

St Peter's Catholic Primary School

Hillock Lane, Woolston, Warrington, Cheshire WA1 4PQ

Inspection dates

13–14 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school's firmly held values and very caring ethos underpin all aspects of its work. Pupils, staff and parents think very highly of the school. Parents appreciate the extra mile staff go to provide high quality care and education for their children.
- Considering where they start, all pupils make outstanding progress as a direct result of outstanding teaching. They attain standards that are significantly above average by the end of Year 6.
- Teachers and other adults know the pupils very well. They quickly see when pupils need additional support and this ensures that no pupil is left behind. They are highly skilled at using a varied range of approaches to ensure pupils are fully involved and are eager to learn.
- Pupils' behaviour is outstanding and contributes to their exceptional learning. Pupils are very confident that they are safe in school.
- The headteacher, senior and subject leaders communicate their vision extremely well to staff and pupils. Roles and responsibilities are very clear. Highly effective teamwork ensures that any areas of concern are dealt with quickly and effectively.
- The leadership of teaching is outstanding. Teachers and teaching assistants are supported with an impressive range of opportunities for staff training that encourages them to share ideas and best teaching practices. As a result, teaching has improved since the previous inspection.
- Leaders know precisely how they can improve the school's effectiveness even further. They know that the next steps are to make sure that the marking of pupils' work in all classes is equally effective.
- Governors contribute well to the work and direction of the school. They are well informed and monitor closely the school's performance.

Information about this inspection

- Inspectors observed seven teachers delivering 18 parts of lessons, one assembly and a Year 6 choir practice. Two of the lessons were jointly observed by the headteacher.
- Meetings were held with senior leaders and subject leaders. Pupils were interviewed to appreciate their experiences of school. Inspectors listened to pupils from Year 2 and from Year 6 read.
- Meetings were held with the Chair of the Governing Body and another governor. A representative from the local authority spoke with an inspector on the telephone. An inspector met formally with five parents. Other parents were spoken to informally at the start and end of the school day.
- The inspectors considered 82 responses to the Ofsted on-line questionnaire (Parent View) prior to and during the inspection and 15 questionnaires completed by staff.
- Inspectors looked carefully at a range of documents including the school development plan, pupils' work, school data showing pupils' progress, minutes of meetings, attendance data and records of how the school cares for and protects pupils.

Inspection team

Peter Cox, Lead inspector

Additional Inspector

Philip Choi

Additional Inspector

Full report

Information about this school

- St Peter's is smaller than the average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided for children in local authority care, those from services families and those known to be eligible for free school meals) is low when compared to other schools in the country.
- Most pupils are of White British heritage.
- The proportion of pupils supported through school action is well below average.
- The proportion supported at school action plus or with a statement of special educational needs is also much lower than average.
- The school exceeds the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improving further teachers' marking so that it is of a consistently good quality by giving pupils the time they need to respond to teachers' comments and to make corrections to their work.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils' achievement has improved since the last inspection. From the Early Years Foundation Stage through to the end of Key Stage 2, pupils make rapid gains in their knowledge, understanding and skills so that standards of attainment by the end of Year 6 are significantly above average in English and mathematics.
- Children join the school in the Reception Year with skills that are usually similar to or below those typical for their age. They make outstanding progress during the Early Years Foundation Stage so that they are very well prepared for learning in Year 1.
- Pupils continue to build on this flying start through to the end of Year 2, where they reach above average standards, particularly in reading and writing.
- In Year 6 in 2012, impressively, all pupils made the expected rate of progress in both English and mathematics. Furthermore, a higher than average proportion made faster gains in their learning than expected nationally, especially in reading. The school's accurate records indicate that pupils currently in Year 6 are achieving exceptionally well and their attainment is well on course to be significantly above average by the end of the summer term 2013. Tracking data for the pupils currently in Year 4 and Year 5 also suggests a similar picture.
- Pupils make outstanding progress in learning to read. In 2012, the proportion of pupils achieving the expected standard in the national test that checks pupils' skills at linking letters with the sounds they make was much higher than nationally. Older pupils read with great confidence, skill and enthusiasm. Those that read to inspectors demonstrated an impressive understanding of the stories. Pupils clearly understand the benefits and importance of being able to read, as one young boy commented 'reading will help you prosper in later life and provide a better future for you.'
- All groups of pupils achieve equally well and make outstanding progress. As a result, no pupil is disadvantaged. The small numbers who are known to be eligible for free school meals for example, make the same rapid rate of progress as other pupils in the school, and, make much faster progress than similar pupils nationally. Disabled pupils and those with special educational needs, including pupils supported through school action or school action plus, achieve extremely well.

The quality of teaching

is outstanding

- Teaching overall is outstanding. During the inspection, all teaching seen was at least good and much was outstanding, including in the Early Years Foundation Stage, Year 4 and Year 6. Teaching quality overtime is outstanding, as borne out by the school's own checks and pupils' consistent levels of achievement year-on-year.
- Teaching in the Early Years Foundation Stage is outstanding. Adults provide very exciting activities for children that ensure they develop their skills at a rapid rate, while at the same time having lots of fun. Three children in the Reception class became 'Ofsted inspectors' for the day and were seen making notes on the learning that was taking place using clip boards and complete with badges and adult ties!
- Teachers and their assistants know their pupils extremely well. They carefully and precisely plan lessons and set tasks that closely match pupils' varying abilities so that all can successfully build on their existing skills and knowledge. Teachers make skilful adjustments to maintain an accurate level of challenge as lessons progress. The pace of learning is rapid and no time is wasted during lessons. Teachers provide very well-structured and well thought out opportunities for pupils to learn by working together, such as in groups or pairs, as well as on their own, which helps develop their independence.
- Teachers mark pupils' work regularly and accurately and make comments that help pupils to know how well they have done and how to improve further. However, not all teachers give

pupils enough time or opportunity to review their comments or to make the required corrections, such as to incorrect spellings or suggested improvements to their work. This has already been identified by school leaders and, as a result, a new policy for marking has been agreed and is about to begin being implemented.

- Excellent teaching ensures that high quality learning permeates everything the school does. Outstanding three-dimensional artwork is displayed throughout the school showing high levels of skill and pupils' appreciation and understanding of other cultures. Pupils are inspired by art and poetry and this demonstrates their very strong spiritual, moral, social and cultural development. Powerful demonstrations of pupils' singing were seen during a Year 6 gospel choir rehearsal and an outstanding whole-school assembly, where pupils' singing was breath-taking and very moving.

The behaviour and safety of pupils are outstanding

- Pupils are very enthusiastic and well-mannered ambassadors for the school, who play their part in making sure it is a safe, orderly and welcoming place to be. School rules are well respected and pupils' attitudes and behaviour in lessons are impressive. Often, when teachers and their assistants are helping other individuals or groups, pupils get on with their tasks with high levels of concentration and productivity.
- In the Early Years Foundation Stage, one child was concentrating hard on constructing a house made of paper and sticky tape, while another group of children were designing electrical layouts of a house out of wire, switches and play-dough. All were thoroughly involved and focused on their learning. Children were later asked about 'repetitive patterns' evident in their work, one child explained accurately what this meant.
- Pupils' knowledge of how to keep themselves safe is excellent, including when they are using the internet. They are totally confident about what they should do if they have any concerns. Bullying in all of its forms, is understood by pupils and not tolerated. The school's records of behaviour confirm there are very few incidents and then only minor misdemeanours, which are dealt with and resolved swiftly and very effectively.
- Behaviour at playtime and lunchtime is outstanding. The large field, that is accessible in all weathers, allows girls and boys to play harmoniously together under the close supervision of adults. They understand the need to change into and out of their trainers and the importance of adhering closely to the school rule of storing their footwear neatly in the allocated boxes.
- Attendance is above average and punctuality to school exceptional.
- Parents and staff who spoke to inspectors and those who responded to the questionnaires fully agree that pupils' behaviour is outstanding. This high quality behaviour often allows for learning to take place outside school, as was experienced by the Year 4 class having a lesson in the nearby park.

The leadership and management are outstanding

- The headteacher sets very high expectations of staff and pupils. She is unrelenting in the pursuit of high quality learning experiences for all pupils, both in the school and beyond. She is highly visible around school and in classrooms. Pupils were often seen to speak to her excitedly about their learning when she drops into their lessons.
- Under her leadership, pupils' standards have risen overtime and the quality of teaching and leadership and management have improved and are now outstanding. The talents of other senior leaders, subject leaders, teachers and assistants are all very successfully nurtured and improved. Opportunities for staff training are available to all and are closely linked to both improving the school's performance as well as the personal advancement and ambitions of staff.
- Leaders regularly monitor the quality of teaching. This ensures that staff training needs are identified, assessed and relevant courses and training offered. The school's management of teachers' performance is robust. Challenging objectives are set for all staff that are clearly

focused on improving pupils' achievement. Teachers' pay and progression is closely linked to their success in ensuring that all pupils reach the standards of which they are capable.

- The school's view of its own effectiveness is a strength. The school takes full account of the views of parents, pupils and staff. Leaders have a very clear view of the school's priorities and the ways by which they will achieve the challenging goals set.
- The local authority and the diocese know the school well and provide it with appropriate support, although this is at a low level because of the school being highly effective.
- The curriculum provides excellent opportunities for the pupils to excel. Activities in lessons provide ample opportunities for challenge and involvement of all pupils of all abilities. The extra activities, during and after school are wide ranging and help secure the highest standards of academic excellence and personal development.
- **The governance of the school:**
 - The governing body is dedicated to ensuring that all aspects of its work are of the highest possible standard. Governors hold the headteacher and senior leaders to account with rigour. They monitor the school's budget carefully, including the use of the pupil premium funding and ensure that the school provides excellent value for money. They contribute to the school's outstanding capacity to improve further by ensuring that the improvements recommended at the last inspection have been successfully addressed. The headteacher keeps governors well informed about the school's work. The governing body fulfils its statutory duties very well; including making sure that safeguarding meets requirements. Governors have a detailed understanding of the quality of teaching and make sure that the performance management of staff is tightly linked to pupils' progress.

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	111370
Local authority	Warrington
Inspection number	403151

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Val McCowen
Headteacher	Helen Lea
Date of previous school inspection	28 November 2007
Telephone number	01925 815314
Fax number	01925 851702
Email address	stpeters_primary@warrington.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

