



# St Peter's Church of England Primary School

Inspection Report

**Unique Reference Number** 105803  
**LEA** Rochdale  
**Inspection number** 277413  
**Inspection dates** 27 February 2006 to 28 February 2006  
**Reporting inspector** Mrs Delia Hiscock CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Muriel Street
<b>School category</b>	Voluntary controlled		Rochdale
<b>Age range of pupils</b>	3 to 11		Lancashire OL16 5JQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01706 648195
<b>Number on roll</b>	437	<b>Fax number</b>	01706 710302
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs M Sutton
<b>Date of previous inspection</b>	16 October 2000	<b>Headteacher</b>	Mrs J O'Neill

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 27 February 2006 - 28 February 2006	<b>Inspection number</b> 277413
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

St Peter's Primary is a larger than average sized school. Many pupils come from backgrounds that are economically and socially disadvantaged. Over half of the pupils are eligible for free school meals. More than two thirds of the pupils are from minority ethnic families, many of whom speak English as an additional language. There are a small number of asylum seekers. The proportion of pupils with learning difficulties and/or disabilities is above the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school that provides good value for money, which is exactly how the school sees itself. Outstanding work by the headteacher has developed a leadership team that has made this school a friendly and positive place in which everyone is included and supported. Parents and pupils think well of their school. All groups of pupils achieve well, including those with learning difficulties and/or disabilities and the pupils who learn English as an additional language. By the end of Key Stage 2, standards are below average, but pupils have made good progress to reach these levels. Leadership has used assessment information decisively to make teaching and learning good. The emphasis on basic skills in literacy and mathematics is effective. The successful teamwork of staff and governors ensures pupils' personal development and well-being is good. Partnership work with the Church, other faith groups, other schools, the community and other agencies extends and enriches the activities provided.

The quality of education offered in the Foundation Stage is good. Factors which contribute to this are good teaching and a high quality of care. In Key Stage 1 and 2, pupils know the targets they should attain. That said, there are not enough opportunities for pupils to explain their ideas in lessons and marking does not always show them how to improve their work. The school has made good progress since the last inspection. All levels of management have become skilled to lead on the areas they are responsible for, and do so well. The school is well placed to make further improvements.

### What the school should do to improve further

- Provide more opportunities for pupils to talk about their work and explain what they understand in lessons
- Ensure that pupils know exactly how to improve their work.

## Achievement and standards

### Grade: 2

Pupils achieve well. The school was more cautious in its evaluation because the recent upturn in progress had not been fully assimilated. Children enter nursery with skills that are well below those expected nationally. Almost half have poor communication skills. They make good progress in the Foundation Stage, but attain well below that expected by the end of Reception. By the end of Key Stage 1 standards remain well below average in reading and writing and below average in mathematics. Overall, attainment is hampered by pupils' limited skills of spoken English. Nevertheless pupils make at least satisfactory, and often good, progress in acquiring the basic skills for literacy. At the end of Key Stage 2, attainment is still below average, but is now closer to the standards expected nationally in English, mathematics and science. Pupils make better progress now between Years 2 and 6 in reading, writing, spelling and mathematics. This is because the quality of teaching has improved, progress has quickened, challenging targets are met and previous gaps in pupils' basic skills are

diminishing. The work of the school has halted the two year declining trend of attainment in English, which was caused by problems associated with a high turnover of staff in Key Stage 2. Pupils' skills for literacy, numeracy and information and communication technology (ICT) are adequate for their future needs.

## **Personal development and well-being**

### **Grade: 2**

The quality of personal development and well-being is good and helps pupils make good progress. They enjoy school and behave well. Pupils have positive attitudes towards each other and to their learning. Parents admire what the school offers. The school council and Eco Committee are good examples of how pupils are given real opportunities to contribute to the running of the school. Pupils agree that bullying has declined and is dealt with well. Attendance levels, though still below national averages, have improved thanks to the school's rapid response to pupil absence and rigorous encouragement of regular attendance and good punctuality. Spiritual, moral, social and cultural development is good. Pupils' spiritual development through worship has been enhanced by the new policy produced jointly by the school and the community. Initiatives such as the courtesy awards and celebration assemblies raise pupils' self-esteem and set expectations for pupils. They are encouraged to adopt a safe and healthy lifestyle; they know of the benefits of exercise and a healthy diet. The wide range of sporting activities makes a good contribution to this. Involvement in the creative arts week and the many educational visits are examples of how pupils' enjoy good cultural development. Many successful activities develop teamwork, which ensure that pupils gain valuable skills for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and some lessons are outstanding. The school has improved the consistency of important features of teaching so pupils are learning at a quicker pace. Teaching assistants provide good support for pupils with learning difficulties and/or disabilities and for lower attaining pupils. Their rigorous support helps many pupils to develop the basic skills and confidence they need for learning. Lessons are well planned, have good pace, challenge all pupils well, and many of them are interesting and good fun. Teachers manage the pupils well and relationships are positive. Pupils are attentive; they concentrate well and often give of their best. However, at times, there are missed opportunities to demonstrate the features of spoken English that pupils need, and too few occasions for them to pursue their ideas at length. By contrast, in outstanding lessons learning is deepened because teachers make good use of speaking and expect pupils to explain at length and clearly. This was seen in Year 3 where pupils delightedly explored ways to partition numbers.

Teachers use assessment well to plan new work. Pupils know their targets: those in literacy are especially to help them understand exactly what they need to learn next. However, marking is variable in quality across Key Stage 2, so pupils do not always know how to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Statutory requirements are met. Activities are well matched and organised to meet the needs of all groups of pupils and ensure that skills and knowledge build on previous learning. The school rightly places a strong emphasis on the core subjects and the skills needed for the future. Over the last year the school has developed themed weeks focused on themes such as citizenship and creative arts. There are good opportunities for investigative work in mathematics and science. Children in the Foundation Stage enjoy the rich variety of opportunities which get them off to a good start to their education.

The curriculum is enriched by the many visits and visitors coming into school. Activities outside lessons include lots of sporting opportunities and the kinds of clubs that the pupils have requested. The importance of staying safe, taking exercise and keeping healthy is planned into many activities. Pupils have good opportunities to explore these issues and to explore any potential risks they might encounter.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support in this inclusive school is good. All pupils are very well cared for and many agencies are involved to ensure that pupils have lots of support. Parents and carers agree. Pupils are encouraged to speak about their problems and are clear about the adults they can turn to for help and support. The arrangements for child protection, health and safety and risk assessments are thorough. They are rigorously applied and monitored. Adults liaise extremely effectively to ensure that pupils with learning difficulties and/or disabilities enjoy their school experiences and make good progress. The assessment of pupils' work has much improved since the last inspection and helpful targets provide pupils with direction. However, pupils lack the support in lesson to extend their competence in spoken English and the quality of marking is inconsistent and does not reinforce the targets to which pupils are working.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The leadership of the headteacher is outstanding. She has built a professional team of managers at all levels that evaluates the work of the school well and looks to the future. The school is now seeing the successful results of initiatives introduced to improve standards. There are consistently good approaches to the teaching of literacy and mathematics, good provision in the

Foundation Stage and good quality teaching assistance that supports learning and personal development well. Good headway has been made in addressing the learning needs of the all the pupils and as a result, many pupils in Key Stage 2 are making rapid progress.

The school's good links with the church, other schools, the community, and outside agencies extend the expertise the school draws upon to help in its pursuit to meet the needs of all children. Governors carry out their responsibilities well and have forged valuable links with subject leaders. They are involved in the life of the school and hold the school to account effectively. The school knows its weaknesses well because its self-evaluation is thorough; good account is taken of the views of parents and of pupils. It possesses a good capacity to move forward.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

We really enjoyed our visit to your school. Thank you for being so friendly and helpful when you were talking to us about all you do in school. We would like to tell you what we thought about your school. We agree with you, 'it's good'. You also said that you like the clubs and that 'the teachers help you.' We think so too. The grown-ups in the school care a lot for you and try to make sure you get lots of help in your lessons.

The teachers and helpers in classrooms provide lots of interesting things for you to learn and help you to know how to be safe and healthy. You behave well in lessons and around the school and you are helpful to visitors like us. We can see that you enjoy school. There are plenty of good things about your school, and especially the way that you all get on well with each other.

To help make sure that everyone can do their best we have asked your teachers to:

- give you more chances to talk about your work and explain what you understand in lessons
- make sure you know exactly how to improve your work.

You can help too by trying hard to improve your work when teachers mark it so that you can reach the target you have even quicker. Good luck for the future.