

# St Peter's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	106475
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	355960
<b>Inspection dates</b>	9–10 November 2010
<b>Reporting inspector</b>	Eithne Proffitt

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>	258
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sheila Davidson
<b>Headteacher</b>	Mrs Sharon Bruton
<b>Date of previous school inspection</b>	12 December 2007
<b>School address</b>	Kildare Street Hindley, Wigan Lancashire WN2 3HY
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, observing 10 teachers. Meetings were held with the leadership teams, members of the governing body, staff, pupils, parents and carers. Inspectors observed the school's work and looked at documentation including the school's monitoring and improvement planning; a wide range of school policies; safeguarding procedures; records of all pupils' progress, including individual education plans for those with special educational needs and/or disabilities; and the school's self-evaluation procedures. Inspectors also took account of responses to questionnaires returned by 110 parents and carers, 88 pupils and 31 staff.

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

- The quality of pupils' current learning and progress.
- How teaching and the curriculum sustain pupils' improved outcomes and progress.
- How the school assures and monitors skills progression across the themed curriculum.
- The extent of pupils' awareness of Britain's culturally diverse society and the school's strategies to help prepare them for life beyond the local community.
- How effectively leaders and managers at all levels have assured the school's capacity for continued improvement.

## Information about the school

This is an average-sized primary school. The large majority of pupils are of White British heritage. A very small number of pupils are from minority ethnic groups but none of these are at an early stage of learning to speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than usually found nationally, as is the proportion of pupils with special educational needs and/or disabilities. The school has achieved Healthy School status, Basic Skills Quality Mark, ICT Mark, Primary Geography Quality Mark, International Schools Foundation Award and Eco School Bronze Award.

There is a breakfast and after-school club on the school site, but these are not managed by the governing body and will be subject to separate inspection, the report for which will be available on the Ofsted website.

**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?**

**1**

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

**1**

## Main findings

This is an outstanding school. It aims high for its pupils, knows itself exceptionally well and is an oasis of calm, in which pupils learn and play happily and harmoniously together. The school has come a long way since its last inspection. The headteacher, ably supported by the very effective deputy headteacher, has been the leading player in driving change and striving for excellence. Teamwork is at the heart of this school and its motto, 'Creating our future together' exemplifies the vision and commitment of the whole-school community.

Considerable emphasis and energy is directed into raising pupils' self-esteem and their confidence as 'can do' learners. Attendance rates are high. Behaviour is exemplary. Outstanding care, guidance and support; safeguarding procedures and practice; partnerships with parents and carers and other agencies; governance and a rich, technology-driven curriculum have an outstanding impact on all aspects of pupils' personal development, their academic achievement and enjoyment of learning. As a consequence, pupils leave the school as well rounded, mature and confident individuals, who are in a very good position to make the most of their future education and adult life.

Over the past three years, attainment in English at the end of Year 6 has been above average and in some years, significantly so. The school, through a relentless focus on improvement, has also been successful in raising attainment in mathematics to be above average. Consequently, pupils' overall progress is outstanding from their below average starting points and attainment is above average. School systems for tracking pupils' progress show that currently, Year 5 and 6 pupils are well on course to achieve equally challenging targets and similarly above average levels of attainment as those pupils who left last year. Careful monitoring, well-targeted provision, personalised intervention programmes and skilled support contribute most effectively to the outstanding progress that pupils with special educational needs and/or disabilities make towards their learning goals.

Good quality professional development and well-focused performance management have assured that teaching is good overall and some is outstanding. This, combined with outstanding curricular provision that is highly and successfully based on the development of learning skills, enable pupils to accelerate their learning rapidly through the school and result in above average attainment and outstanding achievement. However, not all teachers use teaching assistants or assessment techniques to maximum effect to ensure that all pupils make the best possible progress in their learning in all lessons.

The school's evaluation of its work is rigorous and accurate and leads to well-considered priorities for improvement. These are translated into detailed, aspirational action plans for further improvement. A shared vision of success and clear understanding of where to target resources and manage performance are key to the school's very good track record

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in securing improvements in: leadership at all levels; teaching; pupils' attainment; achievement and personal development and well-being. This record of success demonstrates convincingly the school's outstanding capacity for sustained improvement.

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

- Improve the quality of teaching from good to outstanding and hence raise attainment to high by:
- – ensuring that teachers and teaching assistants capitalise on learning and assessment opportunities in all lessons to help pupils make the best possible progress.

## Outcomes for individuals and groups of pupils

**1**

Lesson observations show that from an early age, pupils are attentive, enthusiastic, actively engaged in their learning and make good and sometimes outstanding progress in lessons. Children begin in the Reception class with skills that are below the levels expected for their age. The school's clear focus on developing effective learning habits starts here. Children make good progress in the Early Years Foundation Stage and are well prepared for Year 1. Progress is at least good throughout the school for all groups of pupils and in all subjects. Sometimes it is outstanding. It accelerates rapidly, for example, through upper Key Stage 2, as pupils' good learning habits are embedded, their knowledge and understanding deepens and they become more adept in applying learned skills across all subjects. There is clear evidence that progress in mathematics is improving rapidly and that the attainment gap between this subject and English is closing quickly. By the end of Year 6, attainment overall is above average. All groups of pupils achieve outstandingly well.

The school's inclusive and caring ethos is at the heart of promoting pupils' confidence and self-esteem. Preparing pupils for focused learning has been particularly successful. Pupils cite the 'wrong answers are beautiful' strategy as a real boon to their self-belief; confidence in 'having a go' and opportunities to learn from their mistakes. 'We learn so much from everyone's answers. No one is afraid of feeling silly,' was a comment that reflects pupils' raised confidence and feeling of self-worth.

Pupils are very confident that they are safe in school and from an early age develop a keen sense of how to stay out of harm's way. Older pupils are particularly skilled in recognising the dangers posed by their use of the internet and mobile phones. They fully understand how to maintain healthy lifestyles and speak knowledgeably about the importance of diet and exercise. They enjoy the wide range of physical activity opportunities provided, and the extensive variety of after-school clubs, both cultural and sporting, are often over-subscribed. Pupils take their selected or elected roles of responsibility very seriously and these are instrumental in raising their self-esteem; promoting their impeccable behaviour and ability to apply their understanding of right and wrong; promoting their respect for each other's ideas and experiences and raising the profile of the school through their charitable works within and beyond the local community. Through established links with children in a school with a very different ethnic profile, pupils are increasingly aware of life in our culturally diverse society. Pupils are outstanding ambassadors for their school, they have a voice and know that this is valid

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and valued. They are articulate, mature, responsible young people with a real sense of pride in their own and others' achievements.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<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?**

All teachers show a strong commitment to capturing pupils' interests and encouraging eager learners. The use of information and communication technology (ICT) to support both teaching and learning is impressive and plays a vital role in supporting pupils' attainment in all aspects of their learning, including the development of key skills. In outstanding lessons, teachers capitalise fully on all pupils' potential, leading to rapid progress. Crystal clear explanations, quick-fire pace, active learning and well-targeted, challenging questioning prompt pupils to think hard and stretch themselves to achieve the objectives set for them. Here, teachers also skilfully pick up on how pupils are learning in the lesson; capitalise on any errors or misconceptions; quickly assess what they need to do next and create teaching points that can move all pupils' learning forward. This high quality assessment to support learning and progress within lessons, however, is not consistently applied across the school. Teaching assistants provide an additional, effective layer of teaching, committed to moving targeted pupils' learning forward. The high quality support they provide contributes to the attainment and progress of pupils, especially those with special educational needs and/or disabilities. However, teachers do not always plan for, or use, this expertise to maximise learning for all pupils at other key times in lessons.

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A highly successful skills-based curriculum is now at the centre of the school's drive to raise attainment and to promote pupils' progress and personal development. Pupils really enjoy the topics and themes that cross subject boundaries. The work that has gone into achieving the school's nationally accredited awards adds to the breadth of high-quality learning opportunities that pupils experience. Teachers and senior leaders effectively use the school's 'key skills coverage' document to monitor the gains that pupils make in each subject and year group. Investigative and problem-solving techniques, the inclusion of speaking and listening activities and the built-in enterprise initiatives, such as the business plans produced and delivered to the 'Dragon's Apprentice,' also feature strongly in all themes, preparing pupils extremely well for future phases in their schooling and later lives.

This is a truly inclusive school where the pastoral care and support for all pupils is outstanding. All adults know individual pupils well and work very hard to ensure that pupils feel safe and happy in school. This very effective pastoral support ensures that all pupils, and especially the most vulnerable, have someone with whom they can share any worries or go to when they need time to reflect. Those with learning difficulties and/or disabilities are very well supported through individual education plans that set out clearly how their needs should be met. Transition arrangements for children across every phase are most effective, ensuring seamless, secure passage between phases and schools. Parents and carers show overwhelming support for the school and say that the care and nurture of their children is the 'cornerstone of the school's provision'.

*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	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Pivotal to the school's continued success are the visionary leadership of the headteacher and the outstanding drive, challenge and commitment from the governing body, whose members are visible, approachable and embracing of new challenges. School leaders communicate high expectations and, bringing all staff with them, have successfully established a culture of continuous improvement and equality of opportunity for all individuals and groups of pupils. Key areas of relative weakness, such as pupils' performance in mathematics, have been tackled with rigour and have recently reaped rewards. As a result, the school's effectiveness in promoting equality of opportunity and tackling discrimination is outstanding. School improvement planning is detailed, well-centred on key priorities and founded on robust evidence and good quality data. Leaders have taken very effective steps to drive up the quality of teaching across the school. The impact of this is seen in sustained above average attainment in English and improvements in mathematics. This drive for improvement continues and the school is well aware of the relatively weaker aspects of teaching.

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The school involves parents and carers outstandingly well in their children's learning and they in turn feel they can approach any member of staff for help and support. The virtual learning environments and networks enable parents and carers to share even more fully in their children's education. Mutually rewarding partnerships with external agencies and providers ensure an extended range of provision and services and have an outstanding impact on pupils' learning and enjoyment. Safeguarding procedures are also outstanding. They are well-embedded in practice, integrated into the curriculum and regularly and extensively monitored.

The school is at the very heart of the local community, opening its doors to embrace, support and serve the needs of its users and to forge effective and supportive links beyond the immediate area. It has comprehensive plans to further promote this cohesion internationally. Overwhelming parental confidence in the school further supports its reputation in the local community. Leaders and managers at all levels have been particularly successful in putting this school on the map, establishing firm links and partnerships that encourage, recognise and develop all pupils' gifts and talents.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</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>1</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>1</b>

## **Early Years Foundation Stage**

Good links with pre-schools and a range of assessment tools help staff to build up a clear picture of children's starting points. Children quickly settle into routines, behave well and help each other. By the end of the Reception Year, school data shows that most children have made good progress in their first year in school, attaining a good level of development across all the different areas of learning. These youngest pupils are keen and excited learners. Their planned curriculum covers all the required areas of learning and provides them with structured, progressive activities that meet their needs and ensure good outcomes. The teamwork of the Early Years Foundation Stage practitioners is the



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key to the provision's success. Adults provide well for children's welfare. There are well-established routines to promote their personal and social development, such as tidying up, hand washing and snack times. There is a good balance between activities chosen by children and those led by adults. As a result, children have fun and do well in their learning. Assessment of children's progress is firmly rooted in observations and this valuable information guides the next steps for the provision. Leadership for the Early Years Foundation Stage is good.

*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

The overwhelming majority of parents and carers who responded to the questionnaire were very positive about the school. In particular, there were a significant number of positive comments about the quality and frequency of liaison and feedback regarding children's progress, including the impact of the virtual learning network; relationships; inclusion; extended services and links with the local community and pupils' well-developed skills in using modern technology. Comments include: 'you really do get a sense that every child matters, is included and encouraged to excel'; 'school has exceeded all my expectations' and 'the school is an extremely supportive and inclusive community, well led, with high expectations of not only achievement but also personal and social development'. Inspection findings support the positive views expressed by parents and carers.

A very small minority of parents and carers commented upon: the effectiveness of communication systems; the increased intake in reception; the mixed-age Y1/2 class and the school's reward systems for those pupils who were 'average attainers'. The inspection team followed these concerns through and found that pupils were more than happy with the school's systems for rewards; that organisation of the classes was well-managed and clearly focused on pupils' outcomes and that the vast majority of parents and carers were delighted with the good provision and outcomes for children in the Early Years Foundation Stage.

## 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 110 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	84	76	26	24	0	0	0	0
The school keeps my child safe	87	79	23	21	0	0	0	0
My school informs me about my child's progress	76	69	32	29	1	1	1	1
My child is making enough progress at this school	75	68	33	30	1	1	1	1
The teaching is good at this school	91	83	18	16	1	1	0	0
The school helps me to support my child's learning	76	69	32	29	1	1	1	1
The school helps my child to have a healthy lifestyle	70	64	39	35	1	1	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)	65	59	40	36	0	0	0	0
The school meets my child's particular needs	68	62	40	36	1	1	1	1
The school deals effectively with unacceptable behaviour	66	60	38	35	2	2	0	0
The school takes account of my suggestions and concerns	60	55	46	42	1	1	1	1
The school is led and managed effectively	84	76	26	24	0	0	0	0
Overall, I am happy with my child's experience at this school	88	80	20	18	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. 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.

**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.**



11 November 2010

Dear Pupils

**Inspection of St Peter's CE Primary School, Wigan WN2 3HY**

Thank you all for the very warm welcome you gave the inspectors when we visited your school. We really enjoyed meeting you and are very grateful to all of you who chatted to us – we know you are proud to be part of St Peter's. Almost everything we saw during the visit helped us to make the decision that St. Peter's is an outstanding school. How exciting for you all to be pupils here!

These are some of the many outstanding things we found.

- Everyone works extremely hard to make sure that you are taught well, make outstanding progress and reach above average standards by the time you leave.
- You know that your skills with computers and all modern technology are extremely impressive and make your learning exciting – well done!
- You appreciate the hard work that all the adults put into making sure each and every one of you feels, special, valued and supported, especially in your learning.
- You are fast becoming confident learners and not afraid to make mistakes.
- You are very happy with the way all the adults look after you, care for you and help you to keep healthy and feel so safe in school.
- You respect and care for each other so well – your behaviour is outstanding and you are so polite and welcoming to visitors.
- All the adults who work with your headteacher are determined to make sure your school keeps getting better and better.

In order to ensure this, we have asked your headteacher, teachers and the governing body to:

- work hard to ensure that you all make the best possible progress in your lessons by encouraging your teachers and helpers to think about how you are learning and to point you in the right direction to make that learning even better.

You too can help your school by continuing to be the best that you can be!

Yours sincerely

Eithne Proffitt

Lead inspector

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