



St Peter's CofE Primary School

Inspection Report

Unique Reference Number 105948
Local Authority Salford
Inspection number 287375
Inspection date 18 January 2007
Reporting inspector Sarah Drake

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

Type of school	Primary	School address	Vicarage Road
School category	Voluntary aided		Swinton, Manchester
Age range of pupils	3-11		Lancashire M27 0WA
Gender of pupils	Mixed	Telephone number	0161 7942616
Number on roll (school)	260	Fax number	0161 7283119
Appropriate authority	The governing body	Chair	Fr Sheehy
		Headteacher	Mrs R Walker
Date of previous school inspection	12 March 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a slightly larger than average school. The surrounding area has significant pockets of deprivation and the proportion of pupils eligible for a free school meal is almost twice the national average. Few pupils are of minority ethnic heritage but a small number are at an early stage of learning English. Some of these belong to families seeking asylum. Around average numbers of pupils have learning difficulties but in some year groups the proportion is considerably higher than average. The school is subject to frequent outbreaks of vandalism and theft of outdoor and computer equipment. At the time of the previous inspection children's skills on entry to the Nursery were below average but they have declined since then and are now well below average. The school achieved the Basic Skills Quality Mark in November 2005, the Healthy Schools Award in Spring 2006 and the Artsmark Silver Award in May 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school has the confidence of both pupils and parents one of whom commented, 'I am proud to say my son attends a well run, happy school and feel strongly he will achieve.' Pupils make good progress throughout the school to reach broadly average standards by the end of Year 6 in English, mathematics and science. Their skills in information and communication technology support them well across a range of subjects and additionally the Artsmark Award recognises pupils' good quality artwork and performance skills. Pupils' personal development is also good because staff treat them with respect, know them well as individuals and provide good quality care, guidance and support. They are generous fundraisers and lift the spirits of many in the community through school performances and the singing of the 50 strong choir. Pupils are proud of their school, describing it variously as, 'fun', 'great', 'caring', 'helpful' and 'happy'. They work well with others, are very aware of how to stay safe and healthy and they are keen to contribute to the community. Good quality teaching and learning underpin the progress that pupils make. Teachers adapt their plans suitably to cater for pupils' different needs and they use support staff well to help everyone keep on task. They make good use of subject specific language and, through skilful questioning, both support those having difficulty and encourage others to stretch their thinking. Children in the Foundation Stage quickly become used to routines and happily involve themselves in activities because of their easy access to the well organised resources and the staff's clear, consistent guidance. The outside provision for these children is unsatisfactory, largely due to the damage created by vandals. Higher up the school, teachers give clear explanations so that pupils understand what they are expected to do. However, in mathematics, many pupils set out their work in an unmethodical manner that can lead to mistakes. Teachers' marking in this subject is not as strong as in others, with fewer guiding comments and necessary corrections not always followed through. The curriculum is well planned to suit the varying needs of pupils, including those in the mixed-age classes, with extra support for those at an early stage of learning English that helps them make good progress. All staff work together very well as a team under the good, purposeful leadership and management of the headteacher. Subject leaders manage their areas well and evaluate the current position thoroughly. However, the way the school plans its future developments does not prioritise future activities sufficiently clearly or outline their desired impact on pupils' achievement. The school has moved forward well over recent years, with particular improvements made to its assessment and monitoring of pupils' progress. Increasing partnerships with other schools and more guidance for parents about how to become involved in their children's education are also helping to improve the provision. The school regularly seeks the views of parents, pupils and governors to help guide its actions and its evaluation of the quality of its provision is largely accurate. The school provides good value for money and has good capacity to improve further.

What the school should do to improve further

- Raise pupils' standards of presentation and the quality of teachers' marking in mathematics.

- Improve the outdoor provision for children in the Foundation Stage.
- Ensure that school development planning has clear priorities and success criteria that relate to pupils' achievement.

Achievement and standards

Grade: 2

Children enter the Nursery with particularly weak communication and personal skills and restricted knowledge and understanding of the world. They make good progress in the Foundation Stage, with real strides forward in their attitudes, social and emotional development. By the time they enter Year 1 their skills are below the expectations for their age. Standards at the end of Years 2 and 6 have risen in line with the national trend over the past five years. The relative strengths of different subjects and groups of pupils vary from year to year. In 2005, Year 6 pupils made very good progress in English, mathematics and science to reach broadly average standards. In 2006, a significant proportion of pupils arrived at the school during Key Stage 2, including some who spoke no English, above average numbers had learning difficulties and standards dropped back somewhat. However, school data shows pupils throughout the school achieve well.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good, but not outstanding as judged by the school. They enjoy school and their excellent behaviour helps to create an orderly community where good quality relationships abound. Despite wild winds during the inspection pupils played safely and sensibly and settled well at the start of lessons. Pupil council members are well aware of their role as representatives for their classmates. They helped to ensure the availability of water throughout the day and have requested a careers day for Year 6 pupils to be held in the summer term. In assemblies pupils learn how to think not only of others, but of their own actions and to have the courage of their convictions. Pupils of different ethnicity work and play together harmoniously. Their art and written work demonstrates their appreciation of the richness of other cultures. They are well-mannered and grow increasingly confident as they move through the school, but few show real signs of independence and initiative. Most pupils' attendance is satisfactory. The persistently late arrival of a small number of pupils interrupts the start of lessons in the morning and has an impact on their rate of progress.

Quality of provision

Teaching and learning

Grade: 2

Good quality teaching ensures that pupils understand what they are expected to learn and also how to set about doing so. Pupils are attentive and behave well in lessons although some take a while actually to get down to work. The presentation of their work in mathematics is untidy. Teachers provide lots of visual clues to help pupils' memories. For example, Reception children's understanding of sets, colours, number sequencing and addition moved forward rapidly as, with delight, they moved magnetic shapes and figures around a whiteboard. Teachers' marking is generally of good quality, but in mathematics is not used to best advantage to help pupils make progress. Regular assessment of pupils' work throughout the year highlights those who are moving forward rapidly or need extra support, and leads to prompt action.

Curriculum and other activities

Grade: 2

The curriculum takes good account of pupils' different needs and makes increasingly good links between subjects. Staff regularly adapt it to, for instance, provide opportunities specifically designed to capture boys' interest and therefore raise their standards. Although Foundation Stage staff plan suitably for children to experience all areas of learning outdoors, currently the area for this is barren. Booster provision supports those who have difficulty with basic skills, while gifted and talented pupils can attend classes in English and mathematics at a neighbouring school. Good links with high schools extend the provision in the performing arts and sports, and together with the school provide pupils, from Year 1 upwards, with opportunities to learn French. Pupils greatly appreciate the wide range of extra activities, including dance, for pupils in Key Stage 1. Good use of visits and visitors brings learning to life for pupils and enhances, for example, their understanding of healthy, safe living and care for the environment.

Care, guidance and support

Grade: 2

Pupils feel well supported by staff and are happy to go to them for help when they have problems. Those who have used the class worry boxes say that staff respond swiftly to any concerns placed there. Pupils confidently use a specific strategy to help them cope sensibly when others are annoying them while staff manage behaviour consistently and effectively. Procedures to ensure child protection and health and safety are in place with staff and pupils putting them into good practice when, for instance, crossing over to the church hall at lunchtime. The individual education plans for pupils with learning difficulties underpin their good progress and teaching assistants support them well, including providing extra lunchtime and before school reading sessions. Through pupils' own evaluation of their work using smiley faces or stars, and

the guidance of class targets, all pupils have a clear understanding of what they need to do next to improve their work.

Leadership and management

Grade: 2

Good quality leadership and management ensure that the school runs smoothly and provides pupils with a stable, supportive environment in which to learn. All staff are very clear about their roles and they work well together as a flexible team. Subject leaders have a good understanding of strengths and improvements needed in their areas, gained through monitoring of pupils' work, teachers' planning and lesson observations. Governors are supportive and have sufficiently regular meetings to keep them informed about school life. However, development planning is not sufficiently sharply focussed on raising pupils' levels of achievement. Prudent financial management means that the school is well prepared for the future.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for your warm welcome and help when I visited your school recently. Particular thanks should go to those of you who spoke with me, including council members, because your views gave me a good idea of what it is like to be at St Peter's.

My visit was part of the inspection system for the whole country that assesses how well pupils are learning. As you told me, yours is a good school where pupils feel well supported and make good progress. Everyone gets on well with each other and your behaviour is excellent - even in the really windy weather! You are well aware of how to stay safe and healthy and enjoy taking on responsibilities and entertaining other people. Teachers and other staff explain things clearly to you so that you understand what they expect you to do. Using smiley faces and stars along with your targets means that you also have a good idea of what you need to do next to improve your work. Extra activities, visits and visitors mean that you enjoy your learning because it is interesting. Children in the Nursery and Reception classes quickly settle in and enjoy learning but, as you say, it is a real shame that their outside area has been damaged. Your headteacher leads the school well and all staff work well together in your best interests.

To make the school even better staff now need to:

- help you set out your mathematics work more clearly, give you better guidance about how to improve it and make sure you do your corrections
- improve the Foundation Stage outdoor classroom
- make sure that when your school decides to make improvements everyone knows which development is most important and how they intend that the actions should help you achieve more highly.

Your job is to make sure you attend school regularly and continue to enjoy learning.