

# St Peter's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	106475
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	309139
<b>Inspection dates</b>	12–13 December 2007
<b>Reporting inspector</b>	Colin Smith

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Davidson
<b>Headteacher</b>	Mrs Sharon Bruton
<b>Date of previous school inspection</b>	1 December 2003
<b>School address</b>	Kildare Street Hindley Wigan Lancashire WN2 3HY
<b>Telephone number</b>	01942 258647
<b>Fax number</b>	01942 777756

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is slightly larger than average in size. It serves a mixed community but one leaning towards disadvantaged rather than privileged. The proportions of pupils entitled to free school meals and with learning difficulties and/or disabilities are broadly average. The vast majority of pupils are White British heritage. A very small number are African, Asian, Chinese or from mixed backgrounds. Only a very small number of these pupils are at an early stage of learning English. An independently organised childcare club operates on the site. The headteacher is a recent appointment and the school is awaiting the arrival of the newly appointed deputy headteacher in January 2008.

## 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 that provides good value for money. Staff and governors have played a vital role in guiding the school through a period of staff absences. This has ensured that the school's exemplary excellent care and support has continued and that any barriers to pupils' learning have been largely overcome. Pupils' personal development is outstanding. Their behaviour and sense of responsibility are exemplary. Parents hold the school in very high regard. Comments such as, 'Children enjoy learning and make good progress', are typical of parents' views.

Pupils' achievement is good overall. They broadly reach the standards expected by the end of Year 2. Good achievement through the junior classes ensures that standards are above average by the end of Year 6. In Years 3 to 6 pupils achieve better in English and science than in mathematics, which reflects where the strengths in teaching lie. The majority of pupils, including those who receive additional support, achieve well but the more able pupils do not always reach the levels of which they are capable. Pupils enjoy and achieve well in other subjects such as information and communication technology (ICT) and history. This is because of the school's good curriculum, which helps pupils to develop their skills, talents and interests well.

Good teaching is reflected in the standard of work in pupils' books. In most lessons, teachers assess pupils' learning carefully and provide work that closely matches their different needs, particularly in English and science. However, there are occasions when insufficient demands are made on the more able pupils and their learning suffers. The school is aware that this is holding back achievement in mathematics in junior classes and in reading in infant classes. Staff are reviewing how best to set individual targets because pupils are not sure of what they need to do to improve.

The headteacher has had an immediate and positive impact on the school. Along with the assistant headteacher, she is providing good leadership. Despite staff absences, good improvements have been made since the previous inspection and standards have continued to rise. The school's evaluation of its work is accurate and matches that of the inspection team in almost every aspect. The strong drive and whole-staff commitment to raising achievement illustrates the school's good capacity for improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children's attainment on entering the Foundation Stage has been mostly below that typically expected for their age for the previous two years. Good provision in Reception enables children to achieve well and reach the learning goals expected for their age before moving into Year 1. Teaching is good, particularly of letter sounds, which enables children to make a good start in reading and writing. Leadership and management of the Foundation Stage are good. A well structured range of stimulating activities is provided, such as acting out adventures in the 'Gran Mags Cottage.' Children are encouraged to explore and learn and quickly gain a measure of independence. Teachers and assistants observe and assess children carefully. The information is used well to plan the next activity. While children are absorbed in their play, adults are quick to intervene to increase their understanding and improve their spoken language. Indoor facilities are good but the school is rightly trying to improve the space and equipment in the outdoor area.

## What the school should do to improve further

- Improve achievement in mathematics from Years 3 to 6.
- Raise achievement of the more able pupils, particularly in reading in Years 1 and 2.
- Ensure that pupils understand exactly what they need to do to improve.

## Achievement and standards

### Grade: 2

Pupils' achievement in Years 1 and 2 is satisfactory. Standards are just above average in writing and mathematics and average in reading by the end of Year 2. Although pupils' word building skills are good, their comprehension skills are not as secure. Pupils achieve well from Years 3 to 6 and reach standards that are above average in English and science and average in mathematics. In these classes, achievement in reading and writing is good because teaching is very effective. Junior pupils also achieve well in science and develop particularly good investigation skills. Their achievement in mathematics is satisfactory, largely because the challenge for the more able pupils is not always sufficient for them to reach the higher levels. Standards have been improving well in recent years mainly because more exacting whole-school targets have been reached. Although girls make better progress initially, boys catch up. Pupils from minority ethnic backgrounds achieve equally as well as their classmates. Pupils who receive additional learning support make good progress because activities are tailored to their needs.

## Personal development and well-being

### Grade: 1

Pupils' personal development is very well nurtured. Their spiritual, moral and social awareness is excellent. Pupils' have a good understanding of their own culture, but more limited awareness of others. The school's national awards in physical and health education have given pupils an excellent understanding of what it means to keep healthy and stay safe. Pupils' behaviour is exemplary and they strongly resist any bullying or racism. They show exceptional maturity as play leaders, school counsellors and buddies. They are justifiably proud of their school, fond of their teachers and appreciative of many interesting activities provided. Their enjoyment of school is reflected in the good attendance. Pupils are well prepared for the future in acquiring secure mathematical skills and proficiency in literacy, science and ICT.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good teaching helps pupils to achieve well. Lessons are calm and purposeful. Pupils know what is expected of them and give of their best. New ideas are explained very clearly, often using ICT to make learning visual. This helps pupils to understand difficult ideas such as angular measure. Teachers usually inject a sense of urgency into lessons, which keeps pupils on their toes. However, interest occasionally wanes when teachers talk for too long. Pupils' learning is assessed well in English. The work provided is well matched to pupils' different learning needs and marked very constructively. This enables all pupils to learn successfully. Assessment and marking are inconsistent in mathematics. Consequently, the level of challenge in the activities provided is not always sufficient to extend the learning of the more able pupils. Pupils who find learning difficult are guided to take small steps, which ensures that basic skills are learned

successfully. Occasionally teaching is outstanding, when the teacher's skills, expertise and very high expectations lead pupils' excellent progress, for example, in understanding electrical circuits.

## **Curriculum and other activities**

### **Grade: 2**

Pupils receive a good all-round education. Although literacy and numeracy are priorities, subjects such as ICT, history and physical education are studied in depth. The curriculum meets the needs of most pupils successfully, allowing them to achieve well academically. The very effective personal, social and health education programme makes a vital contribution to pupils' excellent personal development. The curriculum is sensitively adapted to the needs of pupils who require learning support. Additional opportunities are provided for able, gifted and talented pupils but the school is rightly seeking further improvement in this area. Pupils love the creative afternoons where they encounter stimulating experiences such as Indonesian music. These, along with the typical range of after school clubs and visits, enrich their education and create a lifelong interest in learning.

## **Care, guidance and support**

### **Grade: 2**

The school provides exemplary care and support for all pupils. Secure procedures are in place to ensure that pupils are safely protected, inside and outside school. Potential risks are carefully assessed and minimised. The needs of vulnerable pupils are met exceedingly well. Adults who help them are patient and reassuring. When difficulties arise, the school's partnership with local health professionals provides first-class support. Consequently, the most needy pupils are safeguarded and able to grow in confidence. The academic guidance that pupils receive is satisfactory. Written comments in their books recognise achievement but do not always point the way forward. Pupils are familiar with targets but are unable to articulate exactly what they need to do to improve. This is why the overall care, guidance and support provided is good but not outstanding, as the school believes.

## **Leadership and management**

### **Grade: 2**

The headteacher has made a swift and accurate analysis of the school's work. Consequently, areas for improvement, such as mathematics and target setting are an integral part of the school's strategic plan. Action is already underway. At the same time the school's many strengths, such as good teamwork and the rich curriculum, are being built upon. Equality is strongly promoted and parents' and pupils' views are acted upon. Effective systems are in place to check how well pupils are learning. Pupils' books are examined meticulously, which prompts such good written work. Checking teaching in lessons has suffered through staff changes but is now resuming. However, in the meantime instances where the more able pupils have not been challenged sufficiently have been missed. Injecting greater rigour into tracking pupils' individual progress is leading to much earlier intervention to boost their achievement. The data is not yet fully used, however, to further improve the progress of groups and measure the impact of teaching on achievement. Governors provide very good support in holding the school to account.

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## Annex A

## 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
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 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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
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	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

<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	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 so welcome and answering our questions so helpfully and politely. We thoroughly enjoyed our visit.

You are right to be proud of your school. It is a good one. Teaching is good and this helps you to achieve well, particularly in reading, writing and science. By working hard many of you are able to reach the standards above those expected in these subjects by the end of Year 6.

Your school is also successful in other ways. Your headteacher, with help from the assistant headteacher, runs the school well. They check what is happening in school carefully to ensure that you are making good progress. Teachers, with the help of support staff, make your classrooms interesting places to learn and provide lots of additional activities to develop your interests, skills and talents.

We noticed how happy you seemed. We think this because it is such a friendly school where children are so well cared for and kept safe. If learning is difficult or you are worried, adults are always ready to support you. In return you behave extremely well, try hard with your learning and do your very best to help teachers and each other.

Our job is to help your school to be as good as possible. Since it is good already, we have only three recommendations.

- Although you are achieving well in English and science, you are not achieving quite as well in mathematics. We have asked your teachers to help you to improve. You can help by working quickly and carefully.
- Although most of you achieve well some of the more able ones among you do not reach the higher levels of which we think you are capable. We have asked the school to make sure that all lessons are challenging for all of you.
- We realise that the way individual targets are set for you is changing. We have asked your teachers to make sure that you know as soon as possible exactly what you are expected to do to improve.