

Chorley St. Peter's CE Primary School

Eaves Lane, Chorley, PR6 0DX

Inspection dates 10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children are well supported in the Early Years Foundation Stage. Many enter the school with skills and knowledge below those expected for their age. The vast majority of pupils make good progress through Key Stages 1 and 2. Some make exceptional progress in mathematics.
- Teaching is good. Overall, teachers plan lessons that are interesting and focused on meeting the needs of individual pupils.
- Good use of other adults, including teaching assistants, means that opportunities are provided for pupils to work with their peers and engage in lively discussions.
- The headteacher is an ambitious and effective leader who is well supported by an able management team and an active governing body. All work together as a team and have successfully improved teaching and raised achievement since the last inspection.
- Pupils are keen to learn, they are willing to engage in all aspects of their learning and work together in a respectful and considerate way. They feel safe and behaviour around the school and in lessons is good.

It is not yet an outstanding school because

- Pupils' attainment in reading and writing is not as high as in mathematics.
- While good overall, some teaching is weaker. In some lessons, teachers do not give pupils enough time to be independent or to extend their thinking skills.

Information about this inspection

- Inspectors observed 17 lessons, one of which was a joint observation with the headteacher. Inspectors also visited lessons for short periods of time.
- The inspection took account of the responses of 11 parents who completed the on-line questionnaire (Parent View) and the school's own parental surveys. Due consideration was given to 10 questionnaires returned by staff.
- Meetings were held with a number of school staff including members of the senior leadership team, the special educational needs coordinator, the Chair and vice-chair of the Governing Body, and the manager of the Early Years Foundation Stage.
- Inspectors held meetings with groups of pupils and listened to pupils read in Years 1,2,3,5 and 6.
- A meeting was held with the school's School Improvement Partner.
- Various documents were scrutinised, including monitoring files, the school development plan, self-evaluation, those related to safeguarding, the tracking of pupils' progress and records of pupils' behaviour.

Inspection team

Lenford White, Lead inspector	Additional inspector
Melvyn Hemmings	Additional inspector
Pamela Hemphill	Additional inspector

Full report

Information about this school

- The school is a slightly larger than the average-sized primary school.
- The number of pupils known to be eligible for the pupil premium is just above the national average.
- A higher proportion of pupils than average enters and leaves the school at times other than normal times of transfer.
- The proportion of pupils from minority ethnic groups is below the national average and very few pupils speak English as an additional language.
- The proportion of pupils who are supported at school action is below the national average, as is the proportion of pupils who are supported at school action plus or with a statement of special educational needs.
- Since the last inspection, four new teachers have joined the school, and a temporary deputy headteacher has been appointed prior to a permanent appointment in January 2013. The school appointed a new Chair of the Governing Body in autumn 2011.
- The school operates a breakfast club and after-school club.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise pupils' attainment in reading and writing to be consistently as high as in mathematics and ensure that pupils make at least good progress by:
 - providing more opportunities for pupils to apply their reading and writing skills in all subjects
 - rigorously checking that all interventions and support are consistently effective.
- Improve the quality of teaching so that in all lessons teaching is either good or better by:
 - ensuring that pupils have enough time to develop as independent learners and to think about and check their work during lessons
 - ensuring that teachers use a wide range of methods that interest all pupils and provide pupils with more opportunities for them to write from first-hand experiences
 - ensuring that teachers consistently use marking and feedback to clearly communicate to pupils how they can improve.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skills and abilities which are overall lower than those expected for their age. Through providing activities which are interesting, well targeted and clearly explained, children develop positive attitudes to their learning and quickly develop their skills in communication, language and listening. They make good progress and enter Key Stage 1 with skills that are overall just below those expected for their age.
- Progress is good in Key Stage 1. Pupils' attainment has shown a rising trend over the last three years and is now broadly average in reading, writing and mathematics by the end of Year 2. This trend has been as a result of the school placing great emphasis on pupils reading daily, the clear guidance given to all teachers on how to improve pupils' writing and the focus on pupils logically setting out their work in mathematics.
- Attainment at the end of Year 6 is broadly average. Taking into consideration pupils' attainment when they left Key Stage 1, this reflects good progress. Progress is even more rapid in mathematics. This is because the school has placed great emphasis on linking mathematics to real-life situations, in enterprise activities, for example, and on developing pupils' problem solving skills. Such good progress is exemplified by four pupils achieving Level 6 in the national tests in 2012.
- Standards in reading and writing are average at Key Stage 2 and improving. The school has worked consistently to ensure that pupils have many opportunities to practise their reading skills. Governors, parents and visiting writers have all been effective in encouraging pupils to read more and to practise and extend their writing skills. However, more work needs to be done to encourage pupils to read and write at every opportunity, both at school and at home.
- Additional interventions and support are put in place but these are not yet fully effective in raising standards in reading and writing to the same level as in mathematics.
- Overall, groups of pupils eligible for the pupil premium receive effective help and make good progress. The school's tracking data show that the majority of pupils supported at school action, school action plus and those with a statement of special educational needs make good or better progress.

The quality of teaching

is good

- The good quality teaching has led to consistent improvements in pupils' progress and attainment throughout the school over the last three years. It has also meant that any achievement gaps between groups of pupils are rapidly narrowing.
- Relationships between teachers and pupils are positive and the vast majority of lessons take place within a caring and exciting atmosphere in which there is a good degree of mutual respect. Consistent planning is evident across the school. All books contain targets against which pupils regularly assess themselves and each other. The vast majority of pupils know the academic level at which they are working and almost all can say how they can improve.
- In the vast majority of lessons, teachers skilfully plan and deliver a broad range of activities which are designed to ensure that the needs of all pupils are met. In these lessons pupils are actively engaged in different learning activities which are appropriate. In writing, activities do not always relate enough to pupils' own experience and their interest is not fully sustained.
- On most occasions, teaching assistants are used to good effect. In the most effective lessons they work with small groups and make sure that pupils understand what is required of them and make good progress. However, in those lessons where teachers spend too much time talking, progress is slower and interventions are less effective.
- In the lessons where teaching is best, teachers are very focused with their questioning, they make sure that pupils identify solutions for themselves and that they are confident in sharing their ideas. In an English lesson, where pupils were asked to write out a complex two-part

instruction for pinning tail feathers onto a bird, the teacher skilfully encouraged pupils to challenge her instruction and come up with a better one. They took delight in doing this and came up with some outstanding suggestions.

- The use of information and communication technology in many classrooms is a strength. Most pupils demonstrate that they have highly developed keyboard skills, can quickly log on to their computers and can access the internet and various educational resources. In one lesson, pupils showed great skill and resourcefulness in their work and were rewarded with points which enabled them to purchase 'animals' which they were able to place in various virtual environments.
- While most teaching progresses at a good pace, in some lessons too much teacher input leads to insufficient time for pupils to think for themselves and to complete their work. In these lessons there are missed opportunities for pupils to work independently, especially when writing at length.
- The school has placed great emphasis on the importance of teachers effectively communicating to pupils about their work through the regular marking of books. However, not all teachers consistently use marking and feedback to clearly communicate to pupils how they can improve.

The behaviour and safety of pupils are good

- Behaviour in the school is typically good. During the inspection, records of pupils' behaviour were looked at and showed that there had been no incidents of bullying since 2010. Incidents of racist and homophobic behaviour are very rare and are dealt with immediately and effectively. Successes in this area are largely due to the school's anti-bullying programmes. The school has had no exclusions for the last three years.
- The school family support worker is most effective. She provides a consistent and respected link between the school and the community and works well with other staff to provide a good start to the school day for pupils who attend the breakfast club. Through her efforts and the effective use of the pupil premium funding the school has improved attendance to above the national average. Few pupils are now persistently absent and the proportion that is late has reduced year-on-year.
- Parents who gave their views said that they were of the opinion that behaviour in the school was good and that they felt that their children were safe. The school's own survey showed that 90% of parents who responded either agreed or strongly agreed that children behave well. The result of all surveys shows that parents feel that the school has vastly improved over the last three years.
- Pupils say that they feel safe in the school. They are confident in reporting any concerns to adults and know that these will be taken seriously. Pupils have a highly developed sense of safety and know how to keep themselves safe. They understand fully the potential dangers of the internet and know what cyber-bullying is and how this can make other people very unhappy.
- Pupils have a heightened awareness of potential dangers when out of school and have a good understanding of how to keep themselves safe in their community. This is largely due to the effectiveness of the school's spiritual, moral, social and cultural development work and its personal, social and health education programmes.
- Pupils say that bullying is rare and inspectors observed good behaviour and well-managed activities during breaks and dinner time. Pupils' behaviour in and around the school is good and they are respectful towards visitors.

The leadership and management are good

- The headteacher is an ambitious and effective leader who has a clear vision for the school. She has worked well, together with an able leadership team and an active governing body, to

ensure that changes are improving teaching and raising achievement. The senior leadership team has ensured that staff and pupils have high expectations, which means that the school is well placed to continue improving.

- Self-evaluation is accurate and is used effectively by leaders and managers to set school priorities. Key leaders and managers meet regularly to review pupils' progress, to monitor the impact of school initiatives and to ensure that all targets and priorities remain sharply focused.
 - The school has prioritised the closing of any gaps between boys' and girls' performance in English. However, there is some lack of rigour in the checks on how effective are the actions taken to achieve this.
 - The school's leaders make careful checks on the quality of teaching. As a result teachers know their strengths as well as any areas for improvement. Staff are provided with support and training to help them improve.
 - Pupils' spiritual, moral, social and cultural development is promoted effectively. This is demonstrated in how pupils behave, how staff work together and how the school community comes together for the benefit of pupils. A genuine sense of spirituality and understanding of right and wrong was observed during two assemblies in which pupils engaged in prayer and outstanding singing.
 - The school has rigorous vetting procedures and ensures that safeguarding meets requirements.
 - The school has benefited from a strong relationship with the local authority and the School Improvement Partner. This has served it well in securing current improvements in reading, writing and especially in mathematics, and in planning for future success.
 - **The governance of the school:**
 - Governors consistently ask questions and have a good understanding of the school's performance and areas for development.
 - Governors analyse the school's performance data and hold the headteacher to account by thoroughly checking on how well pupils are doing and how good teaching is.
 - The governing body has had a significant role in supporting the school in improving pupils' reading.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119806
Local authority	Lancashire
Inspection number	401877

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Wendy Nevett
Headteacher	Helen Wright
Date of previous school inspection	9 December 2009
Telephone number	01257 262625
Fax number	01257 261608
Email address	head@stpeters.lancs.sch.uk

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