



# Heysham St Peter's Church of England Primary School

## Inspection Report

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**Unique Reference Number** 119537  
**Local Authority** Lancashire  
**Inspection number** 291452  
**Inspection date** 28 November 2006  
**Reporting inspector** Geoffrey Yates

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

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<b>Type of school</b>	Primary	<b>School address</b>	School Road
<b>School category</b>	Voluntary aided		Heysham, Morecambe
<b>Age range of pupils</b>	4-11		Lancashire, LA3 2RF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01524 852155
<b>Number on roll (school)</b>	243	<b>Fax number</b>	01524 853643
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Kevin Demain
		<b>Headteacher</b>	Mr Richard Sanderson
<b>Date of previous school inspection</b>	1 November 2002		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

The school is an average sized primary school. It serves an area where national and local data show a slightly below average degree of educational advantage. The proportion of pupils with learning difficulties and disabilities is broadly average. A below average number of pupils receive free school meals. Overall attainment on entry to school is average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school that meets the needs of pupils very well. The school's evaluation of its overall effectiveness and capacity to improve is accurate. The key reasons for the school's success are outstanding leadership, highly effective teaching and learning that meet the full range of pupils' needs and a curriculum that meets the range of pupils' interests. These together with the very effective care, guidance and support and emphasis placed on nurturing pupils' personal, social and emotional skills motivate pupils' learning very well. Pupils say that they feel safe and that bullying is not a problem. They enjoy the things they do and this is reflected in above average attendance. Parents are highly supportive of the school. One parent commented, 'I am amazed at times how quickly the teachers have recognised the individual concerns and talents of each of my children. My children are receiving an education second to none.' In the Foundation Stage children build up a tremendous love for learning and a strong basis for their future academic development, so that by the time they reach Year 6 they have made outstanding progress. In previous years the school has been in the top 10% nationally with regard to the added value it provides. In the most recent National Curriculum tests in English, mathematics and science, standards were well above average both at the expected level and at the higher level.

Pupils thrive on the success they experience in their work. This is because the curriculum, despite the limitations imposed by an ageing building, is not just limited to developing basic skills. Pupils are encouraged to develop their physical and creative skills through a very wide range of activities. For example, it was a pleasure to witness all pupils in one age group having the confidence to play a short solo on a brass instrument in front of the whole school as part of an assembly. Teachers know their pupils very well and each pupil's attainment is monitored regularly and action taken if anyone is seen to be falling behind. However, assessment information is not brought together in a simple format across the whole school to provide an overview of pupils' progress. The school treats every child as an individual and the outcomes of the school's provision in relation to the Every Child Matters initiative are very good. Pupils have a very good understanding of healthy lifestyles and enjoy physical activities in lessons and after school. The high standards they achieve in English, mathematics and science prepares them very well for life after school. Leadership and management are very effective in raising achievement and supporting all pupils. An exceptionally strong sense of teamwork means that adults and pupils alike are committed to achieving the highest possible standard. Excellent leadership and management by the headteacher with the support of the leadership team have ensured that pupils receive a high quality of education. The school provides outstanding value for money.

### What the school should do to improve further

- Ensure assessment information is brought together well to enable effective tracking and evaluation of pupils' progress as they move through the school.

## **Achievement and standards**

### **Grade: 1**

Achievement by the time pupils leave is outstanding and standards are well above average. Both boys and girls achieve very well. In previous years the school has been in the top 10% of schools nationally with regard to the value added it provides. The school has compelling evidence that demonstrates that standards remain high by the time pupils leave. When children start school, their knowledge and skills are those typical for their age. They make good progress and by the time they start in Year 1 meet the national expectations for children at that age. The above average standards by the end of Year 2 in reading, writing and mathematics demonstrate the quick progress made by pupils in Years 1 and 2. Pupils build on this good achievement and reach well above average standards by the end of Year 6, with higher attaining pupils achieving very well. In the 2006 Year 6 National Curriculum tests results in English, mathematics and science were well above the results gained by schools nationally both at the expected level and at the higher level. For example, all pupils achieve the expected level in English and over two thirds of the age group achieved the higher level. Pupils with learning difficulties and disabilities make consistently good progress because their needs are identified clearly and they receive the right kind of assistance.

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

### **Grade: 1**

Pupils are an absolute delight to talk with; they are very polite and very well mannered and have excellent attitudes to learning. For example one pupil commented, 'Teachers make learning fun and I always try my very best.' Pupils enjoy coming to school and attendance levels are above average. Pupils' behaviour is outstanding because they have a clear understanding of the values and expectations set by the school. Pupils' spiritual, moral and social development is good overall. Pupils know about healthy lifestyles and importance of keeping safe. School House captains are proud of the contribution they make to the school. Older pupils willingly take on responsibilities such as showing care and support for younger pupils. In a Year 2 class one pupil, who was responsible for turning off the lights, said how proud she was to be the 'electricity monitor'. This care is extended to the wider community. For example, by the way pupils take an active part in fundraising charity events. The Year 6 pupils are rightly proud of the games they have made to help raise funds at the Christmas Fayre and have worked out the potential profit margins. By the time they leave the school, pupils have personal and academic skills that prepare them outstandingly well for the next stages of learning and the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. Pupils make excellent progress because the work is interesting, very well matched to their needs and support is targeted well. Very good use is made of homework to reinforce what is learned in lessons. Teachers build on their very good relationships with pupils to maintain high standards of behavior so that little time is wasted. In the Foundation Stage great care is taken in ensuring that children experience all aspects of the areas of learning. For example, the role play area, 'St Peter's Health Centre', plays an important part in developing children's speaking and listening skills. Teachers link work to pupils' own experience very effectively. They also make very good links between subjects to help pupils make sense of their lessons and apply skills learned in one subject to their work in others. For example, younger pupils developed their understanding of healthy eating by combining very well the skills of literacy, spoken English and art and design to produce an attractive fruit salad. Assessment information is used very well to plan work at a challenging level for all pupils and marking is of a very good quality and is successful in telling pupils how to improve their work. The school makes excellent use of visiting music specialists to extend pupils' instrumental skills.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum promotes the progress and personal development of all pupils very well. Basic skills are developed effectively through the many relevant and interesting activities. Pupils' health and safety are of paramount importance, so regular lessons are given on a range of health related topics such as drugs awareness. A key to the school's success is the high level of curriculum enrichment. For example, the school has achieved the Sports England Activemark gold award and is highly successful in ensuring that pupils are given maximum opportunities to develop their instrumental musical skills. There are many examples throughout the school of pupils using their artistic skills well. For example, there is an excellent display of painted wooden spoons that reflect impressively canal narrow boat traditions. The very broad programme of extra-curricular activities covering sport and the performing arts is well attended by pupils. The school organises specialist events such as a 'Multicultural Week' and residential visits which provide pupils with plenty of interesting experiences to enhance their learning. Children in the Foundation Stage receive a broad range of experiences within an ageing building and the staff make satisfactory use out of the outside area.

### **Care, guidance and support**

#### **Grade: 2**

The school places a high priority on pupils' safety and on personal and academic achievement. It provides an outstanding level of personal care for its pupils. Pupils

are happy, feel safe and get on very well with each other. They know that they can turn to adults for help and say that they are listened to and treated fairly. Appropriate arrangements for ensuring child protection and health and safety are in place. Risk assessments and procedures to vet staff working in school are robust. Very good partnerships with parents help to ensure, for example, that pupils with learning difficulties and disabilities make very good progress. Good relations with partner secondary schools mean that pupils are supported well when they move between the schools. Pupils know their targets and what they have to achieve. Teachers keep good records of pupils' attainment and progress but this information has not been brought together in a simple form to ensure a whole school approach to the tracking and evaluation of pupils' progress.

## **Leadership and management**

### **Grade: 1**

The highly experienced headteacher provides excellent leadership. He is passionate in his belief that education is far wider than pupils just achieving well in national tests, although test results demonstrate that pupils do indeed achieve exceedingly well. New initiatives are introduced only after careful consideration and are regularly reviewed to check that they are working. For example, the teaching of a modern foreign language is already firmly in place long before it becomes statutory because the school sees the value to the pupils in doing it. The headteacher has very high expectations of everyone in their work, behaviour and relationships. The school is a place where pupils are proud of their achievements as witnessed during an assembly when all pupils in a Year 4 played brass instruments with gusto! Parents are consulted widely and pupils are asked their opinions but there is no formal forum where pupils can have their say. The senior staff provides very good support for the headteacher and work effectively as a senior leadership team. Governors play an active role in challenging and supporting the school. Evaluation and planning for school improvement are the result of whole staff involvement. Good progress has been made in addressing the issues raised in the previous inspection.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Heysham St Peter's Church of England Primary School

School Road

Heysham

Morecambe

Lancashire

LA3 2RF

30 November 2006

Dear Children

I am writing to let you know how much I enjoyed coming to visit your school. Thank you for making me so welcome and helping me during the school's inspection. I especially enjoyed seeing the fruit salad creations in Year 2 and listening to the brass ensemble and school choir.

Here are a few of the most important things I want you to know.

- You work hard and show interest in the work you do.
- Your school is a friendly place and behaviour is excellent, keep it up!
- You particularly enjoy the visits and trips that you make out of school.
- You are keen to help each other and your teachers and teaching assistants look after you well.

I think your school is outstanding but that your headteacher and teachers need to find ways to bring together all the information about what you know, understand and can do to help them ensure you continue to make very good progress.

Thank you again for being so helpful and friendly when we came to see you.

Yours sincerely

Geoffrey Yates

Lead inspector