

# Inspection of St Peter's Catholic Primary School

Hillock Lane, Woolston, Warrington, Cheshire WA1 4PQ

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Inspection dates: 17 and 18 April 2024

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

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2013.

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

Pupils at St Peter's are exceptionally kind and caring. They go out of their way to make sure that everyone feels included. Pupils talked very confidently about the ways in which people are similar and different. They show great empathy towards others. Pupils enjoy coming to school and their attendance is high. Pupils said that they are very proud of their school.

The school has very high expectations of pupils' learning. This encourages pupils to work hard and to try their best. Pupils know that it is acceptable to make mistakes. They understand that this is an important part of learning. Pupils display high levels of self-belief. This helps them to not give up, even when learning is challenging.

Pupils' behaviour is exemplary. They listen attentively and they are excited to learn new knowledge and ideas. In turn, pupils, including those with special educational needs and/or disabilities (SEND), achieve well. They leave this school very well prepared for the next stage of their education.

Pupils' benefit from the broad range of clubs on offer. These include archery, choir, culture club and chess. Pupils are proud to work towards the St Peter's Award. This encourages pupils to embrace new challenges and to develop their talents. In this, as with all that they do, pupils are encouraged to 'let their light shine'.

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

The school has designed a highly ambitious curriculum which captures pupils' interests. This begins in the early years, where children develop curiosity and a desire to learn more.

The school has identified the key knowledge to be taught in each year group and subject. It has also given very careful thought to the order in which knowledge and new ideas are taught. The expert support that pupils receive from staff enables them to build a rich body of subject knowledge over time. Teachers regularly check that pupils' understanding is secure before moving on to new learning. Pupils who need additional support to master difficult concepts are given the help that they need. Pupils take great pride in their work. Their ability to talk about what they have learned is impressive.

The school places a high priority on the teaching of reading. This begins in the Reception class where children develop a love of books. For example, during the inspection, children took great delight in reading all about tadpoles during story time. The phonics programme is taught well by highly trained staff. The small number of pupils who find reading difficult are given the additional help that they need to keep up with the programme. The books that pupils read are carefully matched to the sounds that they know. Parents and carers are well supported so that they know how to help their children practise reading at home. As pupils

progress through school, they become confident and fluent readers. Pupils love reading. They talked passionately about the books and authors that they like.

The school swiftly identifies pupils with additional needs. Staff adapt the curriculum successfully so that pupils with SEND can learn well alongside their peers. Pupils with SEND achieve very well.

The school's exceptional relationships and sex education (RSE) and health education curriculum helps pupils to develop into responsible and respectful citizens. Pupils are helped to shape their own views and beliefs. They have a very well developed sense of right and wrong. Pupils know how to stay healthy and be safe online. The school ensures that pupils, including those with SEND, are able to take advantage of the carefully thought-out activities on offer. The school goes the extra mile to help pupils to overcome potential barriers to ensure that they can participate in all that the school has to offer.

Pupils develop high levels of independence, and many take the opportunity to become leaders. Through these roles, pupils play an active part in decision-making. For example, the school council were instrumental in the design of the outdoor play equipment. In addition, the safety officers present information to the rest of the school in assembly about staying safe.

Pupils said that everyone at this school is welcome and treated equally. They said that they would not tolerate anything less. Pupils follow very clear rules and routines. This includes in the playground and dining hall. Pupils are polite and courteous. A very positive atmosphere permeates the school. The school is calm and nurturing. Staff have very high expectations for pupils' behaviour. Pupils rise to these expectations and behave exceptionally well.

The school carefully considers the impact that decisions about school improvement may have on staff's workload and well-being. As a result of the care demonstrated by governors and leaders at all levels, staff feel valued. They are proud to work at the school. Governors are deeply committed to their roles. They work effectively to ensure that they offer support and challenge to the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

<b>Unique reference number</b>	111370
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10313995
<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>	212
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Hunter
<b>Headteacher</b>	Helen Lea
<b>Website</b>	<a href="http://www.stpeterswoolston.co.uk">www.stpeterswoolston.co.uk</a>
<b>Dates of previous inspection</b>	13 and 14 March 2013, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Liverpool. Its last section 48 inspection, for schools of religious character, took place in May 2018. The next inspection is scheduled to take place in 2024/25 academic year.
- The school does not make use of alternative provision.

## Information about this inspection

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

- 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 inspectors discussed the impact of the pandemic with the school and have taken that into account in the evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.

- Inspectors carried out deep dives in early reading, mathematics and art and design. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, looked at a sample of pupils' work, spoke with teachers and talked with pupils about their learning.
- Inspectors observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors also considered the curriculum in other areas. This included talking with pupils and scrutinising curriculum documentation.
- The inspectors met with the headteacher, the deputy headteacher and other leaders. They also met with members of the governing body, including the chair of governors.
- An inspector met with representative of the local authority and the diocese.
- Inspectors observed pupils' behaviour as they arrived at school and during lessons and breaktimes. They also spoke with pupils about their views of school life.
- Inspectors considered views of parents. They looked at the responses to Ofsted Parent View, including the free-text comments. An inspector also spoke to a number of parents at the start of the school day.
- Inspectors considered the views of staff and pupils who responded to Ofsted's survey.

### **Inspection team**

Frith Murphy, lead inspector

His Majesty's Inspector

Jeanette Westhead

Ofsted Inspector

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