

# St Peter's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	105803
<b>Local Authority</b>	Rochdale
<b>Inspection number</b>	324272
<b>Inspection dates</b>	24–25 June 2009
<b>Reporting inspector</b>	Brenda Clarke

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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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	437
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Sutton
<b>Headteacher</b>	Mrs Jean O'Neill
<b>Date of previous school inspection</b>	27 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Muriel Street Rochdale Lancashire OL16 5JQ
<b>Telephone number</b>	01706 648195

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<b>Age group</b>	3–11
<b>Inspection dates</b>	24–25 June 2009
<b>Inspection number</b>	324272

**Fax number**

01706 710302

<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Most of the pupils attending this larger than average sized school are from minority ethnic backgrounds, many of whom speak English as an additional language. The area surrounding the school experiences significant social disadvantage. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The Early Years Foundation Stage comprises flexible part-time Nursery provision and two Reception classes. The school has gained the Healthy Schools Award, Activemark, Basic Skills Award, Leading Aspect Award and ECO School Silver Award for its approach to environmental issues.

## Key for inspection grades

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 outstanding features. It is a very happy, welcoming and safe school that has continued to improve since the previous inspection. Under the outstanding leadership of the headteacher, staff are a united team strongly focused on moving the school forwards. One parent echoes the views of many in writing, 'St Peter's is a well led, safe environment for my child.' Outstanding care, guidance and support enable children to settle quickly and confidently. The school is highly inclusive and uses a wide range of strategies to reach out to parents and vulnerable children so that everyone can work together to help pupils do as well as they can.

Pupils' personal development is outstanding. They thoroughly enjoy their learning, are proud of their school and mature into confident, thoughtful young people. Behaviour is good and pupils work hard in lessons. Pupils' spiritual, moral, social and cultural development is outstanding, enabling them to develop respect for others and a clear sense of right and wrong. Pupils have a very good understanding about healthy and safe lifestyles and through initiatives such as the school council, help the school to run smoothly.

The below average standards at the end of Year 6 represent good achievement from very low starting points in the Early Years Foundation Stage. The good quality of teaching and learning and the consistent approach to the introduction of new initiatives are accelerating pupils' progress in key areas. Standards in mathematics have improved significantly since the last inspection so that pupils' achievement is excellent and standards are now in line with national averages. Pupils achieve well in speaking and writing. A new programme for learning and combining letter sounds has been introduced in the Early Years Foundation Stage and Key Stage 1 and is leading to outstanding achievement in this area. This initiative has had too little time to impact on pupils' work in Years 3 to 6 so that standards in reading remain well below average. Standards in science are well below average and have declined since the previous inspection. The school has concentrated on raising standards in English and mathematics and now has similar plans in place to develop pupils' scientific enquiry.

The curriculum is good and incorporates many exciting clubs and enriching opportunities that promote pupils' interest and enjoyment. The inclusion of events such as Special Focus weeks and the International Day ensures exciting opportunities for music, drama and art and celebration of cultural diversity.

Another key reason for children's good progress is the dedicated and committed leadership of the headteacher, governors and senior leadership team. They keep an exceptionally close eye on how well pupils are getting on and make sure that they reach realistically challenging targets. Partnerships with other schools and professional agencies are outstanding and add a wealth of expertise. This, together with the excellent direction provided by the headteacher, good evaluation of the school's strengths and areas for development and united staff approach gives the school a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The quality of provision is good with outstanding features. Children start Nursery with very low social and communication skills. Although children make good progress, gaining confidence as speakers, their skills remain well below those expected on entry to Year 1. Good provision

throughout the Early Years Foundation Stage enables children to make rapid progress in their social skills and to behave well. Insightful teaching of the sounds that letters make and the continuous drive to develop children's vocabulary results in them making outstanding progress in this area. Teaching is good overall. The wide-ranging, relevant curriculum is carefully planned and evaluated so that activities build on children's interests both indoors and outside. The learning environment is stimulating, although occasionally, some activities lack opportunities to reinforce learning. Leadership is good enabling staff to work as a cohesive, purposeful team. Very good relationships at all levels, together with outstanding welfare and transition arrangements, enable children to thrive and enjoy their learning.

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

- Raise standards in science.
- Accelerate pupils' progress in reading at Key Stage 2 to match their good achievement in mathematics and writing.

## **Achievement and standards**

### **Grade: 2**

Standards at the end of Key Stage 1 are well below average, however this represents good achievement given the pupils very low starting points. This good progress continues and consequently standards at the end of Year 6 are below average overall. Inspection evidence suggests an improving picture for the pupils currently in Year 6, particularly in mathematics, because more are on track to attain the higher Level 5. The main reason for improving standards is the good quality of teaching, rigorous monitoring of pupils' progress and targeted support for vulnerable pupils. This also enables those with learning difficulties and/or disabilities to receive good support and achieve in line with their peers. Pupils in Years 3 to 6 make satisfactory rather than good progress in reading because they have inconsistent opportunities to read for a variety of purposes and have not yet benefited from the programme of letter and sounds introduced into Years 1 and 2. Standards in science are well below average. Pupils have too few opportunities to carry out investigations and lack understanding about scientific processes.

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

### **Grade: 1**

Pupils' outstanding personal development and well-being make a major contribution to their good academic achievement. Pupils have very positive attitudes about their school and work extremely well together in lessons. Behaviour is good around the school and is outstanding in lessons. Pupils thoroughly enjoy their learning. They are very polite, and show high levels of care and consideration for others. Pupils' very good attitudes to learning are evidenced in their engagement in lessons and ability to work independently. Religious festivals and seasonal factors like snow cause pupils' attendance levels to fluctuate. However, when such factors are removed, attendance is regular and often average for most pupils. This represents a noticeable improvement since the last inspection. Pupils play safely and fully understand the importance of a healthy lifestyle. Pupils develop very good qualities that enable them to contribute effectively to the school community, and further into the future, their working lives.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good teaching ensures that pupils make good progress in most aspects of their learning. All teachers share the purpose of lessons with pupils, ensuring that they are clear about what they are expected to learn. Teachers possess very good skills in managing behaviour so relationships are strong and lessons run smoothly. Staff know pupils very well and there is mutual trust and respect. As a result, pupils enjoy lessons and feel fairly treated. Teachers ensure that pupils' speaking skills are well promoted and that work is carefully planned to address their differing needs. Knowledgeable teaching assistants are used very effectively to support groups and individuals. Pupils with learning difficulties and/or disabilities are fully included and play an active part in lessons. There are inconsistencies in teachers' marking so that pupils do not always know what they need to do to improve their work.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and provides pupils with interesting and challenging activities. It is enriched by a wealth of clubs and visits. One child mirrored the views of many when saying, 'clubs make our school great!' The curriculum is well planned to promote pupils' understanding of multicultural diversity in their community; for example when visiting the Mosque or church. A programme to support pupils' personal development is enabling them to reflect and consider the needs of others very well. Effective initiatives with partner schools, such as the Year 6 Graduate Programme, prepare pupils well for secondary school. A new creative, more relevant curriculum has recently been introduced but this still has teething problems. For example, the new themes do not readily accommodate scientific investigation. This goes some way to explaining why standards in science have declined.

### Care, guidance and support

#### Grade: 1

Care, guidance and support are outstanding. The school is a place of stability and security as a result of high levels of vigilant care by all staff. Statutory requirements for safeguarding pupils are rigorously met. Parents and pupils particularly appreciate the help they receive from support workers and learning mentors. Strenuous efforts to work closely with parents are paying dividends as more parents get involved with the family learning initiative and seek ways to help their children at home. Very good links with other support agencies support an extensive range of pupils' special needs. A breakfast club is provided and this gives pupils a nutritious start to the day. Academic guidance is very effective. Pupil's progress is monitored carefully; this enables them to reach their individual challenging targets.

## Leadership and management

#### Grade: 2

The headteacher provides outstanding leadership. Her visionary strategic role sets a very clear direction for the school and is pivotal in driving up standards. The deputy headteacher and senior staff are equally committed to this vision. Effective structures enable good channels of

communication and good delegation. However, a small number of coordinators are new to leadership and have yet to fully develop their monitoring roles. The school sets challenging targets for all its pupils. Improvement since the last inspection has been good overall and has been particularly effective where school-wide training and development has occurred. The school's commitment to equality and community cohesion is outstanding so that the school runs as a harmonious community and all learn about and respect the differing life stances of others. Extensive opportunities are planned and provided for pupils to experience a multitude of differing settings, for example, to visit Manchester University, a small rural school or large multi-ethnic school in London. National and global links strengthen this provision further. Resources are used well and financial decisions judiciously evaluated. Governors offer good support and challenge and bring many complementary skills, such as church leadership, to strengthen provision.



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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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	3
The behaviour of learners	2
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 learners' needs?</b>	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?	1

## 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 eliminated	1
How well does the school contribute to community cohesion?	1
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**

Inspection of St Peter's Church of England Primary School, Rochdale,  
OL16 5JQ

We really enjoyed our inspection of your school. Thank you for being so polite, friendly and helpful. We enjoyed talking to you and finding out about the activities you enjoy. Many of you attend the school clubs and think they are great! You say that your school is free from bullying and that you feel safe. You have good attitudes to learning, behave well and you know how to stay healthy and safe. You develop respect for others and grow into caring, confident children.

Your school is a good school and has some outstanding features. Teaching is good so that you make good progress in lessons. Standards are rising so that you attain standards in mathematics that are similar to those reached in most schools. You are developing real confidence as speakers and are eager to share your work and ideas. In the Early Years Foundation unit and in Years 1 and 2 you are making very good progress in your reading.

Your headteacher has identified the right things to make your school even better and we have asked her to do two important things to improve your learning.

- Your science is not nearly as good as your work in writing and mathematics and we have asked your teachers to get on quickly with plans to help you become better scientists.
- Make sure that children in Years 3, 4, 5, and 6 make as much progress in reading as they do in writing and mathematics.

I hope that you continue to enjoy your education. Best wishes for a happy holiday and good luck to those of you who are moving on to secondary school.