

Inspection of a good school: Heysham St Peter's Church of England Primary School

School Road, Heysham, Morecambe, Lancashire LA3 2RF

Inspection dates:

23 and 24 January 2024

Outcome

Heysham St Peter's Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils arrive at school happy and smiling each day. The school's calm and nurturing environment enables pupils, including those with special educational needs and/or disabilities (SEND), to flourish. Children in the early years settle quickly into well-established routines. They enjoy the opportunity to explore the outdoors and to learn with their friends. Older pupils talked enthusiastically about all the interesting things that they learn in different subjects. Pupils work hard and strive to reach the high expectations that the school has for their academic success. Typically, pupils achieve well.

Pupils demonstrate positive behaviour. They know that staff care about them. Any fallings out between friends are resolved quickly. This helps pupils to feel safe in school. Pupils explained that everyone is treated with respect and is made to feel welcome.

Pupils are excited by the many opportunities to represent their school, including sports competitions and music events. Older pupils take their responsibilities seriously. These include positions as house captains and 'buddies' for children in the early years. Residential visits and trips help to build pupils' confidence, resilience and self-esteem. Pupils develop a strong sense of community and pride through raising money for local charities. The care and support that pupils receive are commented on positively by parents and carers.

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

The school's well-designed curriculum is ambitious for all pupils, including those with SEND. The important knowledge that pupils need to be successful learners is carefully ordered from the early years to Year 6. Pupils have many opportunities to practise what they learn. Their knowledge and understanding in most subjects deepen over time across the curriculum. This helps pupils to apply what they know when they encounter new learning.

The school accurately identifies the additional needs of pupils with SEND. Staff use a variety of resources and specialised equipment to help pupils to learn the same curriculum as their classmates. Tailored support enables pupils with SEND to be successful and to achieve well.

Staff have the knowledge and understanding that they need to deliver the agreed curriculum effectively. They benefit from the opportunity to work together. Staff provide the resources and equipment that pupils need to complete the set activities.

In most subjects, staff use assessment information effectively to check what pupils know and remember. This helps teachers to spot any gaps in pupils' knowledge and to identify what they should learn next. However, in a small number of subjects, these checks are less effective. This means that staff are less certain of how well pupils are achieving over time.

Fostering pupils' love of reading is a priority of the school. This is reflected in the broad range of books that pupils can select from the well-resourced library. Pupils read widely and often across a range of subjects. Children in the early years enjoy listening to their favourite stories. Older pupils enthusiastically recommend books from their favourite authors to their friends. Phonics is taught consistently from the beginning of the Reception Year. Children quickly learn the sounds that letters represent. This helps them when they read new and unfamiliar words. Staff support pupils who struggle to keep up with the phonics programme so that they learn all that they should. Most pupils become confident and fluent readers by the end of key stage 1.

Pupils are polite and well mannered. They talked positively about their experiences of school. Pupils focus on their learning during lessons. Attendance is a high priority for the school. Most pupils attend well. The school provides effective support for pupils and their families to reduce any rates of absence.

Pupils benefit from many opportunities to enhance their personal development. Pupils develop their aspirations for their future careers by meeting people from a range of professions, such as members of the emergency services. Pupils learn about different faiths and cultures. This prepares them well for life in modern Britain. Visits to places of interest, and to the theatre, help to broaden pupils' experiences further. As members of committees, pupils make a positive contribution to the life of the school. For example, they helped to design the new play equipment in the playground.

Governors are well informed about the work of the school. They use their breadth of knowledge effectively to hold the school successfully to account for the quality of education that it provides for pupils. Governors are mindful of staff's workload. Staff appreciate the support available for their well-being. This includes the strategies that have been put in place to ensure that staff have access to any help and support that they may need.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the checks on what pupils remember are not fully effective. This means that teachers do not know how well pupils achieve in these subjects. The school should enable teachers to check pupils' learning more effectively to ensure that they build a secure body of knowledge over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119537
Local authority	Lancashire
Inspection number	10314015
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	241
Appropriate authority	The governing body
Chair of governing body	Kate Aspinall
Headteacher	Alison Dodd
Website	www.stpetersheysham.lancs.sch.uk
Dates of previous inspection	27 and 28 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not currently make use of any alternative provision for pupils.
- A new headteacher was appointed in September 2023.
- This school is part of the Diocese of Blackburn. The last section 48 inspection, for schools of a religious character, took place in March 2022. The next section 48 inspection is due to take place within the next five years.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector reviewed a range of documentation relating to the curriculum. She carried out deep dives in these subjects: early reading, mathematics and history. The inspector met with subject leaders, visited lessons and spoke with staff.

- The inspector looked at pupils' work and spoke with pupils about their learning and their experiences of school. She listened to pupils from Years 1 to 3 read with a familiar adult.
- The inspector spoke with parents to gather their views about the school. She also considered the responses to Ofsted Parent View, including the free-text comments.
- The inspector spoke with staff to gather their views about their workload and well-being. She considered the responses to Ofsted's online survey for staff.
- The inspector gathered the views of pupils during the inspection. There were no responses to Ofsted's online pupil survey to consider.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- During the inspection, the inspector spoke with representatives of the governing body, including the chair of governors. The inspector also spoke with the headteacher, members of the leadership team and staff.
- The inspector held a telephone conversation with a representative from the local authority.

Inspection team

Amanda Stringer, lead inspector

Ofsted Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024