

St Peter's CofE Primary School

Cartmel Avenue, Accrington, Lancashire BB5 0NW

Inspection dates

2–3 May 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- In key stage 2, pupils' attainment and progress in reading is below average. Groups of pupils, including the disadvantaged and the most able, underachieve.
- The quality of the teaching of reading is variable in key stage 2.
- Teachers do not use assessment systems effectively enough to build on pupils' skills. In some classes, teachers give pupils work which does not match their abilities.
- Some teachers do not have high enough expectations of pupils, particularly in key stage 2. This means that pupils, including the most able, are not sufficiently challenged in subjects, including English and mathematics.
- Middle leaders' skills are not fully developed to improve teaching effectively. They have not developed monitoring systems to check pupils' learning and improve teaching in some subjects.
- Since the last inspection, the school has experienced changes in staff and leadership which have contributed to inconsistencies in teaching.
- Leaders and governors have an over-generous view of the effectiveness of teaching in key stage 2.
- Governors do not challenge leaders sufficiently to secure good outcomes for all pupils.

The school has the following strengths

- Children make good progress in the early years. Their early skills quickly develop in an engaging learning environment.
- In reading, writing and mathematics, pupils in key stage 1 achieve well, reaching standards at least in line with historic national averages.
- Leaders ensure that all pupils are safe in school.
- Leaders promote pupils' spiritual, moral, social and cultural development well. Pupils learn to be good citizens who are keen to help others.
- Pupils are polite and behave well in class and around school.
- Pupils participate in a wide range of interesting and exciting trips and activities, which have a positive effect on their personal development.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - ensuring that all staff share high expectations of what pupils are capable of achieving
 - developing the monitoring of teaching and learning to gain an accurate view of the effectiveness of teaching
 - improving middle leadership to develop teaching and pupils' outcomes in all subjects, including mathematics and English
 - ensuring that governors have the necessary skills and understanding to hold leaders to account for pupils' outcomes and the quality of teaching.
- Develop teaching, particularly in key stage 2, to enable pupils to make faster progress, by:
 - consistently providing pupils of different abilities with work that challenges them to make faster progress from their different starting points
 - developing the teaching of reading so that pupils are able to answer complex questions about the texts that they read
 - challenging the most able pupils so that more pupils attain the higher standards in reading, writing and mathematics by the end of Year 6
 - providing disadvantaged pupils with the support they need to achieve as well as other pupils nationally.

An external review of pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how the school may improve this aspect of its work.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management are not good, because leaders have not ensured that teaching is supporting pupils to make the progress of which they are capable. As a result, pupils' progress and attainment are too variable at the end of key stage 2, particularly in reading and for the most able pupils.
- Leaders regularly monitor the effectiveness of teaching and learning in English and mathematics to identify what teachers need to do to improve. However, the impact of their monitoring has been inconsistent. Leaders and governors are too generous in their evaluation of teaching at key stage 2.
- Leaders have correctly identified middle leadership as an area to improve. As a result, leaders of subjects such as history and geography are beginning to develop systems for monitoring and improving teaching in their areas. However, these systems are in the early stages of their implementation. Consequently, the quality of teaching and pupils' outcomes in the wider curriculum remain inconsistent.
- Leaders use the pupil premium funding to support disadvantaged pupils. They give this group of pupils additional learning support in areas including mathematics and English. Some of this support is not having the impact that it should. In 2017, disadvantaged pupils did not make the progress that they should in reading. As a result, leaders' use of the pupil premium is not supporting disadvantaged pupils to achieve as well as other pupils nationally.
- There has been some turbulence in staffing and leadership since the previous inspection. This has contributed to pupils' low attainment by the end of key stage 2.
- The headteacher is ambitious for the school and keen to achieve the best for each pupil. She has engaged and motivated staff in Reception and key stage 1 to improve standards in teaching and learning.
- Leaders and governors have made sure that staff have frequent training opportunities to develop their skills. Teachers work with other schools to share and develop good practice. This training has improved teaching and learning.
- Leaders have planned a curriculum which is broad and balanced. Pupils study a wide range of subjects, including religious education, music, French and science. Pupils relish the many extra-curricular clubs that enhance their development. These include yoga, choir, archery and computing.
- Leaders plan a range of engaging visits and trips which develop pupils' independence, resilience and aspirations. Pupils in each year group enjoy outdoor and adventurous visits, taking part in activities, including walking, climbing and canoeing. Year 5 and Year 6 pupils value residential trips to Edinburgh and London which broaden their experiences and knowledge. Trips to a local college help pupils to consider careers options and to understand the value of their education.
- Leaders use the specialist funding for physical education and sport to build pupils' confidence and widen their experiences. Pupils develop their skills in a wide range of sports.

- The curriculum supports the learning of pupils who speak English as an additional language. This is because teachers give pupils plenty of opportunities to develop their vocabulary in different areas of the curriculum.
- Pupils' spiritual, moral, social and cultural development is promoted strongly through assemblies, lessons and opportunities such as charitable fundraising. Pupils learn about and are respectful of other religions. They value quiet and reflective areas in the school, including prayer corners in classrooms. Through termly school values, including truthfulness and friendship, staff teach pupils to be good citizens. Year 6 pupils relish opportunities to help others, including caring for younger pupils in school. The very well-attended school choir sings for the elderly and supports community events. The school's 'ethos club' strongly promotes pupils' moral development.

Governance of the school

- The governors do not have a precise understanding of pupils' achievements when compared with pupils nationally. They lack rigour in holding leaders to account for pupils' outcomes. For example, the school improvement plan does not clearly prioritise raising pupils' achievements in reading in key stage 2.
- Governors are visible around school and clearly want the best for all pupils. They recognise that leaders need to do more to raise pupils' achievements in key stage 2. Governors are aware that subject leaders need further development and training in order to have a greater impact on teaching across the curriculum.
- Governors are supportive of staff and are eager to see the school improve. They have worked effectively with the headteacher to appoint a new deputy headteacher.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that pupils' safety is a high priority and that staff are vigilant. They make sure that staff and governors receive appropriate training to identify any signs of possible danger or potential abuse. Leaders have created a culture in which pupils feel safe and know that they have someone to talk to if they are worried. Whole-school themed days, such as online safety and anti-bullying, support pupils' learning about how to stay safe. Staff provide mentoring for vulnerable pupils to reduce any anxieties that they have.
- Leaders have made sure that checks on the suitability of staff to work with children are all in place. Filtering systems to keep pupils safe from dangerous content on websites are thorough and effective.
- The procedures for reporting any incidents or concerns are very clear and applied effectively. Record-keeping is appropriate and is followed up conscientiously. The school works very well with parents and external agencies to make sure that pupils are safe.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning is inconsistent in key stage 2, where there has been some turbulence in staffing. Pupils do not make consistently good progress by the time they leave school. Current pupils have gaps in their learning.
- Leaders have taken some actions to improve the way in which reading is taught throughout the school. For example, teachers read quality books and novels to their classes and pupils enjoy visiting the well-stocked school libraries. Pupils value reading and read for pleasure. However, the recent changes that leaders have made to teaching reading in key stage 2 have not significantly improved the quality of teaching in this area. In some classes, the tasks teachers give to pupils are not developing their skills and knowledge at a fast enough pace. Pupils are not routinely supported to tackle challenging questions about the texts that they read. Some pupils, including the most able, are not making the progress of which they are capable.
- The teaching of other subjects is variable at key stage 2. This is because some teachers do not use assessment to pitch work to match the ability of the pupils. For example, in mathematics, teachers do not challenge the most able pupils effectively to develop their problem-solving and reasoning skills. In some lessons, teachers give pupils work which is too difficult because of gaps in their knowledge. As a result, pupils do not make fast enough progress from their different starting points.
- In key stage 1, teachers plan lessons which develop pupils' progress and learning. Pupils, including those who speak English as an additional language, benefit from an emphasis on developing pupils' vocabulary. In English lessons, teachers encourage pupils to use ambitious and interesting words to improve their writing.
- The teaching of phonics is generally strong. Teachers and teaching assistants have good subject knowledge and consolidate previous learning, while providing new challenge.
- Pupils who have special educational needs (SEN) and/or disabilities receive effective support in lessons. The SEN coordinator works closely with other professionals to provide additional bespoke support for pupils where needed.
- Teachers set homework to support learning in school. Regular tasks, including reading at home, learning spellings and practising mental mathematics skills, are all helping pupils to improve their knowledge and skills.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Staff know pupils and their families very well. Staff and other professionals provide emotional support for pupils, including those who have SEN and/or disabilities.
- Pupils are proud to be members of the school community. Across the school, they listen attentively in lessons and want to succeed. Pupils are keen to answer questions and share their ideas. They follow instructions well and are quickly ready to learn. In

some lessons in key stage 2, pupils are off task. Where this is the case, the lessons are not meeting pupils' needs, as teachers give pupils work which is too easy or difficult.

- Pupils say that they feel safe. Staff develop pupils' understanding of how to be safe in the wider community, including crossing roads safely. Pupils have a good understanding of how to stay safe online, including when using social media. Pupils value the support that staff provide if they have any worries or concerns.
- Pupils told inspectors that St Peter's is an inclusive school where all are welcome and differences are valued and respected. Pupils were confident that staff would deal quickly and effectively with any incidents of bullying. Leaders' records support this view.
- Staff strongly encourage pupils to be thoughtful in their actions and to care for others. Pupils enjoy taking on responsibilities in and around school. The pupils' 'eco council' promotes pupils' consideration for the environment. The active school council takes decisions such as how to improve the school playground. Pupils plan and organise events to raise funds for a wide variety of good causes.

Behaviour

- The behaviour of pupils is good.
- Pupils move around the school calmly and with consideration for others. They are friendly to each other and polite and welcoming to visitors. At lunchtime and playtimes, pupils play well together.
- The school works closely with other professionals to provide well-targeted support for the small number of pupils who have particular behavioural issues. Staff deal quickly and appropriately with incidents of misbehaviour.
- The attendance of pupils is similar to the national average. School leaders are working effectively with the small minority of families whose children have too many absences. Leaders are not afraid to issue fines for absence. As a result of leaders' actions, pupils value good attendance and their attendance is improving.

Outcomes for pupils

Requires improvement

- Outcomes require improvement because pupils' attainment in national tests has been low over time. Leaders have engineered significant improvements to pupils' outcomes in key stage 1 and rates of attainment now compare favourably to national figures. Despite this, attainment remains low by the end of Year 6. The amount of progress that pupils make throughout key stage 2 in their reading has been well below national averages in two of the last three years.
- By the end of Year 1, pupils' attainment in phonics is similar to the national average for those pupils who have been at the school since Reception. Pupils learn phonics progressively and teachers carefully build on the sounds that pupils have already learned in previous lessons. Pupils learn at a brisk pace and are encouraged to use their phonics knowledge in their writing. Staff provide those pupils working below the expected standard with carefully planned additional lessons to make sure that they make good progress from their different starting points. As a result of this extra help,

pupils catch up quickly and are ready for key stage 2.

- Outcomes for pupils at the end of key stage 1 have improved. Pupils make good progress. By the end of Year 2 in 2017, pupils' attainment at the expected level was above the national average for reading, writing and mathematics. The proportion of pupils achieving higher standards in these subjects was in line with national averages. Current pupils' work indicates that key stage 1 pupils make good progress in English and mathematics.
- In key stage 1 in English, pupils write for different purposes and at length. Teachers help pupils to develop their use of ambitious and carefully chosen vocabulary to make their written work interesting to read. In mathematics, pupils develop their skills in number and learn to be confident and successful in their calculations.
- Pupils who have SEN and/or disabilities make good progress in most subjects. This is because leaders use additional funding well and plan provision to match pupils' needs. The school works closely with outside agencies to ensure that outcomes for children looked after are also good.
- By the end of Year 6 in 2017, disadvantaged pupils had made well below average progress in their reading compared to pupils nationally. Leaders use funding to provide targeted support to help address gaps in these pupils' reading skills. This is helping current disadvantaged pupils make better progress. However, in some classes the difference in attainment between disadvantaged pupils and that of others nationally is not diminishing quickly enough.
- Reading requires improvement at key stage 2 because some pupils are not making good progress. The proportion working at expected and higher standards is below that of pupils nationally.
- Teachers have not challenged the most able pupils in key stage 2 to reach the higher levels of which they are capable. As a result, in 2016 and 2017, a lower proportion of key stage 2 pupils achieved higher levels in reading, writing and mathematics than nationally. Pupils' current work indicates that the most able pupils in key stage 2 are not making the rapid progress of which they are capable.
- In pupils' current work in other subjects, there is evidence of pupils achieving well in some subjects, including physical education and religious education. However, this is not consistent across the curriculum. For example, in history and geography, pupils' attainment is lower.

Early years provision

Good

- The Reception class is well led by an effective leader who has an accurate understanding of the strengths of the setting and where improvements are needed.
- The majority of children start Reception with skills lower than those typical for their age. Children have particularly low starting points in speaking and listening, mathematics and literacy. By the end of Reception, children have made good progress across all areas of learning. The proportion reaching a good level of development is above the national average and is increasing.
- Staff work with parents to involve them in their children's learning. By visiting children

in their home before they start school, leaders get to know children and their families well. In the summer term, teachers prepare children for Year 1. They plan activities which develop children's concentration.

- The support for children who have SEN and/or disabilities is good. Staff work closely with other professionals and families to make sure that children receive the right level of support. Disadvantaged children receive additional support, such as extra reading, to make sure that they make the progress they should.
- The indoor and outdoor classroom areas provide children with a bright and interesting learning environment. Leaders make effective use of the school grounds to develop children's skills and engage their interest.
- Staff use questioning to develop children's understanding and to encourage them to think about what they are doing and to talk about their ideas.
- Staff are skilled in teaching phonics and children develop confidence in reading and writing. High-quality books and plenty of printed words are prominent in the classroom. Staff listen to children read very regularly. Children use their phonics knowledge to develop their early writing skills. Teachers plan activities which ensure that children enjoy writing and write frequently. For example, during the inspection, children were enjoying writing notes in the baby clinic role play.
- Children's mathematical skills quickly develop as staff plan engaging activities. During the inspection, children were weighing objects, sorting shapes and recording measurements in different areas of the classroom.
- Children's behaviour in the early years is good. They are cooperative and enthusiastic learners. They play calmly and with good levels of concentration. This is because staff plan activities which children enjoy.
- Leaders make sure that they meet the statutory welfare requirements and that staff adhere strictly to the school's safeguarding practices and procedures. Leaders provide a safe, secure and stimulating environment which allows children to explore and learn.

School details

Unique reference number	119386
Local authority	Lancashire
Inspection number	10045777

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Father Lawrence Carson-Feathem
Headteacher	Joan Smith
Telephone number	01254 233 513
Website	www.st-peters.lancs.sch.uk
Email address	head@st-peters.sch.uk
Date of previous inspection	11–12 December 2013

Information about this school

- The school is smaller than the average-sized primary school.
- The number of pupils from minority ethnic groups is above the national average, as is the number of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

Information about this inspection

- Inspectors observed learning in every class and attended a whole-school assembly.

- Inspectors looked at a wide range of workbooks throughout the inspection to evaluate pupils' learning over time.
- Inspectors spoke to pupils informally in class and around the school at break and lunchtimes to seek their views. Inspectors met with pupils more formally to discuss many aspects of school life. Inspectors heard a number of pupils read in Year 2 and Year 6.
- Inspectors held meetings with the headteacher, deputy headteacher, middle leaders and members of the governing body, including the chair. The lead inspector also met with a representative of the local authority.
- The inspection team scrutinised a wide range of documentation, including records relating to pupils' behaviour and attendance, safeguarding information, records for pupils in the care of the local authority, minutes of governing body meetings, information on the progress made by pupils, the school's checks on the quality of teaching and the school's action plan.
- Parents' views were gathered through discussions with parents at the start of the first day and one response received to Ofsted's online questionnaire, Parent View.
- No responses were received to the questionnaire for pupils
- No responses were received to the questionnaire for staff

Inspection team

Elizabeth Stevens, lead inspector

Her Majesty's Inspector

Tracy Webb

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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