

St Peter's Catholic Primary School, Lytham

Norfolk Road, Lytham, Lytham St Annes, Lancashire FY8 4JG

Inspection dates

30 to 31 January 2019

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher has taken effective action to reverse the decline in the school's performance since the previous inspection. Current pupils are now making stronger progress across the school in reading, writing and mathematics.
- Reading is a strength of the school. Phonics is taught well, so that the youngest pupils quickly become fluent, confident readers. Older pupils talk fervently about their favourite books.
- Leaders' actions have secured improvements in the teaching of writing and mathematics. Teachers plan enjoyable lessons which challenge pupils to think hard. Pupils work well together, debating ideas and challenging each other.
- Too few of the most able pupils, including those in early years, are working at greater depth and achieving at the higher standards. Teachers' efforts to set more challenging work are starting to make a positive difference to outcomes for this group.
- The governing body keeps well informed about the school's performance. It provides appropriate challenge and support to school leaders, which helps to improve the school.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are caring and considerate for those less fortunate than themselves.
- Leaders have an accurate understanding of the school's strengths and weaknesses. High-quality training and support have helped teaching staff to be more confident, proficient and ambitious.
- Middle leaders make an effective contribution to the school's performance. They have devised a knowledge-rich curriculum which engages and enthuses pupils.
- Pupils enjoy coming to school. They are well cared for and safe. The school makes sure that its most vulnerable pupils are well looked after.
- Pupils' behaviour is commendable. They are pleasant, polite and try hard with their work. Teachers' efforts to promote pupils' resilience have paid dividends. Pupils deal well with both academic and personal challenges.
- Both girls and pupils with special educational needs and/or disabilities (SEND) do not achieve as well as other pupils. Teaching staff have identified the underlying causes. Teachers' effective interventions are helping both groups to catch up with their peers.
- Children get off to a good start in early years. They are inquisitive, confident and enthusiastic learners.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and learning so that:
 - pupils achieve consistently well in writing and mathematics across the school
 - girls make progress at least in line with boys
 - more of the school's most-able pupils, including those children in the early years, achieve high standards and work at greater depth
 - timely support for pupils with SEND helps them to make better progress from their different starting points.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher's ambitious and aspirational vision for the school is shared by governors and staff. Leaders and staff have an accurate view of the school's strengths and weaknesses. They have set out a clear plan for improvement. Since the headteacher's appointment, she has put in place the changes needed to improve pupils' progress across school.
- The headteacher has gained the confidence and support of her staff and governors. They appreciate her willingness to seek their views, listen to their ideas and let them take charge of their areas of responsibility. In particular, middle leaders have blossomed. For example, subject leaders have devised an exciting, engaging and suitable curriculum. These subject leaders have set out clearly the knowledge to be taught across the school. Furthermore, they have made sure that they provide their colleagues with the support to plan and deliver effective lessons. As a result, pupils can talk knowledgeably about the topics they have studied and make connections with new learning.
- Leaders and staff have created a warm, welcoming school. Displays in the school's entrance and on the corridors celebrate a myriad of achievements. Parents report that the headteacher and teachers are approachable. The staff listen attentively to any parental concerns and do their best to resolve any issues. Frequent visitors enrich school daily life further and bring pupils into contact with people who have very different lives and experiences from their own.
- Staff morale is high. Leaders' relentless focus on improving teaching and learning has paid dividends. They have put in place effective training and support for teaching staff to help them to do their jobs well. Teaching staff are delighted by this commitment to their professional development. They enjoy planning and delivering lessons using the new technology, the outdoor learning environment and good-quality resources. Consequently, current pupils achieve well across the school.
- Leaders routinely check on pupils' learning. They visit classrooms, talk to pupils and check work in pupils' books. Consequently, leaders have an accurate view of the quality of teaching and learning across the school.
- The school has developed a reliable and manageable approach to assessing and tracking pupils' progress. Termly pupils' progress meetings provide a forum for in-depth professional discussions between the headteacher and teachers. They look at how well individuals and groups of pupils are getting on. The headteacher uses these checks to hold teachers to account for their pupils' progress.
- Leaders have devised a curriculum tailored to the needs of their pupils. They have considered what they want their pupils to learn. Subject leaders have set out clearly the knowledge to be taught across the school. Furthermore, they have made sure that they provide their colleagues with sufficient support to plan and deliver effective lessons. As a result, pupils can talk knowledgeably about the topics they have studied and make connections with new learning.
- Leaders put the physical education and sport premium funding to good use. They make

sure that monies fund a range of provisions which improve pupils' rates of participation and levels of attainment. Pupils are encouraged to stay fit and active through playground games, sports clubs and lessons led by specialist coaches. Leaders are determined to ensure that every pupil is a competent swimmer by the time they leave St Peter's. They deploy additional resources to support any older pupil who is not water confident.

- The school looks after its most vulnerable pupils well, including pupils with SEND, disadvantaged pupils and those with medical needs. Teachers are adept at identifying pupils' potential needs. They make sure that appropriate assessments are carried out and that suitable resources are put in place. Parents who talked to inspectors were pleased with the quality of support for both them and their children.

Governance of the school

- The governing body has raised its profile over the past three years. Governors are a visible presence around school now. Almost all governors have started their roles since the appointment of the current headteacher. These governors have a wealth of experience and expertise which they deploy effectively. They provide strong challenge and support to the school now. They use a range of information to make sure that they have a deep understanding of the school's strengths and weaknesses. This helps them to make a valuable contribution to the school's improvement.
- Governors worked well with senior leaders and the local authority to analyse the reasons for the decline in the school's mathematics performance in 2018. Together, they formulated an effective action plan, which has improved the progress of current pupils.
- Governors are passionate supporters of the school. Both middle and senior leaders value the professional dialogue they have with governors. Staff appreciate the valuable insights that governors share with them. For example, subject leaders find the meetings with their subject link governors helpful.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders make sure that thorough pre-employment checks are carried out to ensure that all staff are suitable to work with children. Staff attend frequent training. They are regularly reminded of the school's policies and understand their safeguarding roles and responsibilities. Staff are highly vigilant. They know their pupils and their families well. Staff make sure that any concerns are recorded and reported.
- The headteacher and learning mentor follow up assiduously on any concerns. They work well with families and external partners to get pupils the help and support they need. The safeguarding leads keep a close eye on the school's most vulnerable pupils. Both pupils and their families value highly the support they receive.
- Staff make sure that pupils understand the potential risks they face and that they know how to keep themselves safe. Pupils who spoke to inspectors are confident to share any worries with their teacher or the learning mentor.

Quality of teaching, learning and assessment

Good

- The quality of teaching across the school has improved considerably because of the headteacher's focus on staff training and support. The headteacher identified the underlying causes of pupils' declining performance. There has been a relentless focus on making pupils more resilient learners, as well as adopting tried and tested approaches in order to improve teaching. This has made a positive difference to pupils' achievement.
- Leaders and teachers have worked hard to help pupils to become more resilient. Pupils have more positive attitudes. They are optimistic and better able to regulate their emotions. Moreover, they now see mistakes as a form of helpful feedback. Pupils willingly offer up their work to be shared with the class, put their hands up to answer questions and share their ideas with their peers. Pupils pay heed to their teacher's advice and use it well to improve their work. For example, in writing, pupils routinely edit and refine their work, routinely asking their peers for any further possible improvements they can suggest.
- Teachers have implemented a range of strategies to help girls to make better progress. They have researched proven approaches to help girls to overcome some of their common barriers to learning. It is too early to evaluate the long-term impact of these initiatives.
- Leaders and teachers were devastated by the poor outcomes in mathematics at the end of key stage 2 last year. The school's current approach to teaching mathematics has a greater focus on solving problems, thinking about mathematical concepts and making links between them. Pupils enjoy the tricky problems that their teachers set them. They enjoy working together to share ideas and come up with answers. Pupils are making better progress now, helping them to overcome the historical legacy of weaker teaching.
- Pupils have improved the quality of their writing considerably. Pupils are drawing on the different models of writing they are exposed to, whether in their class or in their own reading books. Pupils take care with their word choices as well as with text structure and organisation. However, across the school, pupils make frequent careless mistakes with their spelling and punctuation. The quality of pupils' presentation of their work is variable.
- Teaching assistants make a valuable contribution to pupils' learning. They work closely with class teachers to support individual and groups of pupils. They are adept at stepping in when pupils are struggling, as well as moving them on when they are ready.
- Teachers' good subject knowledge helps them to plan lessons which build on what pupils already know and can do. They provide clear explanations using subject-specific terms. This helps pupils to grasp new learning quickly and enables them to talk confidently about what they know. For example, in a science lesson, younger pupils described different types of rock using the terms 'permeable' and 'impermeable'.
- Teachers and teaching assistants use questioning well to check pupils' understanding,

challenge their thinking and deepen their learning. Teachers plan the questions they want to use in advance, so that they are well prepared for lessons. As a result, teachers can confidently assess how well different pupils are getting on at different points in the lesson. This means that support can be put in place almost immediately, so that any pupils who have struggled to keep up, are ready for the next lesson. It is too early to evaluate the impact of this support on those pupils with SEND who are lagging behind their peers.

- Teachers are embracing the use of new technologies which were introduced last term. These are helping teachers to show pupils how they can improve their work, give pupils practice to embed new learning and revise previous learning. Both teachers and pupils are impressed by the positive differences that this technology has already made, as well as its future potential.
- Leaders have put the emphasis back on 'real time' assessments of pupils' learning in lessons, which inform pupils' next steps. Moreover, teachers are encouraged to use a mix of formal testing, professional judgements and moderation with their colleagues to determine where each pupil is up to. Teachers now keep a close eye on the progress of the school's most-able as well as its lower-ability pupils. As a result, teachers are planning lessons which are matched well to pupils' needs.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's Catholic ethos is a 'golden thread' which goes through every aspect of the school's work. Pupils are kind, considerate and compassionate. They take good care of each other. At breaktimes, older pupils look after younger pupils, organising games and activities. Pupils are quick to lend a hand to both adults and classmates.
- Pupils reach out to those less fortunate than themselves. Pupils participate enthusiastically in a wealth of fundraising activities to support local and national charities. Pupils have a good understanding of the lives of those who live in developing countries, through their links with a school in Kenya. Moreover, they are keen to help those in need closer to home. For example, by holding a Macmillan coffee morning to raise money for people facing cancer.
- The school is a hive of activity. From first thing in the morning until late in the afternoon, there are a wealth of clubs and activities taking place. Pupils attend early morning netball training, jujitsu classes after school, as well as instrumental lessons during the school day. Pupils enjoy the wide range of trips and visits, for example the Year 6 residential trip to Castlerigg.
- Pupils are proud to represent the school. The school makes sure that any pupil who wants to play for one of the school teams, such as the football team, gets their turn. Pupils have also taken part in non-sporting competitions such as mathematics challenges. The school makes sure that successes are shared through newsletters, blogs and social media.
- The school takes very good care of pupils with SEND, as well as those with medical

needs and pupils known to social care. The learning mentor employs a range of approaches to engage and support these pupils. She makes good use of the woodland space, hens and sensory room to work successfully with pupils. This supports them to deal with bereavement, to overcome anxiety and get on better with their classmates.

- New pupils are made to feel welcome, at whatever point they join the school. Pupils talked about how friendly and helpful everyone is. Well-planned transition arrangements help the youngest children to settle into school. The oldest pupils move on to high school successfully.

Behaviour

- The behaviour of pupils is good.
- Pupils are pleasant and polite to staff, visitors and each other. Pupils behave well both in lessons and around school. Any rare behaviour incidents are dealt with well. Occasional 'fallings out' are resolved amicably. Pupils agree that everyone is treated with equal respect regardless of their faith, ethnicity or disability.
- Pupils who spoke to inspectors are adamant that bullying is very rare. They are confident that any isolated incidents would be dealt with swiftly and effectively by staff. The school's own records confirm that any concerns are followed up assiduously. Senior leaders take any reported incidents very seriously and prioritise pupil safety and well-being.
- Pupils' attendance is consistently above the national average. They arrive at school punctually and settle down to their work quickly. This means that the school day gets off to a prompt start. The school's learning mentor makes sure that those families who struggle to get their children to school are given effective help and support. She goes the 'extra mile' to ensure that these pupils get to school every day.

Outcomes for pupils

Good

- Following the previous inspection, there was a decline in pupils' performance across the school. The new headteacher has taken swift and decisive action to resolve the underlying issues. The historical legacy of underperformance has all but been eliminated. More pupils are reaching the expected standards in reading, writing and mathematics across the school. However, too few pupils are reaching the higher standards and working at greater depth in these subjects.
- Over the past three years, the headteacher and mathematics leads have worked with staff to improve the quality of mathematics teaching. These changes have improved the progress of current cohorts. However, for some pupils in Year 6 last year, there was too much lost ground to make up. Leaders have made good use of the lessons learned so that the current cohort are working securely at the expected standard.
- The quality of pupils' writing has improved. More pupils are now on track to reach and exceed the expected standards at the end of each key stage. Teachers' focus on the use of high-quality texts to provide pupils with a model for their own writing has made a positive difference. Pupils' writing demonstrates a greater awareness of the reader. Pupils make good use of the thesaurus to select interesting vocabulary. They also use a range of devices, such as fronted adverbials, to improve the structures of their writing.

However, pupils make frequent, careless spelling mistakes which are often not picked up.

- Reading is a strength of the school. Teachers in key stage 1 capitalise on the good start that pupils make in phonics in early years. The proportion of pupils who meet the expected standard in Year 1 is well above the national average. Pupils across the school are avid readers. Teachers make sure that pupils are exposed to a wide range of high-quality texts that spark their imagination. Teachers develop pupils' higher order reading skills well, using unfamiliar and challenging passages.
- Across the curriculum, in subjects such as history, geography and science, pupils acquire good subject knowledge. They can talk confidently about what they have learned. They use this information well to help them to compose interesting and imaginative pieces of writing, such as historical diary entries.
- Historically, girls and pupils with SEND have not achieved as well as their peers. Leaders have identified the underlying causes. They have worked with teachers to put in appropriate actions to resolve the issues. As a result, pupils with SEND are now starting to make better progress. Moreover, most girls make progress at least in line with boys now, although less of the most able girls achieve high standards or greater depth, particularly in mathematics, compared to boys.
- Pupils in Year 6 are well prepared for the rigours of high school. The majority of current pupils are working comfortably at the standards expected in reading, writing and mathematics. Moreover, they have a good grounding in the other subjects, including French, computing and art, which will stand them in good stead for key stage 3.

Early years provision

Good

- The early years is well led and managed. The early years lead has an accurate view of the strengths and weaknesses of the provision. She makes sure that the improvements that her team have put in place make a positive difference to children's outcomes. Children get off to a good start in the early years. Effective transition arrangements help children to settle in quickly. The early years lead works closely with the manager of the on-site pre-school provision. This means that children build on what they already know and can do.
- Children are encouraged to take ownership of their own learning. Children make records of their learning through audio, video and photographs. They enjoy sharing these recordings with both staff and peers. This provides staff with a wealth of valuable information to plan children's next steps well.
- The early years team support children with SEND well. They work closely with the teacher responsible for SEND to make sure that any emerging needs are identified promptly. Staff work closely with parents to assess children's needs accurately. They put in place appropriate additional support. Parents value the support that staff give both to their children and themselves. As a result, children with SEND are helped to achieve well from their starting points.
- Staff make sure that children are well cared for and safe. The early years lead checks that all statutory welfare requirements are met. The staff are highly vigilant, recording

and reporting any concerns promptly. They carry out frequent checks on both the indoor and outdoor learning spaces. Staff encourage children to take responsibility for their own and others' safety. Children use equipment safely and sensibly.

- Parents feel comfortable to speak to staff about any worries or concerns. Termly meetings make sure that parents are well informed about how their children are getting on. Moreover, staff talk to parents informally at the beginning and end of the school day. The class blog provides parents with an insight into the busy daily lives of their children.
- The early years is a hive of activity. The staff make effective use of both the indoor and outdoor space to promote children's learning. For example, children enjoyed going on their own bear hunt and re-enacting the different parts of the story, such as going through a snow storm. Staff plan activities which engage and enthuse children. They make sure that there is an additional focus on any weaker aspects of learning, such as writing, in order to help children catch up. As a result, pupils make good progress and are well prepared for Year 1.
- Almost all the children achieve a good level of development by the end of Reception. However, few of the most able children exceed across each of the early learning goals. Staff have planned more opportunities to stretch and challenge these children across all aspects of learning. It is early days, but more of this group are on track to reach this threshold.

School details

Unique reference number	119628
Local authority	Lancashire
Inspection number	10086867

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	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Ian Gili-Ross
Headteacher	Angela Heyes
Telephone number	01253 734 658
Website	www.st-peters-pri.lancs.sch.uk
Email address	head@st-peters-pri.lancs.sch.uk
Date of previous inspection	13 June 2012

Information about this school

- The headteacher was appointed in January 2015. A new chair of governors has also been appointed since the previous inspection.
- This school is an average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils with SEND is below the national average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is well below the national average.

Information about this inspection

- Inspectors observed teaching and learning across the school, including joint observations and a 'learning walk' with the headteacher.
- Discussions were held with the headteacher, senior leaders, middle leaders, other members of staff, the chair, vice-chair and members of the governing body and a representative of the local authority.
- Inspectors examined a wide range of documentation, including that relating to safeguarding, behaviour and attendance, the school's self-evaluation, improvement planning, assessment information and checks on the quality of teaching.
- Inspectors heard a number of pupils read.
- Inspectors took note of displays around the school.
- Inspectors checked a range of pupils' books.
- Ofsted did not carry out any online parent, staff or pupils' surveys as part of this inspection.
- Inspectors spoke with 33 parents during the inspection, read six email messages, considered the 44 responses to the school's own most recent survey, as well as 71 responses to Parent View, Ofsted's online questionnaire.
- Inspectors spoke formally with a group of staff as well as informally to individual staff throughout the school day.
- Inspectors spoke with pupils informally during the school day and observed them during playtime and lunchtime. They also met formally with a group of pupils.

Inspection team

Pippa Jackson Maitland, lead inspector	Her Majesty's Inspector
Maureen Hints	Ofsted Inspector
Kathy Hall	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2019