

St Peter's Catholic Primary School

Inspection report

Unique Reference Number	105537
Local Authority	Manchester
Inspection number	355794
Inspection dates	15–16 March 2011
Reporting inspector	Jane Millward HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Mr Philip Horton
Headteacher	Ms Anne Loftus
Date of previous school inspection	9 December 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Eleven lessons involving nine teachers were observed. Meetings were held with groups of pupils, members of the governing body, staff and a local authority officer. Inspectors observed the school's work, and looked at a range of documentation including the school development plan, pupils' work, pupils' progress data, minutes of meetings held by the governing body, attendance data and safeguarding policies. They analysed 56 questionnaires completed by parents and carers.

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

- How effectively the school identifies pupils with special educational needs and/or disabilities and the impact of interventions they receive.
- How well teaching raises outcomes and levels of achievement and how the curriculum impacts on outcomes.
- How well leaders and managers ensure the best outcomes for all pupils.
- If the more able pupils achieve as well as they can.

Information about the school

St Peter's Catholic Primary School is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is higher than the national average. The percentage of pupils from minority ethnic backgrounds is higher than the national average, as are numbers of pupils who speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is lower than average. The school holds the Healthy School status.

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

St Peter's Catholic Primary School is a satisfactory school. Pupils have good attitudes to learning, say they enjoy school and display good behaviour. Many aspects of personal development are strong. Pupils show respect for one another and take on responsibilities with maturity and confidence. Most parents and carers hold the school in high regard and are pleased with the education it provides. Pupils relish the experiences that the school provides and are enjoying a more relevant curriculum that has been influenced by what they want to learn.

Pupils make satisfactory progress and by the end of Year 6 attain levels that are broadly average. Pupils with special educational needs and/or disabilities also make satisfactory progress. However, some groups of pupils attain better than others. Teaching is satisfactory and is of variable quality across the school. There are examples of highly effective provision where pupils are enthused to do well. However, this is not always the case and some lessons are incorrectly pitched to meet pupils' different learning needs. This is due to inconsistencies in the use of assessment information and variations in the quality of marking of pupils' work. This impacts on pupils' understanding of how to improve their work. This is due. The curriculum is developing and a review of its content is leading to a more purposeful and interesting range of topics.

The school takes into account the views of parents and carers and acts upon them. Parents and carers feel well supported and positive relationships exist. Effective links with external agencies ensure vulnerable learners' needs are met well. Procedures to improve attendance are rigorous, but attendance rates remain below average. School efforts have ensured the numbers of pupils who are persistently absent have reduced. Statutory requirements in respect of safeguarding are met, as are welfare requirements.

The headteacher is tackling the school's weaknesses with drive and determination to improve outcomes. She is very well supported by the senior leadership team who are committed to school improvement. An improved system to monitor the progress of pupils has been introduced and evaluation procedures to monitor the impact of the actions taken are becoming more refined. The school acknowledges more work is required to improve these systems they better inform school improvement and future actions.

Policy documents in school are often, but not always reviewed. The cycle to review documentation is not yet rigorous enough and hence the school is not held to account as well as it might at all levels. The governing body is supportive of the school and fulfils its statutory duties. However, school action plans do not sufficiently include the governing body's involvement and evaluation and monitoring procedures do not fully hold the school to account. Self-evaluation is accurate and monitoring is beginning to be used well to direct and assure improvement. This provides the school with a satisfactory capacity for sustained improvement.

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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?

- Ensure pupils make better progress in English and mathematics by:
 - developing the use of assessment information to ensure that lessons better meet the needs of all learners
 - developing a consistent approach to marking so that it provides guidance for pupils on their next steps in learning
 - ensuring consistency in teaching so that it is good or better with a greater focus on learning.
- Develop monitoring and evaluation procedures by:
 - ensuring evaluation informs school improvement and future actions
 - ensuring greater involvement by the governing body
 - improving action planning to ensure accountability at all levels
 - regularly reviewing the impact of policies and actions.
- Reduce the level of pupils' absence by vigorously promoting good attendance by:
 - impressing on parents and carers their role in ensuring regular attendance.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning and participate well in lessons. They respond positively to questioning and are confident to put forward their ideas. They are keen to do well, have good attitudes and demonstrate good behaviour at all times. In lessons observed, pupils were able to articulate what they were learning and the purpose of activities set. The level of knowledge and skills vary when children enter the school and overall are below what is expected for their age. By the end of Year 2, attainment is broadly average, although the proportion of pupils achieving the higher Level 3 is below the national average in mathematics. Attainment at the end of Year 6 is broadly average. The rate of pupils' progress, including pupils with special educational needs and/or disabilities, is satisfactory overall leading to satisfactory achievement.

Pupils say they feel safe in school and know who to turn to if they have a worry or concern. They are aware of how to keep themselves and others safe. They fully understand the benefits of a healthy diet and exercise, and they participate in extra-curricular activities. Pupils enjoy taking on responsibility, for example, as school councillors and playground pals, although they would like to have more involvement in school life. Their views are sought and acted upon and they are keen to raise money for charities both locally and further away. Pupils are polite and courteous and mutual respect permeates through the school. The school monitors attendance rates rigorously and improvements can be seen in the reduction of numbers of pupils who are persistently absent. The school is aware that it needs to impress on parents and carers their role in ensuring regular attendance.

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The promotion of basic skills along with, for example, visits to a local university, ensure pupils develop satisfactory skills that contribute to their future economic well-being. Good spiritual, moral, social and cultural development is underpinned by the Catholic ethos and school mission statement. Pupils have a shared and united view of values and know the difference between right and wrong. They cooperate well together and opportunities for spiritual reflection enable pupils to think about their experiences and those of others.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching is satisfactory overall, due to some inconsistencies in the quality of provision. Relationships are a strength and pupils are confident to have a go at challenges and are encouraged to work collaboratively. Teachers' planning is effective and good use is made of new technology to maximise learning. In the most effective lessons, pace and challenge prevail and pupils respond positively to the high expectations placed upon them. Teaching assistants provide good support and the effective questioning by teachers sustains pupils' concentration, application and motivation. However, this is not always the case, and in some lessons, tasks do not fully meet the needs of all learners. In these lessons, time is wasted and pupils do not achieve as well as they might. Although the school has an effective system for tracking pupils' progress, assessment information is not always fully used in setting class activities to maximise learning for all. Marking of pupils' work is inconsistent across classes and subjects. In the best instances, it guides pupils to their

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next steps in learning, but in others it merely affirms that the work is completed. Some books remain unmarked.

A review of the curriculum has been implemented to ensure it becomes more purposeful. A cross-curricular approach is being developed with a greater involvement by the pupils in what they want to learn. Links to everyday working life provide a more relevant context to learning, for example, a Year 5 topic on chocolate, involved pupils designing, making and selling their products. Topics have an 'entry and exit point' activity which involves visits or visitors to school to enhance learning. This work remains in the early stages of development and it is too early to evaluate the impact on pupils' achievement. The school offers opportunities to learn a variety of musical instruments and Italian. Extra-curricular activities, include a wide range of sports about which pupils talk with enthusiasm.

The school works closely with parents, carers and agencies, for example, when supporting particularly vulnerable learners. The work of the learning mentor is held in very high regard by staff, parents and carers and pupils alike. All pupils are treated with respect and sensitivity, which helps them in becoming more confident individuals. The personal development and well-being of all pupils is given a high priority in the school. Through knowing pupils well, the school quickly targets support where it is needed and this has a positive impact on pupils' attitudes, confidence and achievement. For example, the implementation of the 'Numbers Count' programme has been used as a national example of good practice.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher, ably supported by the deputy headteacher, holds a clear vision for the school and improvements are focused on the raising of attainment. The senior leadership team, now in place, have defined roles and responsibilities and have implemented procedures to secure further school improvement. Improvements to systems for tracking progress have resulted in a greater awareness of the current achievements of all pupils. Leaders are able to identify pupils if they begin to fall behind and a comprehensive programme of high quality interventions is implemented. However, as the implementation of these systems is still at an early stage, it remains difficult to fully measure their impact. To assist teachers in securing strong outcomes, a useful programme of meetings between the senior leaders and class teachers has been introduced. As a result, staff are more accountable for the progress the pupils in their class make. Teaching and learning is monitored carefully, but the response to identified weaknesses is not yet fully in place.

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The governing body satisfactorily carries out its duties and takes a keen interest in school development. It provides support and appropriate challenge and is aware of the need to raise attainment. Individual governors bring a wide range of expertise to the school. However, there are missed opportunities to develop more rigour in holding the school to account through evaluating its work. The school fulfils its statutory responsibilities for the safeguarding and protection of pupils. Training for all members of staff is taken seriously and is in place. Leaders monitor and promote equality of opportunity for all pupils. There are highly effective links with parents and carers and the school seeks their views and acts accordingly. Workshops are run in school to help parents and carers support their child's learning. The school promotes community cohesion satisfactorily and the school understands its context. The school community is cohesive although there is limited evidence of how the school is promoting community cohesion beyond the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with a level of skills which are below those expected for their age. They quickly settle into school life and enjoy learning through a range of activities provided in a stimulating environment. Children are encouraged to work independently, especially in the Reception class, as a result of the high expectations of the staff who know the children very well. Children show good attitudes and develop their confidence and generally interact with each other well. They increasingly share responsibility for their own actions throughout the Early Years Foundation Stage and make satisfactory progress overall.

The quality of provision is satisfactory overall with some examples of good practice. An emphasis on the teaching of basic skills ensures progress is made. Children who speak English as an additional language make progress commensurate with their peers. Children

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are generally engaged in learning due to well-prepared resources, for example, children in the Reception class were keen to write about planting seeds. Most behaviour is managed appropriately and the key worker system ensures children feel safe. Work with parents and carers is developing and plans are in place to develop this work to ease the transition into school. Welfare requirements are met and procedures to keep children safe are in place. The Early Years Foundation Stage leader holds an accurate picture of strengths and weaknesses of the setting and through action planning is securing further improvements. Parents' and carers' views are sought through questionnaires and suggestions are acted upon.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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	2

Views of parents and carers

Almost all of the parents and carers who returned the questionnaires are fully supportive of the school. The great majority feel that their children learn a lot in lessons and that adults explain to pupils how to improve their work. One written comment summarised the view of many, 'All my children have come to this school and I strongly feel that it is improving each year!' Parents and carers who spoke to inspectors were pleased with the work of the school. The inspection endorsed most of these positive views, although it judged teaching and learning to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's Catholic 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	61	22	39	0	0	0	0
The school keeps my child safe	36	64	17	30	1	2	1	2
My school informs me about my child's progress	35	63	20	36	1	2	0	0
My child is making enough progress at this school	30	54	26	46	0	0	0	0
The teaching is good at this school	35	63	21	38	0	0	0	0
The school helps me to support my child's learning	35	63	21	38	0	0	0	0
The school helps my child to have a healthy lifestyle	34	61	20	36	2	4	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)	23	41	30	54	1	2	0	0
The school meets my child's particular needs	31	55	23	41	0	0	0	0
The school deals effectively with unacceptable behaviour	25	45	28	50	3	5	0	0
The school takes account of my suggestions and concerns	23	41	31	55	0	0	1	2
The school is led and managed effectively	27	48	28	50	1	2	0	0
Overall, I am happy with my child's experience at this school	33	59	22	39	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

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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



17 March 2011

Dear Pupils

Inspection of St Peter's Catholic Primary School, Manchester, M23 2YS

On behalf of the inspection team, I would like to thank you for the very friendly welcome you gave us when we inspected your school recently. As you know we came to see how well you were doing, and what you said helped us with our findings.

St Peter's is a satisfactory school. We were very impressed by your behaviour; you know about healthy lifestyles and your spiritual, social, moral and cultural development is good. You told us you enjoy school and your achievements are satisfactory. Your teachers take care of you and teaching assistants provide effective support in lessons. Teachers are developing a curriculum to help you learn and the school has good links with a range of partners and parents and carers. The level of attendance of some pupils is low and some of you do not come to school as regularly as you might.

It is our job to find out how schools can do even better. We have asked your headteacher, teachers and the governing body to work on three things in particular.

These are to:

- help you make better progress
- improve the ways that leaders check what is happening in school
- reduce the level of absence.

We know that you will want to help in every way you can, so please continue to try hard in lessons, keep up your very good behaviour and attend school regularly. I wish you every success in your education.

Yours sincerely,

Jane Millward

Her Majesty's Inspector

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