some aspects of the school's work. In mathematics, there has been insufficient improvement in the pupils' ability to solve mathematical problems and independently carry out investigations. The governing body has not challenged the school robustly enough. It is not sufficiently involved in reviewing the effectiveness of some policies for which it is responsible.

Up to 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.

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

- Raise attainment to the national average by:

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- striving to narrow the gap in attainment between some groups of pupils and in particular, between boys and girls
- ensuring that teachers have the highest expectations for all pupils and that the quality of lesson planning reflects this
- strengthening the accuracy of assessment so that pupils are offered better guidance about how they can improve their work
- increasing opportunities for pupils to be independent in their learning so that they can apply their skills of literacy, numeracy and ICT across the curriculum.
- Improve the effectiveness of leadership and management by:
  - ensuring that the governing body is much more involved in monitoring the school's effectiveness and in holding it to account for its performance
  - making sure that all policies are regularly reviewed and updated.

**Outcomes for individuals and groups of pupils****3**

The majority of pupils enjoy learning. They are conscientious and work hard and demonstrate a desire to do well. In a Year 3 science lesson, pupils were fascinated by exploring the property and structure of nine different outdoor jackets! They asked questions, observed with care and enthusiastically drew conclusions. Pupils willingly engage in conversation with their 'talking partners' in order to develop and extend their current ideas and knowledge. Information and communication technology is used confidently in some classes in order to secure a better understanding, for example, in Year 6 where laptops were used to research into features of Victorian life.

Progress has improved in recent years, most noticeably in Key Stage 2. This is a result of the impact of a number of strategies to improve reading, encourage writing and promote speaking. In 2009 and 2010, the targets for the performance of pupils at the end of Year 6 were exceeded. The achievement between some groups, however, differs. The progress of pupils who speak English as an additional language accelerates significantly in Key Stage 2. Those of Pakistani ethnic background tend to outperform other groups with White British ethnic backgrounds being the lowest achievers. Across the school, boys tend to attain better than girls, which contradicts the national picture.

Pupils naturally help each other. They open doors and help staff by organising the morning assembly and older pupils help the youngest children. Relationships are very good. Pupils' opinions are valued; they talk with pride about the influence they have on school life as class councillors. Plans are taking shape to develop more opportunities for pupils to be more involved through, for example, acting as eco-councillors and becoming playground helpers. The involvement of the school's 'MP' in local events has contributed to working with the constituency's actual Member of Parliament to influence local decisions. There is a good understanding among pupils of the choices required to live safe and healthy lives. The good levels of personal development and willingness to learn and take on responsibility for others, prepares pupils satisfactorily for the next stage of their education. Attendance has risen in recent years to average.

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*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:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
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>2</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>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:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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?

Disruption to staffing have resulted in variations in the overall quality of teaching. Individually, teachers have strengths but variations in the quality of planning, the expectations of pupils and in the use of assessment, reduce the overall impact of teaching on learning. As a result, pupils are not always challenged enough and tend to be over directed. This limits learning because pupils do not have sufficient opportunities to independently develop their thinking and expertise. Teaching assistants and bilingual support staff make a positive difference to the quality of learning for pupils needing additional support. This contributes to good levels of inclusion in lessons. Pupils are encouraged to think about and understand how well they are learning and evaluate their progress in lessons. The quality of marking is inconsistent. Consequently, some pupils are unsure of how to improve their work and to reach the higher levels.

The effectiveness of the curriculum varies in quality. It is suitably adapted to meet the needs of pupils with special educational needs and/or disabilities and those needing support with learning or speaking English. Initiatives to promote an understanding of phonics (letter sounds) and to develop reading have benefited pupils' achievement. In mathematics, not enough attention is given to enabling pupils to develop essential skills of problem solving. All the required subjects are taught, but not enough time is allocated for pupils to develop their skills of literacy and numeracy through different subjects. Close links with a local secondary school provides a good range of sporting activities. A local Eco

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curriculum consultant is making a very positive difference to the pupils' understanding and appreciation of the natural environment and essential 'Green issues'.

Effective support and guidance is provided for pupils with special educational needs and/or disabilities and for pupils and their families whose circumstances make them more vulnerable. Productive links with outside agencies from education, health and welfare extends the skills of staff within the school. The school effectively works with parents and carers to overcome barriers that some pupils have in attending school. Access to support systems, such as the 'Place 2 Be' staff within the school, contributes positively to the support offered.

*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>2</b>

## How effective are leadership and management?

The new senior management team has a clear picture about how to improve the school and to raise pupils' attainment. A talented and perceptive headteacher is leading by example and has very quickly gained the respect of staff, the governing body, parents and carers. The governing body is supportive of the school, but lacks sufficient expertise to drive forward improvement. Despite this, the governing body does ensure that procedures for safeguarding pupils' welfare are satisfactory with good systems for managing child protection. Partnerships with the local authority, other schools and with external educational consultants contribute positively to the experiences of pupils. There is a strong commitment to promoting equality of opportunity and tackling racial discrimination. Differences exist, however, in the performance of some groups of pupils, for example, of boys and girls. The school is dedicated to encouraging parents' and carers' involvement in the education of their children. Communication is generally good between the school and home but the views of parents and carers have a limited influence on decision making. Senior leaders have a good understanding of the school's religious, ethnic and socio-economic context and they promote community cohesion well in the school and community. Close links with a school with a different ethnic and cultural mix demonstrates the commitment to promoting an appreciation of the cultural richness and diversity of modern society.

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*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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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>

## Early Years Foundation Stage

When children enter the Early Years Foundation Stage their skills are exceptionally low. Many have difficulties with aspects of personal and emotional development and are weak in aspects of their communication and language development and knowledge and understanding of the world. In their time in the Reception class, their development improves at a good rate. By the start of Year 1, the proportion reaching the expected levels for their age has increased well, even though their attainment is low.

Children enjoy working with adults. The curriculum is adapted to meet the needs of the children, although the use of outdoor learning is not exploited enough. The creation of themes underpins much learning and adds meaning to activities. As part of a 'Bear theme', children were enthused by the story of Goldilocks. Staff used this traditional story effectively to promote the children's understanding of letters and sounds and an understanding of big, middle-sized and small, linked to mathematical understanding. Role play is encouraged but the interactions with adults to promote reasoning and develop language are not effectively planned. Staff enable children to learn independently as well as benefit from focused adult-led support but the potential benefits of learning outdoors are not exploited enough.

Leaders and manager have a good vision for improving the quality of provision. Assessment is accurate and is used to tailor learning activities to the needs of individuals, in particular those with special educational needs and/or disabilities. Good team work with bilingual staff make a positive difference to the learning of children who speak English as an additional language. Parents and carers are encouraged to get involved in school. The information provided by the school, prior to children starting the Early Years Foundation Stage, supports families well so that they will be able to help their children's learning. Some opportunities for regularly communicating the children's progress over time are not fully developed.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Just under two fifths of parents and carers returned their questionnaires. The large majority feel that the school is doing a good job in educating their children. All parents and carers say that their child enjoys school and rate the quality of teaching highly. Behaviour is reported to be well managed and the school is said to be preparing children well for future life by making them aware of how to be safe and live healthily. Positive comments were made about the very positive impact of the new headteacher on the school after a period when leadership was insecure. A few parents and carers expressed concerns about the potential risk of cars using the same entrance to the school as visitors and pupils. The inspection findings endorse most of the positive views of the parents and carers. While teaching has good features, the changes in recent years have reduced its impact on learning and some aspects could be better. Some pupils could develop greater confidence to be independent and take responsibility for their learning. Regarding the risk of the current entrance, the school is acutely aware of the difficulties and the potential risks and takes great care to monitor the situation carefully.

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

Ofsted invited all the registered parents and carers of pupils registered at Burnley St Peter's Church of England 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	72	16	28	0	0	0	0
The school keeps my child safe	31	54	25	44	1	2	0	0
My school informs me about my child's progress	29	51	27	47	1	2	0	0
My child is making enough progress at this school	24	42	29	51	3	5	0	0
The teaching is good at this school	31	54	26	46	0	0	0	0
The school helps me to support my child's learning	25	44	30	53	1	2	0	0
The school helps my child to have a healthy lifestyle	21	37	34	60	1	2	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)	20	35	30	53	3	5	0	0
The school meets my child's particular needs	22	39	33	58	1	2	0	0
The school deals effectively with unacceptable behaviour	18	32	36	63	2	4	0	0
The school takes account of my suggestions and concerns	19	33	29	51	2	4	0	0
The school is led and managed effectively	22	39	31	54	2	4	0	0
Overall, I am happy with my child's experience at this school	33	58	24	42	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.**



27 January 2011

Dear Pupils

**Inspection of Burnley St Peter's Church of England Primary School, Burnley, BB11 2DL**

I spent two very enjoyable days in your school recently. I was impressed by how you are friendly and well behaved and enjoy lessons and playtimes. Your school is satisfactory but improving. A below average proportion of you reach the levels expected for your age but your attainment is rising. This improvement is particularly noticeable in reading and also writing but less obvious in mathematics. There is room for you to do even better, especially the girls. The new headteacher and all staff are working together to help you to do this.

You become relatively confident and happy young people. You have a good understanding of how to live safely and healthily and most of you establish good relationships with others. Links with other schools are helping you to develop expertise in sport and also to understand about the lives of children different to yourselves.

Part of my job is to work with your school to seek ways of making it even better. I have asked the school to:

- seek ways of raising the attainment of girls
- make better use of assessment to give you better advice about how to improve your work
- increase opportunities for you to make your own decisions about how you learn and become more independent
- improve the way the governing body keeps an eye on how well your school is doing.

I wish you every success and happiness in future.

Yours sincerely

Mr David Byrne  
Lead inspector

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