

# St Peter's CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105239
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	308805
<b>Inspection dates</b>	20–21 September 2007
<b>Reporting inspector</b>	Barbara Flitcroft

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	180
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Philip Castle
<b>Headteacher</b>	Mrs S Charlton/Mrs L Williams
<b>Date of previous school inspection</b>	9 June 2003
<b>School address</b>	Alexandra Street Farnworth Bolton Lancashire BL4 9JT
<b>Telephone number</b>	01204 333090
<b>Fax number</b>	01204 333091

---

<b>Age group</b>	4-11
<b>Inspection dates</b>	20–21 September 2007
<b>Inspection number</b>	308805

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Many of the pupils in this smaller than average school live in areas with high levels of socio-economic disadvantage. Most pupils are from White British backgrounds and very few of them speak English as an additional language; none is at the early stages of learning English. The proportion of pupils entitled to free school meals is close to the national average; the proportion with learning difficulties and/or disabilities is significantly higher than the national average. This school is led by two headteachers in a co-headship situation. A new deputy headteacher came to the school three weeks ago. The school holds the Bolton Healthy Schools award, Investors in People and the Basic Skills Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Peter's is a good school where the personal development and well-being of pupils is at its heart. Pupils achieve well as a result of good teaching in a happy and caring atmosphere. Parents are very positive about the provision the school makes for their children. The school's strong links with the church, community and other local schools broaden the opportunities it gives to pupils.

Skills on entry to the Reception class is below that expected nationally for children of this age. Good provision in the Foundation Stage, with much emphasis on speaking, listening and preparation for independent learning, sets the scene for good achievement overall so that standards are in line with national averages by the end of Key Stage 2. Good teaching and early identification of those needing extra help with their learning ensure that all groups of pupils, including those with learning difficulties and/or disabilities, achieve well.

The school works hard on pupils' personal and social development and providing pupils with a good level of care. This is very successful in helping to turn pupils into confident and enthusiastic learners. Pupils love being at school. They are taught well about personal safety and encouraged to make sensible choices about healthy lifestyles, and there are good opportunities for them to take part in physical activities. They are developing good levels of independence and responsibility working together in a range of ways to contribute to the school and the wider community, preparing them for the future. Spiritual, moral, social and cultural development is good. This was evident when Year 6 pupils presented an informative assembly to their parents and the whole school about Hinduism. There has been some decline in standards of attendance over the last few years. The school's efforts to improve attendance have had a positive impact on a minority of pupils, but the attendance of others remains too low.

Parents understandably feel that this good school sets their children up well for the future. It is a happy, caring place in which pupils' personal development is a strength. Pupils enjoy school because, as one stated, 'It's fun; every step you take, there's always something new to do.' This starts when children join the school; good teaching for the four and five-year-olds means that they happily talk about and freely use their ideas in play and in their work. Older pupils play an important part in shaping the life of the school because they have many opportunities to air their views and make a difference. The good curriculum is enhanced by plenty of clubs and activities outside normal lessons which contribute to pupils' enjoyment of school. Pupils use computers confidently to enhance their learning.

Even though spending per pupil is higher than the national average, the school provides good value for money because pupils do well academically and personally. The leadership team and governors have carried out year-on-year improvements to enhance the learning environment. The two co-headteachers provide good leadership and hold an accurate view of the school's effectiveness. A strong sense of teamwork is evident, with middle managers showing commitment to school improvement and monitoring their areas of responsibility carefully. The school knows where it is going and how to get there. Governors are very supportive but do not offer sufficient challenge to the school, for example on the poor attendance of some pupils. Overall, the school's capacity to improve is good because it examines its performance carefully and takes action to make things better. This has led to good improvement since the last inspection.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision in the Foundation Stage is good. Children extend their learning at a good pace and many reach the expected goals by the time they start Year 1. They make especially good progress in communication, language and literacy, which is the weakest area on entry to school. There is a clear framework for learning and good behaviour with high expectations, positive rewards and clear sanctions; this encourages children to behave well. Planning and assessment take account of children's differences and all areas of learning are covered appropriately. There is, however, limited provision for outdoor learning and few opportunities for children to choose their own activities, because the outdoor space is limited. Staff do well to make the most of the area. The Foundation Stage is effectively led and managed. The children settle into school routines very well in a caring and supportive atmosphere with good teaching.

### **What the school should do to improve further**

- Work with parents to improve attendance.
- Ensure that governors become more involved monitoring the school's work so that they hold the school rigorously to account for pupils' standards and progress in all areas.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. Pupils come into school with skills that are below those expected for their age but by the end of Year 6, standards are in line with national averages. The high proportion of pupils with learning difficulties and/or disabilities make good progress, albeit at a slower pace. Pupils who speak English as an additional language achieve at the same good rate as others. At the end of Key Stage 1, the standards reached by girls are higher than those reached by boys. This is due to girls having a higher level of skills as they start the Foundation Stage. By the end of Key Stage 2 there is no difference in the standards achieved by boys and girls. The school sets challenging but realistic targets for pupils.

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

### **Grade: 2**

The nurturing of self-esteem is at the heart of this good school. Spiritual, moral, social and cultural development is good; pupils develop a secure awareness of the richness and diversity of world faiths and cultures while building on strong Christian foundations. Behaviour is good. Pupils are helped to respect themselves and others. Pupils say: 'Our teachers get problems sorted quickly.' Exclusion rates have been high in the past, but exclusion is well managed through positive links with parents and outside agencies to support the pupils. Despite efforts made by the school, attendance, which is currently in line with the national average, has fallen year on year for the past four years. The school does much to promote healthy lifestyles, including a 'Fruity Friday' scheme, which pupils enjoy. However, while pupils understand about healthy foods, this has yet to impact on their food choices, for example of healthy snacks at breaktime. The school council plays an ever increasing role in school life, including raising money for charities.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers work hard to make learning challenging and great fun. As a result, pupils enjoy learning and make good progress. Good motivation of pupils was seen in a number of lessons, including a French lesson where pupils used an interactive program on laptop computers to learn new vocabulary, and an English lesson where images and sounds from a beach were used to stimulate pupils to write. Teachers support pupils with learning difficulties and/or disabilities very well so that they experience successful learning. Similarly, any pupils who are seen to be falling short of their targets are given extra help. Most work is sufficiently differentiated to challenge all pupils. Pupils are involved in their own assessment, and therefore know what they need to do to improve.

### Curriculum and other activities

#### Grade: 2

The school provides a rich curriculum that is broad and balanced with a good range of approaches to make learning interesting and exciting. The curriculum is enriched by the use of many venues for educational visits, such as to a local synagogue or to Chester Roman museum. These visits and venues are linked to the topics covered in lessons. Good use is made of outside providers. For example, a specialist music teacher enhances provision for pupils from Reception to Year 4; pupils in Years 5 and 6 benefit from the musical expertise of their class teachers. French is at an early stage of implementation, extending into Year 4 this academic year. Themed weeks such as 'God's creatures' provide a good focus to extend pupils' understanding.

### Care, guidance and support

#### Grade: 2

The commitment of staff, governors and pupils to care, guide and support is a distinctive feature of St Peter's. While the school judged this aspect of its provision to be outstanding, inspectors found it to be good because pupils' attendance is not monitored or evaluated as rigorously as it could be. Support for academic guidance is good. Challenging targets are set which the majority of pupils achieve. Informative marking from the teachers helps pupils to understand the next steps in their learning. Adults are always available to help and pupils are encouraged to take responsibility for their own progress. Support staff are highly focused on enabling pupils to access their learning and achieve well. Procedures for safeguarding pupils meet government requirements. Health and safety policies are robust.

## Leadership and management

#### Grade: 2

The success of the co-headship arrangement is built on good communication. Together, the two headteachers have a clear view of the school's performance and a strong determination to drive the school forward to reach new heights. Their monitoring and observations have accurately identified the areas for development. School leaders have developed a system to track the progress of pupils in reading, writing and mathematics; they now have a wealth of useful data to inform pupils' targets and measure teachers' performance. The same rigour has not, however,

been applied to promoting better attendance. Already there is a great sense of teamwork as the new deputy headteacher and middle managers work with curriculum subject leaders to improve the provision in their areas of responsibility. This is underpinned by the shared belief that learning should be fun and exciting. Governors have a clear view of the school's strengths. They are very supportive but do not challenge the school as well as they should about its performance.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

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

### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

### 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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

Mr Alexander and I would like to thank you for being so polite and helpful when we visited your school. It was wonderful to see what a happy time you have there.

You really enjoy your school because there are many exciting things to do and learn. Your mums, dads and carers think that your school is a good place to be and we agree with them.

The adults are good at teaching you and they know exactly what each of you needs to learn. This helps you to make good progress. The adults are also very good at checking how well you develop new skills and helping you achieve the next steps in your learning.

You have daily opportunities to eat fruits and vegetables in school and get lots of exercise when you play, which helps you to make decisions about being healthy. You are good at sharing and taking turns and you behave very well.

We have asked your school to work at improving attendance for those pupils who do not come to school as often as they should. We have also asked governors to make sure that school works as hard as it can to get the best for all of you.

You can make a difference as well, by continuing to work hard in lessons and coming to school every day.

Thank you for helping to make our short stay with you so interesting, and good luck to all of you for the future.