

# Burnley St Peter's Church of England Primary School

Church Street, Burnley, Lancashire, BB11 2DL

**Inspection dates** 23–24 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils are proud of their school and describe themselves as a team, saying, 'We are a big happy family.' Parents say their children enjoy school and are kept safe there.
- Achievement is good. Pupils progress well and reach the expected standards in English and mathematics by the time they leave the school.
- Pupils entitled to a free school meal do particularly well because pupil premium funds are used carefully to provide additional support and activities.
- Good teaching captures pupils' interest and enthusiasm. Well planned lessons and activities ensure they are keen to learn and work hard.
- Pupils behave well, and examples of excellent behaviour were seen in some lessons and in assembly. Pupils feel safe and secure in school and move round stairs and corridors with consideration for their own and others' safety.
- Good quality provision in the Early Years Foundation Stage gets children off to a good start. They particularly enjoy investigating the imaginative variety of activities outside in the fresh air.
- Strong, dedicated leadership, skilfully supported by staff and governors, is firmly focused on improvement. Together, they have successfully raised attainment, improved the quality of teaching, increased the level of attendance and boosted the skills of leaders at all levels.

### It is not yet an outstanding school because

- Pupils make good but not outstanding progress and not enough reach the higher standards in reading or mathematics.
- Pupils are not always given the right levels of work to get the best from them or enough chance to become independent and take more responsibility for learning on their own.

## Information about this inspection

- Inspectors observed learning and teaching in 15 lessons, visited small group activities, attended assembly and heard some pupils read. Inspectors also visited the breakfast club.
- The team held meetings with staff, pupils and members of the governing body. Inspectors also met a representative of the local authority.
- They looked at school documents, pupils' progress data and the procedures for gathering an accurate picture of the school's performance and assessing the quality of teaching and learning. Pupils' workbooks and progress records were scrutinised and safeguarding arrangements were checked.
- Inspectors took account of the 11 responses on the on-line questionnaire (Parent View) and the school's own survey of parents' views and scrutinised staff questionnaires.

## Inspection team

Kathleen McArthur, Lead inspector

Additional Inspector

Lenford White

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average sized primary school and there are more boys than girls.
- About three quarters of the pupils are of Asian Heritage. Of these, the largest group is Pakistani and others are Bangladeshi and most speak English as their second language.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which is the minimum expectation for pupils' attainment and progress.
- There have been a significant number of staffing changes since the previous inspection and the senior leadership team has been in post for two years.

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

- Further raise attainment throughout the school and ensure more pupils reach the higher levels in reading and mathematics by:
  - providing tasks that are not too hard or too easy, so pupils, particularly the more-able, are always given challenges appropriate to their different abilities
  - giving pupils wider opportunities to organise their own learning, use and develop their reading skills and knowledge so they become more independent as learners.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills well below those expected, particularly in language and mathematics. High levels of care and good teaching in the welcoming setting ensure they are eager to learn. Indoor and outdoor activities are very well linked through topics such as 'Our Pets'. Staff seize all opportunities to extend children's language skills, for example talking about the snow as the children used it to mix colours for their paintings. Children progress well and enter Year 1 better prepared each year, but do not reach the expected levels.
- In this small school, groups fluctuate greatly in size and in the proportion of boys and girls, so outcomes often vary from year to year. By checking this closely and providing extra support where needed, leaders have ensured that attainment has risen consistently over time.
- At the end of Year 2, standards are close to national averages but few pupils do better than this. Progress accelerates in Key Stage 2 and pupils reach the nationally expected level in English and mathematics.
- In 2012, writing matched the national average at the higher level. The work in pupils' books show they write confidently at length and introduce some imaginative vocabulary. However, fewer pupils reach the higher levels in reading or mathematics. They do not have enough opportunities to show they can work on their own or organise their own learning and to use more advanced reading skills to help them in this.
- Interventions and extra help to make sure more pupils reach the higher levels are becoming increasingly more effective. School data show pupils currently in Years 2 and 6 are on course to continue the upward trend and reach challenging targets, and more are expected to reach the higher level.
- Careful use of pupil premium funds provides additional support for pupils entitled to a free school meal, such as learning in small groups. These pupils often progress faster and are almost one term ahead of their classmates.
- Pupils with special educational needs also often progress more rapidly than their classmates, due to well led and organised provision closely matched to their particular needs.
- Younger pupils exceeded national levels when tested on their knowledge of letters and the sounds they make. This is because their lessons are well organised and methods are applied consistently. Enjoyable daily 'letters and sounds' activities in small groups, closely matched to pupils' different abilities, ensure they gain the reading skills that support learning in all subjects and equip them well for the future.

### The quality of teaching is good

- Good relationships and attitudes to learning were seen in all lessons, and there were several examples of outstanding behaviour. Inspection evidence and the school's own records show that teaching is consistently good, and some is outstanding. Consequently, pupils achieve well and make rapid gains in their learning and skills.
- Stimulating mental activities at the start of each lesson get pupils thinking. For example, Year 5 pupils were asked to use words such as 'therefore' to connect phrases and Year 2 pupils were really engrossed by trying to spot differences between a film clip and a written version of 'Jack and the Beanstalk'.
- Lessons move along at a lively pace, and teachers use their good subject knowledge to motivate pupils to do even better and work harder. Teaching of outstanding quality was observed when the oldest pupils showed great perseverance in finding methods to test the divisibility of four-digit numbers.

- Pupils cooperate happily with staff and when working in groups.
- Since the previous inspection, good quality systems to track and monitor pupil progress have been implemented. These provide detailed information allowing staff to match tasks to pupils' different abilities and to intervene if any fall behind. However, more-able pupils say their tasks are sometimes too easy and inspectors agree. There are limited opportunities for these pupils to learn on their own, for example to research on the internet. At times, tasks are too challenging for those who find learning more difficult.
- The way pupils' work is marked is a strong feature. Their workbooks show high quality feedback and good evidence of pupils responding and putting this guidance into practice. Pupils know their learning targets in English and mathematics, and say teachers' comments are very helpful.

### **The behaviour and safety of pupils are good**

- Friendly, helpful pupils who work and play happily together create a calm, harmonious atmosphere. This makes a strong contribution to their learning and progress and their spiritual, moral, social and cultural development.
- Pupils say bullying is not an issue and understand that it can take different forms, such as cyber bullying. They know how to react and say they would always tell someone and any incidents are dealt with well.
- Pupils say they feel safe in school. They trust staff and are confident any problems will quickly be sorted out, saying, 'Teachers and adults always listen.' Exclusions are rare.
- There are clear, consistently applied procedures for managing behaviour. Pupils know the school rules, say they are fair and are keen to earn rewards and pupils know there are staff who will help them learn to manage their own behaviour.
- School councillors take their roles very seriously and carry out their responsibilities sensibly. One councillor is proud to represent the school on the Burnley Pupil Parliament.
- Rigorous actions, including working closely with parents and local community leaders to reduce absence, have raised levels of attendance to average. The school swiftly follows up any absences and most pupils arrive in good time each day. The free breakfast club provides a healthy start and enjoyable activities each morning.

### **The leadership and management are good**

- The headteacher's high ambitions for the school are fully supported by leaders, governors and staff. Morale is high. Staff work well as a team to improve all aspects of the school and make sure all pupils have equal opportunities to everything the school offers.
- Long-term plans for improvement show clearly that leaders have an accurate picture of the school's performance and a secure understanding of the school's strengths and what needs further improvement.
- Regular and rigorous checks on the quality of teaching have been supported by high quality professional training. Consequently, teaching is now consistently good and a small proportion is outstanding, resulting in faster progress and rising attainment. However, leaders are well aware that there is more to be done to ensure a greater proportion of pupils reach the higher levels.
- The rich curriculum is carefully planned to meet the needs of pupils' different abilities so they gain the skills they will need in the future. Topics capture their imagination so they work hard to learn more, as seen in the rising trend in attainment. Literacy and mathematical skills are used well and developed in other subjects. For example, when describing a piece of technology equipment as 'cuboid' or 'cylindrical', comparing life in Kenya with life in Britain or

making notes about the character of Jesus.

- Pupils' spiritual, moral, social and cultural development is particularly strong. For example, through learning a foreign language or a musical instrument. Visits linked to each topic extend learning outside the classroom. Reception children visited a local pet shop then created their own pet shop in the outdoor area while older pupils visited The Lowry Art Gallery. Residential visits extend pupils' experiences of life beyond their own community. After-school clubs are popular, including sports' coaching and singing.
- The local authority provides light touch support for this good school. This has proved effective in developing partnership links with local schools to provide staff training and sharing good practice.
- Arrangements for pupils' safeguarding meet all statutory requirements and safeguarding training is up to date.
- **The governance of the school:**
  - Since the previous inspection, the governing body has undertaken training and established good systems for gathering and analysing information. Governors manage the budget carefully and have a good grasp of the strengths of the school and what needs improvement. This enables them to challenge and hold the school to account for standards, progress and the quality of teaching and to check that pupil premium funds are spent effectively. Performance management systems are clearly understood and used wisely to reward the high performance of staff. They provide valuable links between the school and the different groups found in the local community.

## 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

<b>Unique reference number</b>	119484
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	405864

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tom Bill
<b>Headteacher</b>	Catherine Greenwood
<b>Date of previous school inspection</b>	25 January 2011
<b>Telephone number</b>	01282 426873
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