

**Unfortunately, the full report is not available via the site and will have to be obtained from the school. The summary is enclosed below for your reference.**

# SUMMARY OF THE INSPECTION REPORT

## Bryn St Peter's C of E Primary School

LEA Area: Wigan

Unique Reference Number: 106438

Inspection Number: 188687

Headteacher: Mr C J Calderbank

Date of inspection: 18th October 1999

Previous inspection: April 1996

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The school was inspected by four inspectors, led by Mrs P Richardson. **This document summarises the full inspection report, which is available from the school.**

### INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	190
Pupils with English as an additional language:	0
Pupils entitled to free school meals:	15%
Pupils on register of special educational needs:	32
Average class size:	27.1

### WHAT THE SCHOOL DOES WELL

- The pupils are well behaved and have good attitudes to their work.
- Relationships throughout the school are good.
- The school manages its resources efficiently and day-to-day financial control is very good.
- The school accommodation is of a high standard and overall there is a good range of learning resources.
- The school makes good provision for the moral and social development of pupils.
- Provision for pupils with special educational needs is well organised.
- Links with the community, including the Church are good and enhance the pupils' learning experiences.

### WHERE THE SCHOOL HAS WEAKNESSES

I.Standards are below average in English and mathematics in both key stages, and below average in science, in Key Stage 1. Standards are below expectations in information technology by the end of Key Stage 2.

II.The role of the co-ordinators is underdeveloped.

III.The curriculum for children under five lacks breadth and balance.

**The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils in the school .**

## HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The governors, headteacher and staff have responded satisfactorily to the key issues identified in the previous inspection report. Although they recognise that there is still work to do, the school has moved forward significantly since the previous inspection. A considerable amount of work has been undertaken in developing schemes of work to meet National Curriculum requirements. These schemes have been reviewed in the light of subsequent guidance and planning is now good. The headteacher monitors teachers' planning and representative samples of pupils' work but direct monitoring of teaching and learning is still underdeveloped. Subject co-ordinators are not yet sufficiently involved in the monitoring process. Assessment procedures are good and the results used effectively to identify pupils in need of support and to set targets for groups and individuals. The school has developed a marking policy that is applied consistently throughout the school. The quality of end of year reports has improved and include a section entitled 'Targets for Action'. However, some reports still do not state clearly enough the strengths and weaknesses in pupils' performance and what might be done to improve the quality of work. Training has been provided for staff and is clearly linked to curriculum priorities identified in the school development plan. Recent whole-school training has centred on the introduction of the literacy and numeracy strategies. Arrangements are made for teachers new to the profession to observe practice in other schools and this contributes effectively to their personal and professional development. Significant steps have been taken to improve the provision for information technology, but the improvements in this area have not yet had time to impact sufficiently on pupils' attainment during Key Stage 2. Investigative work in science remains of a high standard and pupils now have opportunities to develop these skills and extend them in literacy and numeracy and some of the non-core subjects, such as geography and design and technology.

### STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
English	E	E	<i>below average</i>	<i>D</i>
Mathematics	E	E	<i>well below average</i>	<i>E</i>
Science	C	C		

Pupils start school with levels of attainment that are slightly below average, with some language delay, although there are wide fluctuations from year to year. Although they make satisfactory progress, children in the reception class are currently unlikely to achieve standards set for them nationally by the time they are five. The above table of results for 1999 shows an improvement since the previous year. This is particularly commendable as almost a third of the cohort was registered as having special educational needs. Although the performance of the current Year 6 pupils is still slightly below average in English and mathematics, changes in organisation and procedures, such as the introduction of smaller, single-age classes and setting by ability in Years 5 and 6 are beginning to impact on standards. Girls perform better than boys and the under-performance of a significant number of boys has depressed overall test results. Standards in information technology are slightly below the national average, but rising, and pupils' achievement in religious education is in line with the expectations of the locally agreed syllabus.

### QUALITY OF TEACHING

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Satisfactory
Mathematics	Satisfactory	Good	Satisfactory
Science	Satisfactory	Good	Satisfactory
Information technology	Satisfactory	Satisfactory	Satisfactory
Religious education	Satisfactory	Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

Inspectors observed 47 lessons or part lessons and judged teaching to be satisfactory overall. The best teaching was seen in Key Stage 1, where 71 per cent of teaching was good, and in Year 5, where most teaching was very good. Around half of the lessons observed in Key Stage 2 were good. Strengths in teaching include well-organised, well-disciplined lessons in which relationships were good. In the good and very good lessons, teachers' expectations of the pupils were high and challenging targets for learning were set and shared. Recent improvements in teaching have not had sufficient time to impact on pupils' long-term progress, and teaching over time is judged to be satisfactory.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.*

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Pupils' attitudes to learning are good. They behave well in lessons and around the school.
Attendance	Attendance rates are satisfactory but a number of families take their holidays in term time.
Ethos*	The school provides a caring Christian ethos in which pupils feel valued.
Leadership and management	Satisfactory. The headteacher has moved the school forward and is well supported by staff and governors but the role of the subject co-ordinators is not sufficiently developed.
Curriculum	The curriculum is broad and balanced. The schools' literacy strategy has been well implemented. Recently introduced assessment procedures are good.
Pupils with special educational needs	The provision for pupils with special educational needs is well organised. Many of the pupils make good progress with well-targeted support.
Spiritual, moral, social and cultural development	The school provides satisfactory provision for pupils' spiritual and cultural development and provision for their social and moral development is good.
Staffing, resources and accommodation	There are sufficient appropriately qualified and experienced teachers to deliver the curriculum. The accommodation is very good. Resources are good.
Value for money	The school gives satisfactory value for money.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## THE PARENTS' VIEWS OF THE SCHOOL

### What most parents like about the school

- IV. The caring Christian ethos.
- V. Pupils are treated as individuals and are well known by staff.
- VI. The headteacher and deputy headteacher have made significant improvements.
- VII. The family attitudes and values which the school promote.
- VIII. The new school building.
- IX. The single age classes.
- X. Staff are easily approachable when there are concerns.
- XI. The range of out of school activities and fundraising events.

### What some parents are not happy about

- XII. The amount of information about what the children are learning.

- Parents are supportive of the school. Nearly every parent who completed the questionnaire or who spoke to inspectors was positive about the job the school is doing.
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- **OTHER INFORMATION**

*The contractor appointed by OFSTED for this inspection was:*

*Chris Pickup Associates Ltd, Primrose Cottage, 3A Underwood Way, Shaw, Oldham, Lancs, OL2 8LF.*

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