

# St Peter's CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119386
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358545
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	Judith Tolley

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Hodgkinson
<b>Headteacher</b>	Mrs Joan Smith
<b>Date of previous school inspection</b>	9 October 2007
<b>School address</b>	Cartmel Avenue Accrington Lancashire BB5 0NW
<b>Telephone number</b>	01254 233513
<b>Fax number</b>	01254 233513
<b>Email address</b>	head@st-peters.lancs.sch.uk

---

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	2–3 March 2011
<b>Inspection number</b>	358545

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by eight teachers. They held meetings with pupils, pastoral and academic staff and the Chair of the Governing Body. They observed the school's work and looked at development planning, self-evaluation reports, the school's analysis of pupils' progress and pupils' workbooks. Questionnaires completed by pupils and staff and 44 questionnaires returned by parents and carers were also read and analysed.

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

- The rate of progress of different groups of pupils to determine whether teaching is sufficiently challenging and whether their needs are adequately met.
- The rate of progress of children in the Early Years Foundation Stage.
- The effectiveness of leadership and management at all levels and its capacity to sustain improvement.

## Information about the school

In this smaller-than-average-sized primary school, just under half of pupils are White British and just over half are from minority ethnic heritages. The proportion of pupils known to be eligible for free school meals is high. The percentage of pupils with special educational needs and/or disabilities is high and the percentage with a statement of special educational needs is higher than that usually found. A higher proportion than average speaks English as an additional language. The school has gained a range of awards, including accreditation for the Eco Award (Silver) and has achieved Healthy School status. Since the previous inspection, the school has undergone significant changes in staffing, particularly in Key Stage 1 and the Early Years Foundation Stage.

**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. Parents and carers value the outstanding care, guidance and support it provides for its pupils and the good partnerships the school has with them, which support their children's learning well. Pupils make good progress, especially in mathematics. This comes about from good teaching, teachers' thorough understanding of pupils' individual needs, and a curriculum which meets their needs and interests well. Pupils who speak English as an additional language and those with special educational needs and/or disabilities make the same good progress as their classmates as a result of the very effective support they receive. Pupils' enjoyment of school is reflected in their enthusiastic response in lessons and their outstanding behaviour and spiritual, moral, social and cultural development.

The school is a harmonious community where differences are valued and celebrated. Pupils' personal development and their contribution to the school and wider community are good. They very willingly take on responsibility and are fully involved in school decision-making through, for instance, the school council, as playground helpers and in the Eco Group. Such opportunities to work together to solve problems and to explain their ideas prepare them satisfactorily for the next stage in their education, increase their confidence and develop their respect for one another's views. However, opportunities are missed to enable pupils to develop their speaking and listening skills, to explore ideas for themselves and work collaboratively in lessons.

Children in the Early Years Foundation Stage make satisfactory progress from their starting points. They respond enthusiastically when they take part in play activities both inside and outdoors and make good progress. However, when activities are led by the teacher their progress is slower because opportunities for them to participate are too limited and, as a result, opportunities for them to develop their speaking and listening skills and to extend their learning are missed. Although teachers and teaching assistants know individuals well, assessment information is not used systematically enough to plan for the next steps in learning.

The headteacher provides very clear direction, based on the close monitoring of pupils' progress and an accurate evaluation of the school's work. She has led the school strongly and single-mindedly during a period of significant changes in staffing. The celebration of different cultures and faiths within the school enriches pupils' experiences and, together with the school's successful actions to meet individual needs, reflects the school's strong commitment to equal opportunities for all its pupils. Since the last inspection, attainment in English and mathematics has improved significantly. Strategies to improve the quality and consistency of the teaching and learning in English and mathematics have proved effective. However, not enough attention has been given to developing the role of other leaders in promoting and spreading best practice in order to ensure this improvement can

**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

be sustained. Attendance has improved and is now broadly average. This record of improvement, together with the accurate school's self-evaluation, provides a clear indication of the school's good capacity to improve further.

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

- Raise attainment in English further by:
  - – increasing opportunities for all pupils to develop their speaking and listening skills in lessons
  - – increasing opportunities for pupils to discuss and explain their ideas to others and by working collaboratively to solve problems.
- Improve the quality of teaching and learning further by:
  - – reviewing strategies for the delivery of literacy and numeracy in Key Stage 2 so that all teachers can develop best practice
  - – further developing the role of middle leaders and managers to share and spread best practice.
- Improve outcomes in the Early Years Foundation Stage by:
  - – ensuring children can participate fully in adult-led activities
  - – increasing opportunities for children to develop their speaking and listening skills
  - – using assessment information more effectively to plan next steps.

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

**2**

Pupils talk enthusiastically about their lessons and are proud of their achievements. They feel safe at school and know who they can talk to if they have any problems. Pupils have a good understanding of how to stay healthy and demonstrate their commitment to healthy lifestyles through participation in sporting extra-curricular activities and healthy choices of food at lunchtime and break. They clearly enjoy the opportunities they have to help others and they take their responsibilities seriously, for instance as play leaders, lunch time helpers and as members of the school council. Pupils display great respect for one another and for different faiths. They have excellent relationships with each other and their teachers and have a good sense of right and wrong. They take time to reflect on their own actions and regularly help one another in class and around the school. They have an excellent understanding of cultures represented within the school and the diversity of cultures beyond their own community.

Many children start school with skills, knowledge and understanding well below those expected for their age. Many join the school with very little English. They make satisfactory progress in the Early Years Foundation Stage and join Year 1 with attainment which is well below that expected for their age. They make good progress and achieve well so that attainment by the end of Year 6 in English is broadly average and in mathematics it is slightly above average. While most pupils reach the level expected for their age, pupils' writing falls short of the complexity of form and structure necessary to secure higher levels of attainment. When given the opportunity to work collaboratively to solve problems, pupils are keen to participate and organise themselves well. In a history lesson, for instance, Year 5 pupils responded enthusiastically to opportunities to work in

**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

small groups to produce a time line of periods they had studied and made rapid strides in their understanding of the Victorian era through their scrutiny of contemporary pictures and photographs, prompted by very effective questioning.

*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>2</b>
<b>Pupils' behaviour</b>	<b>1</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>2</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>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?**

Teachers usually present new ideas clearly and use a variety of resources to engage pupils' interest. They use questioning to good effect to support and challenge pupils well both in whole-class discussions and during class work. However, sometimes, teachers are too ready to accept brief responses from pupils and to expand their thinking for them. When this happens or when teacher-led activities do not enable all pupils to participate, the pace of learning slows and opportunities are missed to promote pupils' speaking and listening skills. Information and communication technology (ICT) is used effectively, for instance, Year 6 pupils related probability in mathematics to real life through watching a video clip of fairground games. Assessment information is used effectively in planning to meet the varying needs of pupils, particularly to provide extra help for those with special educational needs and/or disabilities and those who speak English as an additional language. Teaching assistants use their expertise very skilfully in supporting individuals and small groups in lessons and in parallel activities outside the classroom. Marking is regular and encouraging and gives good guidance so that pupils know how to improve their work.

**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

The curriculum meets pupils' needs and interests well. Pupils regularly apply their developing reading, writing and mathematics skills in a variety of contexts and through activities designed to engage their interest, for instance, in the themed activity weeks. Pupils frequently use ICT to extend their learning, for research or to develop their skills. Their experience is further enriched by a variety of visitors, visits and extra-curricular activities. These are popular and well-attended as are the 'Wake up shake up' sessions before school. Pupils also benefit from opportunities to learn French and take part in a variety of activities such as the choir and school productions. Residential visits, to London for instance, also broaden their experience effectively.

Outstanding care, guidance and support for individuals is at the heart of the school's work and results in a harmonious community whose members, in turn, respect one another as individuals. Each pupil's progress is reviewed regularly and this triggers extra support where necessary, tailored closely to individual needs. Work in the 'Sunshine Group' enables individuals to overcome, often significant, barriers to learning and results in accelerated progress when they rejoin their classes. Well-thought-out induction procedures and the close links with pre-school settings help children settle quickly when they join the school. Similarly, links with the high school ensure pupils feel confident when they move on to the next stage in their education. The school works very effectively with a range of external agencies, as well as parents and carers, to remove barriers to learning for pupils whose circumstances may make them vulnerable.

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

**How effective are leadership and management?**

The headteacher's thorough analysis of the school's performance and the very clear direction for development that she has set are effective in helping to raise attainment. The school provides an atmosphere where achievement is valued and celebrated. Close and accurate tracking of pupils' progress informs school improvement planning well. Actions taken to raise attainment in English and mathematics in Key Stage 2 have proved successful but, since English and mathematics are mainly taught by subject leaders, this means that class teachers do not always have the opportunity to develop their expertise fully in these subjects and, at the same time, subject leaders are unable to develop their role in promoting good practice to the full. The governing body is supportive and is developing its capacity to challenge the school effectively. The school provides good value for money.

The school's focus on the needs of individuals demonstrates its strong commitment to promoting equality of opportunity. Safeguarding procedures are rigorously applied and

**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

kept under constant review. Activities designed to improve children's understanding of how to stay safe are part of the curriculum. Workshops and regular meetings enable parents and carers to support their children's learning effectively and are valued by both parents and carers. The school promotes community cohesion well and this results in strong relationships and a harmonious community within the 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>3</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>2</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>2</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

All children, including those with special educational needs and/or disabilities, make satisfactory progress during their time in the Reception class. Behaviour is good and children respond positively to adults, play well with their classmates and enjoy learning in a safe environment. Relationships with parents and carers are good. Close liaison with pre-school settings ensure children settle quickly and transition arrangements ensure they settle quickly into Year 1.

Children's progress is monitored on a daily basis but records of their progress are poorly organised. It is therefore difficult to track their progress or to plan next steps. Insufficient emphasis is placed upon developing children's language and communication skills from the beginning. As a result, although they make satisfactory progress overall, children do not always get enough opportunity to express themselves, to develop their vocabulary or increase their confidence in communicating their ideas. This is particularly the case in adult-led activities which involve the whole class where too little attention is paid to eliciting children's contributions. In child-initiated activities, however, such as role plays and using puppets to retell the story of 'Red Riding Hood' or activities such as building 'Granny's house' they make good progress because teaching assistants take every opportunity to engage children in conversation and extend their learning effectively through play.



**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

Strategic leadership and management of the Early Years Foundation Stage are overseen by the headteacher. Appropriate support and mentoring have been provided to eliminate weaknesses in the area and to improve the quality of teaching and learning. This is proving successful. High levels of care and welfare are provided for the children to ensure their well-being. Support for vulnerable children is of a high standard.

*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:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

In terms of the number of questionnaires returned, the response was fairly typical of most inspections of primary schools. Almost all the parents and carers who responded expressed positive views of the school. Parents and carers value highly the work of the school in helping their children to be happy. On the whole, parents' and carers' views matched those of the inspectors.

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

Ofsted invited all the registered parents and carers of pupils registered at St Peter's CE 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	39	27	61	0	0	0	0
The school keeps my child safe	19	43	25	57	0	0	0	0
My school informs me about my child's progress	16	36	27	61	1	2	0	0
My child is making enough progress at this school	13	30	29	66	1	2	0	0
The teaching is good at this school	18	41	26	59	0	0	0	0
The school helps me to support my child's learning	13	30	28	64	2	5	0	0
The school helps my child to have a healthy lifestyle	18	41	24	55	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)	12	27	30	68	1	2	0	0
The school meets my child's particular needs	12	27	32	73	0	0	0	0
The school deals effectively with unacceptable behaviour	12	27	28	64	3	7	0	0
The school takes account of my suggestions and concerns	9	20	32	73	2	5	0	0
The school is led and managed effectively	16	36	28	64	0	0	0	0
Overall, I am happy with my child's experience at this school	13	30	30	68	1	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



4 March 2011

Dear Pupils

**Inspection of St Peter's CE Primary School, Accrington, BB5 0NW**

I would like to thank you on behalf of all the inspectors for making us so welcome when we visited your school recently. We really enjoyed talking to you all and hearing what you had to say. You told us how much you enjoy your learning and how proud you are of your school. We agree with you. You go to a good school. Teachers make lessons interesting and this helps you to make good progress in your English and mathematics. We noticed how well you got on when you worked together in small groups to solve problems. To help you attain higher standards in English we have asked the school to make sure you have more opportunities to solve problems. We have also asked them to give you more opportunities to discuss your ideas and explain them to each other.

Your behaviour is outstanding and we were very impressed by the way you helped us and each other during our visit. You told us that the staff look after you well and we agree, the care you receive is outstanding. We noticed, for example, how well pupils are supported in the 'Sunshine Group' and by teaching assistants in lessons.

Younger children in the Reception class make satisfactory progress and enjoy their learning too. We have asked the school to make sure they make the most of the adult-led activities so that they can learn from each other. We have also asked them to make sure the children have lots of opportunities to practise their speaking and listening so that they can even make better progress in their learning.

The headteacher and staff are working very hard to make your school even better. We have asked them to continue to try to make all lessons as good as the best by making sure teachers can share their good ideas. I wish you every success for the future and hope that you continue to enjoy your learning.

Yours sincerely

Judith Tolley

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**