

# Inspection of St Peter's C of E Primary School Chorley

Eaves Lane, Chorley, Lancashire PR6 0DX

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Inspection dates: 4 and 5 October 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

St Peter's C of E Primary school is a harmonious place to learn and play. Pupils enjoy spending time with their friends in the school's well-resourced grounds. Pupils, including children in the early years, eagerly come to school each day. They value the strong relationships that they forge with staff and with each other.

Pupils behave exceptionally well. They proudly rise to meet leaders' high expectations for their behaviour. Pupils' conduct embodies the school's values of friendship, compassion, peace, love, trust and respect. Bullying is not tolerated at this school. Staff act swiftly to resolve any concerns that pupils may have. Children and pupils are safe and happy.

Pupils relish the opportunities that they have to develop their knowledge and skills across the curriculum. Pupils and children achieve well.

Pupils have many opportunities to participate in the different aspects of school life. They value the roles that they take on in school. For example, Year 6 pupils act as buddies for the children in the Reception classes. They take this role seriously and make a positive contribution to helping these young children settle into school.

Parents and carers who shared their views were very positive about the school.

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

Children in the early years, and pupils across the school, have highly positive attitudes to their learning. This is because leaders have designed a vibrant and ambitious curriculum which meets the needs of pupils in the school. This includes those pupils with special educational needs and/or disabilities (SEND).

Leaders have carefully organised the curriculum so that pupils learn new content in a logical way. Staff teach new knowledge to pupils clearly. In most cases, staff use assessment strategies well. However, sometimes, staff move on too quickly without identifying pupils' misconceptions or checking that pupils have securely understood previous concepts. This makes it more difficult for pupils to understand new learning. However, by the end of key stage 2, most pupils have developed a secure understanding of the curriculum and they learn well.

Leaders have a strong focus on developing vocabulary across the curriculum. Children in the early years have many opportunities to expand their knowledge of new words. Leaders quickly spot any pupils who may need some extra help. They provide support for pupils with SEND so that they can access the same learning as their peers.

Leaders make sure that as soon as children start school they begin learning phonics. Children and pupils read books that match the sounds that they know. Leaders

provide staff with training and support so that they can deliver the early reading programme confidently. Staff provide timely support to help pupils keep up with the phonics programme. Older pupils use their phonics knowledge well to read unfamiliar words.

Pupils across the school enjoy reading a range of books. They talked excitedly about the opportunities that they have to celebrate their love of reading. For example, the new golden ticket award and the recent pyjama day.

Pupils' behaviour is exemplary. They work with high levels of concentration. Pupils are not disturbed by any low-level disruption. They proudly talked about the trophies that they receive for high attendance.

Pupils are taught to respect the differences between people. They have a strong awareness of other faiths, cultures and traditions. However, some pupils have not been taught the appropriate vocabulary to use when talking about different types of relationships. This means that, occasionally, these pupils use inappropriate language.

Pupils benefit from a wide range of clubs and events beyond the school day. This includes opportunities to participate in sporting, artistic and musical activities, as well as visiting the theatre. Pupils also learn about potential careers and opportunities available to them in their future lives. They told inspectors how much they are looking forward to the upcoming careers day where visitors will talk to them about their occupations.

Governors make sure that leaders carry out their roles and responsibilities well so that pupils achieve well. Leaders and governors are considerate of staff workload and their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Keeping pupils safe is of paramount importance to governors, leaders and staff. Leaders make sure that staff are highly trained in safeguarding. Staff receive regular safeguarding updates. Leaders and staff keep meticulous records and engage well with external agencies. Staff are highly vigilant to any signs that a pupil may be at risk of harm or neglect. Pupils learn about how to keep themselves safe in a range of ways.

Pupils take part in safer internet days. They know that they should not give out passwords or personal details when using the internet.

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

**(Information for the school and appropriate authority)**

- Sometimes, staff move on to new learning without knowing how well pupils have secured previous learning. At times, this makes it more difficult for some pupils to understand new learning. Leaders should ensure that pupils' understanding of prior content is fully secure before introducing new knowledge.
- Pupils do not learn the appropriate language to describe different types of relationships until the end of key stage 2. Occasionally, they use inappropriate language. Leaders should ensure that through the curriculum, pupils have a secure understanding of the appropriate terminology to use when discussing different types of relationships.

## 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.

## 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

<b>Unique reference number</b>	119806
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10242186
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	332
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Louise Benney
<b>Headteacher</b>	Rachel Brown
<b>Website</b>	<a href="http://www.stpeters.lancs.sch.uk">www.stpeters.lancs.sch.uk</a>
<b>Date of previous inspection</b>	20 September 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a voluntary-aided Church of England school. The most recent section 48 inspection took place in November 2019.
- Leaders make use of one alternative education provider.

## Information about this inspection

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

- This was the first routine inspection that the school has 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.
- During the inspection, inspectors held meetings with senior leaders, middle leaders and class teachers.
- Inspectors met with governors, including the chair of the governing body. They spoke with a representative of the Diocese of Blackburn. 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. There were no responses to 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 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.
- As part of this inspection, inspectors carried out deep dives in early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, discussed curriculums, visited a sample of lessons, met with teachers, spoke with pupils about their learning, and reviewed samples of pupils’ work. Inspectors also listened to pupils reading and spoke to other subject leaders about their curriculums.

### **Inspection team**

Louise McArdle, lead inspector	His Majesty’s Inspector
Claire Marrin	Ofsted Inspector
Rebecca Sharples	His Majesty’s Inspector

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