

# St Peter's Church of England Primary School, Hindley

Kildare Street, Hindley, Wigan, Lancashire WN2 3HY

## Inspection dates

13–14 November 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Following a period of instability, leaders have been successful in improving standards at the end of key stage 2 in reading, writing and mathematics.
- Leaders promote pupils' personal development well. In the face of opposition from some members of the school community, leaders have ensured that pupils are able to learn about different faiths and cultures.
- The quality of teaching and learning is good. The analysis of pupils' work informs teachers' planning as well as their professional development. This ensures that there is a strong focus on pupils' progress and attainment.
- Staff are positive about the opportunities that they are provided with to improve their skills through an innovative programme of development.
- Leaders have designed the curriculum to engage pupils effectively. A range of visitors and trips provide pupils with a wide range of opportunities to learn.
- Pupils make good progress in reading, writing and mathematics. However, the attainment of boys in writing continues to be an area for improvement.
- Although pupils' written work is structured well, their use of descriptive language is limited.
- Safeguarding is effective. Pupils say that they feel safe because of the care and vigilance of staff.
- Children make good progress in the early years to achieve standards that are similar to those seen nationally.
- At times, expectations of pupils' work in subjects other than English and mathematics are not high enough, including in the early years.
- Pupils' knowledge is developed well in science, history and geography. However, the work in pupils' books shows fewer opportunities to develop their subject-specific skills in these subjects.

## Full report

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

- Improve the quality of teaching and learning in subjects other than English and mathematics by ensuring that:
  - there are consistently high expectations in subjects across the curriculum, including in the early years
  - pupils have further opportunities to develop their subject-specific skills in geography, history and science.
- Improve outcomes in writing by ensuring that:
  - the progress of boys continues to improve so that a greater proportion achieve age-related expectations by the end of key stage 2
  - there is a greater focus on challenging pupils to use more descriptive and adventurous vocabulary.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders have brought stability back to the school following a significant churn in staff over the last few years. There has been a more settled picture recently which has brought further improvement to the quality of teaching and learning.
- The principal has been supported well by leaders in the trust to set higher expectations for pupils' outcomes in English and mathematics. She has implemented several initiatives that have raised pupils' progress and attainment, particularly at the end of key stage 2.
- School leaders have withstood pressure from a small group in the community and have continued to provide a diverse curriculum that ensures pupils appreciate the religious beliefs of others. The director for academy excellence has woven the promotion of British values throughout the curriculum. As a result, pupils are prepared well for life in modern Britain.
- The principal ensures that test data from all year groups is analysed regularly. This information helps to inform teachers' weekly meetings. These meetings focus on how to improve pupils' learning across the school.
- The director for academy excellence has implemented an innovative system of development for all staff in the trust. Staff are provided with opportunities to study for external qualifications. Leaders have attributed some of the staff turnover to the success of this programme as some staff have left for leadership posts elsewhere. The staff that inspectors spoke to were very positive about the training that they have received. The development that staff receive has brought improved practice and has ensured that teaching and learning are consistently good.
- Leaders have ensured that provision for pupils with special educational needs and/or disabilities (SEND) matches their learning needs. The special educational needs coordinator for the trust identifies pupils' needs well. She has a good overview of pupils' achievements. The additional funding received to support pupils is used in a variety of ways, such as purchasing additional learning resources and specialist support.
- The principal has responded well to support from outside the trust. She maintains good links with other schools in the local authority.
- Leaders promote pupils' spiritual, moral, social and cultural understanding well. Pupils develop very good social skills which enable them to work well with each other. They have a strong sense of right and wrong. This is because of the values that the principal promotes. She and her staff act as excellent role models for pupils.
- Leaders have designed the curriculum to be engaging and responsive to local needs. The skilfully designed curriculum plans ensure that pupils have opportunities to gain a wide range of experiences through trips, visiting speakers and a range of after-school clubs.
- Leaders have used pupil premium funding to provide disadvantaged pupils with additional support and resources for learning. This has been successful in improving

pupils' writing and mathematics attainment by the end of key stage 2.

## Governance of the school

- Trustees understand the strengths and weaknesses of the school well. The chief executive officer adds expertise to the board of trustees. She provides a comprehensive overview about the quality of teaching and learning in the school.
- The principal reports to the quality assurance and standards committee so that there is a direct line of reporting from the school to members of the trust board. Trustees question school leaders effectively to promote continual improvement.
- There is a clear understanding of those at all levels of governance about safeguarding. Trustees and members of the local advisory committee have been trained in safer recruitment and have also received training on radicalisation and extremism.

## Safeguarding

- The arrangements for safeguarding are effective.
- The principal has ensured that there is a strong culture of safeguarding in the school. All staff have a good understanding about the statutory guidance and are trained regularly. Staff are vigilant and know the procedures for raising any concerns.
- Pupils say that they feel safe because of the care that they receive from staff. They also feel protected because of the security around the school. They have regular fire drill practices as well as tests of the school's lockdown procedure.
- Pupils understand how to keep themselves safe, including when online. Pupils recall many ways in which they can protect themselves when using the internet because of the updates that they receive as part of the curriculum. The school has recently been nominated for a regional award for its promotion of road safety.

## Quality of teaching, learning and assessment

**Good**

- Regular assessments of pupils in reading, writing and mathematics inform staff of any areas for improvement in pupils' learning. Staff meet regularly to discuss the topics that have been identified, such as in pupils' understanding of fractions, decimals and percentages. In doing so, staff improve the teaching of these aspects of learning across the school.
- Pupils read well with increasing fluency and understanding as they move through the school. Year 1 pupils apply their phonics skills well to decode unfamiliar words. Pupils in Years 5 and 6 use an online system to improve their comprehension skills and reading speed. This has been effective in boosting their progress and attainment in reading.
- There has been a concerted effort from staff to make sure that boys are engaged in their written work. This has been successful in improving boys' attainment at the end of key stage 2. However, leaders are aware that this is an area for further development.

- Teachers design tasks that spark pupils' interests. As such, pupils have positive attitudes that impact positively on their progress. The way in which learning is pitched ensures that less-able pupils make good progress to achieve similar outcomes to pupils of different abilities. However, pupils' use of description in their writing is limited.
- The quality of teaching and learning in mathematics has been greatly improved. Pupils make good progress across the school. This is particularly evident in the work of pupils in upper key stage 2, who solve problems of increasing complexity by applying their reasoning skills.
- Teaching often probes pupils' understanding through questioning and addressing pupils' misconceptions. Teachers model their expectations well so that pupils know how to be successful.
- Pupils make good progress across the curriculum. However, on occasion, staff expectations for pupils' learning in subjects other than English and mathematics are not high enough. At these times, pupils do not make the progress of which they are capable. Although pupils develop a good knowledge of the topics that they study, their work demonstrates fewer opportunities to develop their subject-specific skills in geography, history and science, for example when using their investigative skills in science.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and welcoming. Pupils have positive attitudes towards their work. They understand how to be a successful learner and they work well together in class.
- Pupils are provided with effective opportunities to hear from industry experts in science, technology, engineering and mathematics (STEM). This focus on STEM subjects provides pupils with advice on which careers they might consider in the future.
- Leaders have ensured that there are clear processes for the administration of first aid and reporting to parents and carers.
- Leaders promote pupils' spiritual, moral, social and cultural development well through a comprehensive array of opportunities. Pupils study artists such as Picasso and learn about other faiths as well as their own.
- Older pupils have opportunities to take on leadership roles in the school, such as leading play activities at lunchtimes or being part of the school's eco-council.
- The school promotes British values well. Pupils show a good understanding of the school's values. This is reinforced well through lessons and assemblies. They enjoy learning about their heritage through topics such as the Great Fire of London or, more recently, through remembrance of those who died in the First and Second World Wars.
- Leaders have promoted equalities well in the school. They ensure that all family members at the school are treated as equals. Pupils have a good understanding of the protected characteristics. They show respect for the opinion and beliefs of others.

## Behaviour

- The behaviour of pupils is good.
- Despite some parental concerns, pupils say that behaviour in the school is good. Leaders have clear systems for tracking and logging incidents of poor behaviour or bullying. Pupils say that bullying is rare. They say that poor behaviour is resolved well by staff before it escalates.
- Pupils show a mature understanding of how some pupils with SEND can sometimes feel frustrated. They say that this occasionally shows in their behaviour. They are quick to point out that this is not poor behaviour but 'their way of communicating'. Pupils say that there have been improvements in the behaviour of pupils with SEND. Leaders' monitoring of behaviour also supports this view.
- Behaviour in lessons is good and pupils are engaged in their learning. There are some occasions in writing where a small number of boys' attention wanes and they switch off from their work. However, disruption to lessons is rare. Pupils' behaviour at playtimes and around the school is good.
- Pupils' attendance is similar to that found nationally. Few pupils are persistently absent.

### Outcomes for pupils

**Good**

- Leaders' actions have addressed the weakness in pupils' progress at the end of key stage 2. The 2018 provisional data shows an improving picture in reading, writing and particularly in mathematics. Pupils' progress by the end of key stage 2 in 2018 was broadly similar to that seen nationally. This is a marked improvement on previous years.
- Pupils' attainment at the end of key stage 2 in 2018 for mathematics was higher than the national average at both the expected standard and above. This positive sign of improvement is also reflected in current pupils' books, especially in upper key stage 2.
- The provisional 2018 data shows that pupils' attainment in reading and writing was broadly average. This represents an improvement from results in previous years.
- The 2018 provisional data shows that pupils' attainment at the end of key stage 2 in the English grammar, punctuation and spelling test was strong: 62% of pupils exceeded the expected standard. This proportion was well above the national average.
- Pupils' attainment in key stage 1 is also a positive picture. The 2018 provisional results for reading, writing and mathematics are all above the national averages, evidencing the improvements implemented by leaders to continually improve pupils' learning.
- The work in pupils' books in both key stages strongly supports the improvements in attainment. Pupils make good progress in their English and mathematics in all year groups. However, boys' attainment in writing is below the national average.
- In Year 1, the large majority of pupils passed the phonics screening check. Results were well above the national averages.
- Pupils with SEND are supported well to make good progress in their learning. Although some of their targets are not reviewed precisely enough, this does not detract from

their attainment.

- Disadvantaged pupils' work in writing and mathematics shows that these pupils make the same progress as others who have similar starting points. In their reading, disadvantaged pupils are heard more often to promote good progress and attainment.

## Early years provision

**Good**

- The early years leader has a good understanding of the strengths and weaknesses of provision. She has ensured that staff in the early years have high expectations for children's learning in literacy and numeracy. The trust's early years leader provides expert support for staff and has clear systems in place to check on the quality of teaching and learning.
- Children enter their Reception Year with skills that are broadly typical for their age, although there has been some variation seen in the recent years. Children make good progress because of the effective teaching that they receive. The proportion of children achieving a good level of development at the end of the early years over the past three years has consistently been in line with the national average. The school's own data indicates that this was slightly higher in 2018.
- Children are prepared well for Year 1. This is evident in the excellent phonics skills that pupils have at the beginning of Year 1. In the early years, children's work demonstrates that they quickly and confidently pick up phonics skills to write simple words and sentences. They have ample opportunities to practise their literacy skills across all areas of learning. Children also acquire good number skills throughout their work. However, there is some variation in the expectations set by staff in other areas of learning, as in the rest of the school.
- Teachers use ongoing assessments to inform their planning so that children's next steps in learning are promoted well. Children work well together in the different areas of learning. They are curious and inquisitive. Their relationships with adults are strong and this ensures that they feel safe to explore their learning environment.
- Adults question children well. Teachers skilfully use children's suggestions and interests to explore different areas of learning, such as counting and using addition skills when handing out whiteboards as part of a literacy lesson.
- Children's behaviour is good. They benefit from a highly nurturing environment. The parents that inspectors spoke to were positive about the early years and they valued the support that staff gave for them to help their children at home. For example, staff provide parents with a phonics workshop so they can understand how to help their children with reading and writing skills.
- All the necessary welfare requirements for the early years are met. Safeguarding is effective and staff are vigilant. They know the children well.

## School details

Unique reference number	141643
Local authority	Wigan
Inspection number	10046593

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	312
Appropriate authority	The Board of trustees
Chair	Mr B Anthon
Principal	Mrs Nicola Green
Telephone number	01942 258647
Website	<a href="http://www.hindleysaintpeters.wigan.sch.uk">www.hindleysaintpeters.wigan.sch.uk</a>
Email address	<a href="mailto:enquiries@admin.hindleysaintpeters.wigan.sch.uk">enquiries@admin.hindleysaintpeters.wigan.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Since the last inspection, the school converted to become an academy and is part of the Keys Federation multi-academy trust.
- The academy trust board has three committees that oversee the trust's resources, quality assurance and standards, and the arrangements for the management of staff performance across the trust. At least three trustees sit on each committee. The chief executive officer is a trustee who sits on the resources committee and has an advisory role on other committees.
- The trust's senior management comprises the CEO, the director of academy excellence, the chief finance officer and five principals of the trust. Each principal is part of a school-level local advisory committee that ensures that the academy is run in accordance with the ethos and values of the academy. The local advisory committee

comprises the school's principal and representatives from the school's staff, parents and carers, and from the community.

- The school is slightly larger than the average-sized primary school.
- The number of pupils eligible for the pupil premium is below the national average.
- The proportion of pupils supported for SEND is almost half that of the national average.
- The proportion of pupils with education, health and care plans is above the national average.
- The vast majority of pupils are of White British heritage.
- The school operates mixed-age classes throughout.
- The school has before- and after-school provision that is operated by a private provider and is inspected separately.

## Information about this inspection

- Inspectors observed teaching and learning in each class. This included joint observations with the principal. They examined a range of pupils' work in mathematics, writing and from across the curriculum.
- Inspectors listened to pupils from all year groups read, both individually and as part of classroom activities. They spoke with pupils formally in groups and informally around the school.
- Inspectors observed pupils' behaviour during lessons, playtime and lunchtime, and when pupils were moving around the school.
- Inspectors took account of the views of parents who responded to Ofsted's online survey, Parent View, both before and after the inspection started. They also took account of responses from 21 staff who completed the optional staff survey.
- Meetings were held with trustees, the chief executive officer, members of the local advisory committee, senior leaders and middle leaders.
- Inspectors considered a range of documentation, such as the school's evaluation of its own performance, including its areas for development. They also looked at the management of behaviour and the systems in place to log incidents of behaviour, including racist language.
- Inspectors reviewed safeguarding documentation, considered how this related to daily practice, and spoke with staff and pupils. They also looked at the management and administration of first aid.

## Inspection team

Steve Bentham, lead inspector	Her Majesty's Inspector
Mike Merva	Ofsted Inspector
Joan Williamson	Ofsted Inspector
Michael Platt	Ofsted Inspector

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