

Inspection of Bryn St Peter's CofE Primary School

Downall Green Road, Ashton-in-Makerfield, Wigan, Lancashire WN4 0DL

Inspection dates: 6 and 7 July 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils feel safe and happy in school. They enjoy playing and learning with their friends in the school's extensive grounds.

Children in the Reception class eagerly explore the exciting environment that leaders have created, both inside and outdoors. They learn well.

Pupils benefit from a wide range of clubs and activities. For example, they enjoy being part of the choir and singing in concerts with pupils from other schools. They talked proudly about representing the school in sports events.

As part of the 'RAVE' team, pupils help to make the school a kind and caring place where they can learn well. Older pupils enjoy taking on responsibilities, such as being librarians and organising activities at lunchtimes.

Pupils behave well. If any bullying occurs, pupils are confident that leaders will deal with it quickly and effectively. Pupils endeavour to live up to the high expectations that leaders have of them, both academically and socially. They ensure that their conduct embodies the school's values of compassion, respect and faith.

Children and pupils from the early years to Year 6 achieve well across a range of subjects. Parents and carers told inspectors that they would recommend the school to others.

What does the school do well and what does it need to do better?

Leaders have developed a broad and rich curriculum. The curriculum is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders have thought about the important knowledge that pupils should learn and the order in which this should be taught.

Leaders make sure that staff have regular curriculum training to develop their skills and knowledge of how to teach different subjects effectively. As a result, staff feel confident in delivering the curriculum across a range of subjects. Teachers mostly use assessment strategies effectively to check that pupils are remembering key knowledge over time. Children and pupils progress well through the curriculum in the majority of subjects.

In a few subjects, teachers do not routinely check that pupils fully understand or remember the most important knowledge that they need to learn. In these subjects, assessment strategies are not as well developed as in others. Pupils sometimes struggle to apply prior knowledge when learning something new. This is because they do not have a secure understanding of earlier concepts before they are expected to learn more complex ones. This hinders pupils' progress in these subjects.

Leaders ensure that children begin to learn phonics as soon as they start school. Leaders make sure that staff deliver the phonics programme consistently well. Pupils read books that match the sounds that they are learning in class. Children and pupils develop secure phonics knowledge. Any pupils who struggle with reading are well supported so that they keep up with their peers. Engaging displays and book areas enthuse the youngest children and encourage them to enjoy books. Older pupils read confidently and fluently. They enjoy reading a wide range of books and use the school library regularly.

In lessons, pupils listen attentively. Lessons are rarely disrupted by poor behaviour. Pupils work well with their classmates. Children in the Reception class love to come to school. They flourish in a caring and supportive environment. Children rise proudly to the challenges that staff provide for them.

Parents appreciate the opportunities that they have to visit the Reception class before children start school. Teachers use this as an opportunity to identify any emerging pupils with SEND quickly so that pupils and families get the support that they need. This helps these pupils to get off to a flying start. Pupils with SEND across the school are supported well to access the curriculum. They are fully involved in school life and are proud to be house captains.

Leaders provide a wide range of activities to support pupils' personal development. Children in the Reception class enjoy visiting the theatre. Pupils enthusiastically told inspectors about a recent trip where they learned how glass is made. Pupils learn about different faiths and cultures. For example, older pupils learn that the Hajj, the annual Muslim pilgrimage to Mecca, is important to many Muslims.

There are a range of clubs for pupils to enjoy. These include a healthy lifestyles club and yoga. Pupils' mental well-being is a high priority, and pupils enjoy spending time with Ted, the school dog.

Governors know the school well. Staff commented that senior leaders are supportive and empower them to be the best that they can be. Staff feel that the school is well led. They appreciate leaders' consideration of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure a culture where all members of staff work together to make sure that pupils are kept safe. Staff are fully aware of the potential signs that pupils may be at risk of harm, abuse or neglect. Staff are equally alert to any risks in the local area relating to safeguarding. Leaders provide staff with regular safeguarding reminders to keep their knowledge up to date.

Pupils told inspectors that there is always someone to talk to in school if they are worried. Through the curriculum, pupils are taught how to stay safe. Pupils have an age-appropriate understanding of healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers do not routinely check how well pupils have learned key knowledge. Some pupils struggle to recall what they have previously been taught. This means that they sometimes do not apply prior knowledge when learning something new. This hinders the progress that these pupils make. Leaders should ensure that teachers use assessment strategies effectively to check that pupils' prior learning is secure before new knowledge is introduced.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	106438
Local authority	Wigan
Inspection number	10226266
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	204
Appropriate authority	The governing body
Chair of governing body	Mike Walker
Headteacher	Julie Alcock
Website	www.brynsaintpeters.co.uk
Date of previous inspection	8 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Liverpool. The most recent section 48 inspection took place in February 2017.
- Leaders do not make use of an alternative education provision.
- A new headteacher has been appointed since the last inspection.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, other senior leaders, middle leaders and class teachers.

- Inspectors met with governors, including the chair of the governing body. Inspectors spoke with a representative of the diocese. Inspectors also spoke with a representative of the local authority.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also spoke to several parents at the start of the school day.
- Inspectors considered the responses to Ofsted's online survey for staff and Ofsted's online survey for pupils.
- Inspectors met with those responsible for safeguarding at the school. They scrutinised a range of documentation in relation to safeguarding. Inspectors also spoke with staff, parents and pupils about safeguarding.
- Inspectors observed pupils' behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour and leaders' expectations of pupils' conduct. Inspectors also spoke to pupils about what it is like to attend this school.
- As part of this inspection, inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, discussed curriculums, visited a sample of lessons, met with staff, spoke with pupils about their learning and reviewed samples of pupils' work. Inspectors also listened to pupils reading.

Inspection team

Louise McArdle, lead inspector

Her Majesty's Inspector

Lisa Hesmondhalgh

Ofsted Inspector

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