

St Peter's Church of England Primary School

Whitefield Road, Bury, Lancashire, BL9 9PW

Inspection dates

27–28 March 2014

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.

- This welcoming and caring school lives out its vision of enabling 'happy, challenged, proud and successful pupils to flourish'.
- Pupils' achievement in reading, writing and mathematics is good. Standards in all year groups have risen well since the last inspection because the quality of teaching has improved.
- Children get off to a good start in their learning in the Early Years Foundation Stage.
- All groups of pupils in the school achieve well because teaching is good and at times outstanding. Exemplary relationships between adults and pupils are a key strength.
- The behaviour of pupils is good. Adults set high expectations of how pupils are to behave. As a result, pupils behave well and work hard in lessons.
- The school's work to keep pupils safe and secure is good. Pupils say, and their parents agree, that they feel safe and well supported at school.
- The curriculum pupils study promotes their spiritual, moral, social and cultural development extremely well.
- Clear vision and well-planned actions from the headteacher, senior leaders and governors have been instrumental in improving pupils' achievement and the quality of teaching, rapidly. This shows the school's capacity to improve further is good.

It is not yet an outstanding school because

- Teaching is not outstanding because work in all lessons does not consistently provide the right level of challenge to help all pupils, particularly the most able, to achieve their very best.
- Middle leaders are not fully involved in checking the quality of teaching and pupils' learning in all the subjects they study.
- Parents are not fully informed as to how they can support and improve their children's learning at home.

Information about this inspection

- The inspectors observed 17 lessons or parts of lessons, one of which was observed jointly with the headteacher.
- Meetings were held with senior leaders, staff, members of the governing body and a representative of the local authority, as well as with groups of pupils.
- Inspectors examined the school's documentation relating to pupils' progress, school self-evaluation and policies relating to safeguarding. They carried out a scrutiny of pupils' work in their books.
- The inspectors listened to pupils in Years 1, 2 and 6 read and spoke informally to pupils during playtimes and lunchtimes.
- They took account of the 43 parent responses received at the time of the inspection from the online questionnaire (Parent View).
- Inspectors took account of the 12 responses to the staff questionnaire.

Inspection team

Clare Henderson, Lead inspector	Additional Inspector
Dave Blackburne	Additional Inspector
Alan Parkinson	Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils who speak English as an additional language is well-above average.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school met the government's current floor standard, which is the minimum expectation for pupils' attainment and progress, in 2013.
- The headteacher took up the post in January 2014.

What does the school need to do to improve further?

- Raise pupils' achievement to outstanding by:
 - ensuring work in all lessons consistently provides the right level of challenge to help all pupils, particularly the most able, to achieve their very best
 - working further with parents to inform them as to how they can support and improve their children's learning at home.
- Raise the quality of leadership to outstanding by further involving the middle leaders in checking the quality of teaching and how well pupils learn in all subjects of the curriculum.

Inspection judgements

The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills that are below those expected for their age and well below in their speaking and social development. They make good progress in the Nursery and Reception classes because they have good opportunities to develop their learning through exciting imaginative play, which extends their speaking, listening and social skills well. As a result, children are well prepared for Year 1.
- Since the last inspection, standards at the end of Year 2 in reading, writing and mathematics have improved rapidly and were above average in 2013. Inspection evidence shows that standards in Years 1 and 2 are currently at least average. This represents good progress from their individual starting points.
- By the end of Year 6 in 2013, standards were broadly average in reading, writing and mathematics. All groups of pupils, including the most able, made good progress from their individual starting points as, when these pupils were in Year 2, standards were below average.
- School records and pupils' work in books in all year groups show that, as the quality of teaching has improved, a higher proportion of pupils are securely on course to meet and exceed the rates of progress expected of them. Achievement is not outstanding because, in some lessons, not all pupils are fully challenged by the work set and so do not achieve the very best they can. This mostly applies to the most able pupils.
- Pupils in all classes show they enjoy books and reading. Daily letters and sounds (phonics) lessons are not only successfully giving pupils the skills to become confident when tackling new words, they are helping them to improve the quality of their writing.
- The good quality reading skills of the older Key Stage 2 pupils are used effectively to extend their reading and writing skills and support them well in all the subjects they study.
- Pupils' achievement in mathematics is good. This is because daily mental mathematics, problem-solving activities and booster classes are used well to extend the achievement of the most able pupils and demand that pupils use their thinking and reasoning skills.
- While the standards reached by the pupils supported by the pupil premium funding in Year 6 in 2013 were above those of their classmates in mathematics by half a term, they were below in reading and writing by one term. School information shows this gap is rapidly closing. Extra support, where needed, enables the pupils currently supported by the fund to progress at the same rate or, for some pupils, faster than their classmates.
- Those pupils who need extra help with their work or who are at an early stage of learning to speak English as an additional language are fully included in all learning activities. This reflects the school's commitment to equal opportunities for all pupils. As a result, these groups of pupils make good progress and achieve well.

The quality of teaching is good

- Pupils say their teachers make learning fun and always help them if they get stuck. They particularly like the exciting topics they study because they can use their reading, writing, mathematical, scientific and information and communication technology skills to find out new information.
- Inspectors' observations support the views of pupils and show pupils generally work hard and achieve well in lessons. A scrutiny of the work in pupils' books and the school's records of the checks made on teaching show that teaching is typically good and is improving. This contributes well to pupils' good achievement.
- When pupils learn exceptionally well they are fully engrossed in their learning; for instance, pupils produce marketing brochures and letters to persuade those in power to sell the site of the Winter Olympics to them. Pupils are very clear about what they are learning because they are provided with clear guidance on how to succeed and this enables them to make outstanding

progress.

- When learning is rapid, pupils' understanding is frequently checked through high-quality marking and verbal feedback. Skilled questioning based on excellent subject knowledge gets pupils thinking hard, with time to reflect and explain their answers. This was observed when pupils were doubling and partitioning numbers. They persevered well and made rapid progress during the lesson.
- When pupils' learning is not outstanding, the work they do is not always hard enough, particularly for the most able, to make sure they achieve their very best.
- Children learn well in the Early Years Foundation Stage because adults listen to, and follow, children's interests well. Children were fully engrossed in their pirate topic as they enthusiastically built pirates ships, excitedly talked to adults and each other and then wrote about the treasure they discovered. This advanced their speaking, writing, social, mathematical and design skills extremely well.
- Pupils' spiritual, moral, social and cultural development is extended exceptionally well. Assemblies and topics in lessons about religions other than their own extend their knowledge and understanding of the need to be tolerant and to respect the views of others.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are caring, respectful and polite, and behave well, whether on the playground, in the corridors or in the dining hall. The groups of pupils who spoke to inspectors in formal meetings, or informally, say that they feel safe and happy in school.
- Behaviour observed by the inspectors in lessons was good and, at times, outstanding. This has a strong influence on pupils' good achievement. School records show that behaviour is typically good in classes, around the school and over time.
- Pupils are proud of their school and relish the opportunities they have to take responsibility. Some are class monitors on hand to help the younger pupils. A group of boys explained that they were arriving in school around 8am, 'to do our jobs of setting up for the daily computer club or giving out the registers'.
- Other pupils are school councillors and welcome the opportunities provided for them to express their views and those of their classmates, such as when considering improvements to the playground facilities. These roles help them to learn to act responsibly and develop leadership skills and prepare them well for their future lives.
- School staff have clear expectations of behaviour, which most pupils willingly follow. Pupils say that, occasionally, a few pupils do not listen to adults straight away but, overall, they say behaviour is good. Parents' views indicate that they are overwhelmingly positive about the behaviour and safety of pupils in the school.
- Pupils say bullying and racism are rare in their school and that they feel confident that staff will sort out any concerns that may arise. The school's records also confirm this. Pupils have a good understanding of different forms of bullying, including internet bullying and bullying based on prejudice.
- The school's work to keep pupils safe and secure is good.
- Children in the Early Years Foundation Stage are safe and cared for well. They rapidly learn to share and to get along with each other. During the inspection, they were observed welcoming their mums, nans and other visitors to share in songs and treats to celebrate Mothers' Day.
- Pupils say, and their parents agree, that they feel safe and well supported at school. They know how to keep themselves safe from everyday hazards, including e-safety and water.
- Pupils enjoy school as reflected in above-average levels of attendance and punctuality. They benefit from a wide range of after-school clubs including sports, drama and music. These contribute well to their physical development and personal well-being.

The leadership and management are good

- Since the last inspection, senior leaders and governors, in close partnership with the local authority, have worked tirelessly, and with determination, to improve the quality of teaching and pupils' achievement. They have succeeded in this work by creating a strong team who share their ideals, support them well and play a vital part in raising standards. As a result, a culture of good teaching, behaviour and achievement for all groups of pupils flourishes.
- The procedures in place for checking the school's work, which includes making sure that targets set for teachers are met and that teachers are helping pupils to achieve the best they can, are thorough.
- Leadership and management are not outstanding because middle leaders are not fully involved in checking pupils are achieving as well as they can in all subjects.
- The subjects that pupils study promote their spiritual, moral, social and cultural development extremely well. Pupils respond enthusiastically to the wide range of artistic, sporting and cultural activities provided, such as being a member of the choir or attending the daily computer club.
- Arrangements for safeguarding and child protection meet all statutory requirements. In particular, the care of those groups at risk of not doing as well and for children in the Early Years Foundation Stage is well managed. This ensures everyone is respected and discrimination of any kind is not tolerated.
- The primary school sport funding, under the strong leadership of the subject leader, has increased pupils' participation in physical education and sport through providing more opportunities for them to attend a wide range of after-school sports clubs, to develop their swimming skills and to take part in competitions. It is contributing well to developing better physical well-being for pupils.
- The local authority provides effective support for the teaching of mathematics and English, which has rapidly improved the quality of teaching and pupils' learning in these subjects.
- Although parents say they feel welcomed in school, a small minority say they would like to understand more fully what they need to do to support and improve the learning of their children at home.
- The strong partnerships which exist with local schools provide good opportunities for staff to learn from each other.
- **The governance of the school:**
 - Since the last inspection, the governing body has developed a stronger range of skills and expertise to benefit the school. Governors attend regular training, which provides them with the skills to question and challenge senior leaders about how well the school is performing. They are very supportive of the headteacher and staff, and share their ambition for the school to be successful. Individual governors liaise with staff over various aspects of school life, such as child protection and special educational needs. They have a good understanding of the quality of teaching and pupils' achievement and where these need to be improved. The governing body keeps a close watch on the achievement of pupils eligible for support through pupil premium funding and checks what impact this and the sports additional funding have on pupils' learning. They use performance management well to check the quality of teaching and link performance carefully to pay and professional progression.

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	105321
Local authority	Bury
Inspection number	430598

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Gary Cottam
Headteacher	Steve Wedgeworth
Date of previous school inspection	20 March 2012
Telephone number	0161 7642017
Fax number	0161 7644284
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