

St Peter's Catholic Primary School

Inspection report

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| Unique Reference Number | 106125 |
| Local Authority | Stockport |
| Inspection number | 309036 |
| Inspection date | 11 November 2008 |
| Reporting inspector | Stephen Wall |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 209 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Ms Una Devlin |
| Headteacher | Mr Philip Murphy |
| Date of previous school inspection | 19 April 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Carisbrooke Avenue Hazel Grove Stockport Cheshire SK7 5PL |
| Telephone number | 0161 4832431 |
| Fax number | 0161 456 9332 |

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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement; the curriculum and other activities and care, guidance and support. Evidence was gathered from: the school's self- evaluation; national published assessment data; the school's own assessment records, policies and minutes; observation of the school at work; interviews with senior members of staff and pupils; and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in the self- evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This is an average size school. Most pupils come from households with generally favourable economic and social circumstances. Few pupils are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average, although the proportion with a statement of special educational need is above average. Most pupils are White British. A few speak English as an additional language; some of these join the school from abroad with very little or no English. The school provides for the Early Years Foundation Stage (EYFS). The school has gained the Healthy School Award and Sportsmark.

There is a before and after school provision on-site, but it did not form part of this inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with several outstanding features. It gives very good value for money. Outstanding features include: pupils' personal development and well-being; the curriculum and other activities and the care, guidance and support the school provides. Parents are very happy with the education it provides. Many send their children considerable distances to the school. A parent, summing up the views of many, commented, 'I am so glad I chose St Peter's for my children. They are so happy at the school. I know they are well cared for. They are making good progress'. The key to the school's success lies in the calm and dedicated leadership of the headteacher who inspires strong teamwork in the quest to make the school even more effective. The school has good capacity to improve further.

Pupils love coming to school: their attendance is well above the national average. They feel safe and very well cared for because relationships throughout the school are exceptionally strong. Policies and procedures for safeguarding pupils are in place and reviewed regularly. Pupils behave impeccably around school and in lessons. They treat each other and adults with great respect. One older pupil explained the views of many: 'I don't know of any bullying in school but if it did happen the teachers would deal with it straight away. I'm certain of that!' The school's national awards are reflected in the way in which pupils talk excitedly and knowledgeably about the importance of healthy lifestyles. They know what foods are good for them and how important physical activity is. The numbers taking part in sports are very high with netball being particularly successful. Pupils' social, moral, spiritual and cultural development is of the highest order. Pupils have many opportunities for quiet reflection. They are also very interested in, and knowledgeable about, world religions and other cultures. Pupils enjoy the many opportunities they have for taking on responsibilities. For example, older pupils lead the 'wake up, shake up' routines for other pupils in the playground. The very active school council has brought about significant improvements such as the refurbishment of the school's toilets. By the time they leave, pupils are articulate and self-confident young people who are fully ready to take advantage of the next steps in their education.

From levels mostly typically expected for their age, pupils achieve well and attain above average standards by Year 6. Inspection evidence shows that at the end of Year 2 pupils make good progress in their reading and mathematics to attain standards which are consistently above average; in reading they are consistently well above average. In writing, however, inspection evidence shows that pupils' progress is slower because teaching has less impact on learning. Standards have varied in recent years. Results in national tests at the end of Key Stage 2 are consistently above average in English and mathematics and sometimes well above average, especially in mathematics because teaching is at least good. Importantly, pupils achieve well from their starting points. Although standards in science are above average, inspection evidence shows that they are not as high as they could be because pupils have too few opportunities to complete practical work in scientific enquiry. Pupils with learning difficulties and/or disabilities and those who speak English as an additional language also make good progress because of the effective support they receive.

Pupils' good progress is brought about by consistently good teaching. Teachers prepare their lessons in detail and set challenging tasks. They support pupils by tracking their progress closely, so that any underachievement can be nipped quickly in the bud. Teacher's mark pupils' work regularly, but the quality of their comments is too inconsistent in telling pupils what they need to do to improve their work. Good teaching is supported very effectively by an outstanding

curriculum with a wide range of enrichment activities. This encourages positive attitudes, enjoyment and a pride in learning all in equal measure. For example, pupils are rightly proud of their large school orchestra, which is so successful because nearly every pupil learns to play a musical instrument. The school has very effective links with its partner high schools. These links provide good support to the teaching of modern foreign languages and sporting activities.

Leadership and management are good. Leaders and managers are eager to drive the school forward and make it even more effective. Procedures to evaluate the effectiveness of the school are comprehensive. They enable leaders to identify what it does well and where it could improve. The impact of leadership and management on community cohesion is good. It is seen at its most effective in the school's successful commitment to including all pupils in all that it does and the pupils' high levels of understanding and respect for other cultures and religions. Governance is good. It is supportive and knowledgeable. When necessary, governors ask pertinent questions to hold the school to account for its work and standards.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the EYFS with skills that are broadly in line with those expected for their age. Well-established induction procedures ensure they settle quickly. There is a warm and welcoming atmosphere throughout the EYFS. Children feel safe and secure in the nurturing environment. Children make good progress because teaching is effective. By the end of Reception, children's attainment is consistently just above age related expectations in all aspects of learning and development. Adults form very secure relationships with the children. They are positive role models and provide high levels of care and support. The learning environment is stimulating. Children enjoy the wide range of learning activities provided for them. There is a good balance between teacher led activities and activities which the children initiate themselves. However, resources for learning outdoors are mundane and limit the range of activities and opportunities for children to explore the world around them and develop physically. The school has well advanced plans to improve provision in this area. Leadership and management are good. Children's progress is monitored accurately. The results are used to identify individual children's needs and match resources and activities to meet them.

What the school should do to improve further

- Raise standards in writing in Key Stage 1 and science in Key Stage 2.
- Improve the quality of marking to at least a consistently good standard so that pupils know what they should do to improve their work.

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Annex A

Inspection judgements

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| 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

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| 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? | 1 |
| The capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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|---|---|
| How good are the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 1 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 1 |
| The behaviour of learners | 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

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

Leadership and management

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| 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 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 eliminated | 2 |
| How well does the school contribute to community cohesion? | 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 | 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for making the inspectors welcome when we visited your school and for treating us with such courtesy. We enjoyed talking to many of you. What you told us helped in judging how effective your school is.

St Peter's Catholic Primary School is a good school with several outstanding features. Your behaviour is excellent and you get on exceedingly well together. Your attendance is good – well done! This shows that you enjoy coming to school. You make good progress in your learning as you move up through the school because the teaching you receive is good. However, there is room for you to do better in writing in Years 1 and 2 and in science in Years 3 to 6. In order to help you make even better progress, I am asking your teachers to make sure they always let you know what you need to do to make your work better when they mark your books. Your teachers and the other adults working with you take excellent care of you and help you with any problems. The range of things the school does to make your learning enjoyable is fantastic. I was so impressed to see how many of you learn musical instruments and how successful your sports teams are. How wonderful to have a school orchestra in which so many of you play!

A lot of the success of your school is down to your hard work and your positive attitudes. I am confident that you will continue to play your part in the coming years to make sure your school goes from strength to strength. You can help by trying especially hard with your writing and science.