

St Peter's Church of England Primary School

Inspection report

Unique Reference Number	105321
Local Authority	Bury
Inspection number	336474
Inspection dates	24–25 May 2010
Reporting inspector	Andree Keddle

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	274
Appropriate authority	The governing body
Chair	Mrs Margaret Contractor
Headteacher	Mr John Shutt
Date of previous school inspection	29 November 2006
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 19 lessons, observed nine teachers and held meeting with groups of pupils, governors and staff. They observed the school's work and looked at documentation including: safeguarding records; the school's policies, action plans and raising attainment plans; reports from the School Improvement Partner and the local authority; assessment data; pupils' work; and teachers' planning. Twenty questionnaires returned by parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of all pupils, particularly in mathematics, to determine whether teaching and the curriculum are meeting their learning needs
- the progress made by different groups, particularly higher-attaining pupils and those with special educational needs and/or disabilities
- the achievement of children in the Early Years Foundation Stage
- the rigour and effectiveness of leadership systems, including governance, in driving improvement, leading teaching and learning and raising standards.

Information about the school

This is a larger-than-average primary school. Approximately one third of pupils are from minority ethnic groups and just under one third speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average and the proportion of pupils with special educational needs and/or disabilities is above average.

The current headteacher is the second interim headteacher in just over a year, following the extended absence of the substantive headteacher. A new, permanent headteacher has been appointed to take up the post in September 2010. A new deputy headteacher's role has been created and at the time of the inspection the school was recruiting to this post.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

From starting points below those expected for children of their age, pupils make inadequate progress in English, mathematics and science. The standards that pupils attain in the national tests in Year 6 are particularly low in mathematics and science. Work in books shows that too few pupils make satisfactory progress as the result of inadequate teaching and a curriculum that does not meet their learning needs. Very recent improvements have been made to the quality of teaching, evident in a small minority of good lessons observed during the inspection. These improvements are not consistent throughout the school and have not been in place long enough to have a full impact on pupils' attainment and progress. Assessment systems are very new and there is no consistent use of assessment information to ensure that pupils' work is well matched to their prior knowledge. The school is providing appropriate support to pupils with special educational needs and/or disabilities through some effective intervention programmes. These recently introduced programmes bring about accelerated progress for some pupils, but there is insufficient evidence that this progress is sustained over time. Pupils with special educational needs and/or disabilities are making inadequate progress. Overall, pupils' achievement is inadequate and they are ill-prepared to meet the demands of the secondary curriculum.

Since the previous inspection, senior leaders have not managed to bring about improvement and there has been a significant decline in the quality of teaching and learning. The governing body is supportive but insufficiently rigorous in monitoring the school's work in order to bring about improvement. The school does not have robust systems for safeguarding pupils and procedures are not in place to maintain and update them. As a result, the effectiveness of care, guidance and support is inadequate. Despite recent improvement, pupils' attendance is too low.

It is only recently that the school has received intensive support from the local authority. This level of support is starting to have a positive impact and there are some early signs that attainment is beginning to rise, particularly in mathematics. The interim headteacher and current senior leadership team are providing strong leadership and have a clear vision for improvement. Their self-evaluation correctly identifies that pupils do not make adequate progress in their learning. Speeding up progress is the focus of their drive for improvement.

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Very recent, intensive work to improve the Early Years Foundation Stage has improved provision with respect to the learning environment but has yet to have an impact on children's outcomes which remain inadequate.

The school's poor performance since the last inspection means that the capacity for sustained improvement and the overall effectiveness are inadequate.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress, in English, mathematics and science by:
 - improving the quality of teaching so that it is at least good
 - ensuring that pupils' key skills are developed consistently and systematically through a wide range of curriculum subjects
 - using assessment information to carefully plan and implement the precise next steps in pupils' learning.
- Increase the effectiveness of leadership and management, including governance by:
 - ensuring that the monitoring of teaching and learning is rigorous and impacts on improving outcomes for pupils
 - making better use of information on pupils' progress to set challenging targets and expectations for individuals or groups
 - ensuring that all teachers are held accountable for the progress made by pupils in their class.
- Ensure that safeguarding systems and procedures are robust and regularly maintained and updated.
- Improve the outcomes for children in the Early Years Foundation Stage by:
 - monitoring and evaluating the effectiveness of recent changes in provision
 - ensuring consistently good teaching and learning across the Nursery and Reception classes
 - monitoring children's progress closely so that underachievement is addressed promptly.
- Raise pupils' attendance so that it is at least in line with the national average.

Outcomes for individuals and groups of pupils**4**

Attainment is low in mathematics and science and pupils' progress in English, mathematics and science is inadequate. The interim headteacher has implemented a raising attainment plan and the school's current assessment data indicate that attainment in mathematics is rising. Children's communication, language and literacy skills are considerably below what is typical for their age on entry to the Nursery. The use of 'talk partners' is being implemented throughout the school to develop these skills. There are early indications that this is having a positive impact on pupils' progress.

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Pupils feel safe in school. They understand the ways in which they can keep themselves safe as the result of activities such as those on road safety and on the safe use of the internet. Their behaviour is satisfactory in lessons and around school. When teaching is good and learning activities are interesting, pupils' behaviour improves and they are more motivated to learn. Pupils understand what is needed to live a healthy life and eat a balanced diet. Pupils' attendance rates are low, but have improved very recently as the result of new systems and rewards. Pupils' contribution to the school and wider community is satisfactory. Pupils give their views as members of the school council; for example, they have interviewed the candidates for the new post of deputy headteacher. Pupils' spiritual, moral, social and cultural development is satisfactory and one boy commented to inspectors that he enjoys learning about other religions as it helps him to understand other people better.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Inspectors' examination of work in books indicates that, over time pupils have made insufficient progress because of inadequate teaching. There are indications that teaching

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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is starting to improve as the result of a range of strategies put into place by the interim headteacher with the support of consultants from the local authority. Good lessons are characterised by activities that are well matched to pupils' learning needs, resulting in a brisk pace of learning. Pupils have opportunities to build on and apply previous learning; for example, in a good literacy lesson in Key Stage 1, pupils applied their understanding of simple spelling strategies to their writing. However, in some lessons the pace of learning is too slow and teachers' expectations of the quality and quantity of pupils' work are too low. There is insufficient use of data about pupils' prior learning, resulting in activities which are not well matched to pupils' ability levels. A recently reviewed marking policy is in place and there is some evidence that teachers' marking has improved. However, these improvements are not yet consistently embedded and pupils are not always given sufficient guidance on what they need to do to improve their work. The curriculum is inadequate because it does not have sufficient impact on pupils' learning. Key skills are not developed well enough across the range of subjects in the curriculum. Many activities lack challenge, particularly for the more-able pupils. The effectiveness of the school's care, guidance and support is inadequate because safeguarding procedures are inadequate. However, the school does provide pupils with suitable pastoral care and with support during transition periods, such as when preparing for secondary school. Teaching assistants are effectively deployed to support groups of pupils, such as those with special educational needs and/or disabilities and those who speak English as an additional language.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	4

How effective are leadership and management?

Since the previous inspection, senior leaders have failed to embed ambition and secure improvement because expectations of pupils' progress are too low and teaching is not consistently good enough to raise standards. Target setting is not used effectively to accelerate pupils' learning and teachers have not been held to account for the progress pupils make. The governing body is insufficiently rigorous in monitoring the work of the school and lacks effective systems to do so. Recently, governors have been much more proactive in holding the school to account and have benefited from the clear, evaluative information provided by the interim headteacher and senior leaders. New data systems are in place and the school is now closely monitoring and evaluating the progress of different groups of pupils. The effectiveness with which the school promotes equal

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opportunity and tackles discrimination is satisfactory. The school makes a satisfactory contribution to community cohesion through a set of actions based on an audit of the school's context. The school is a largely cohesive community and pupils feel safe.

The school works successfully to form effective relationships with parents and carers. Most parents and carers agree they are well informed about their children's progress. The school works satisfactorily with other agencies, such as health, social care and the Child and Adult Mental Health Service to support pupils. Procedures to safeguard children are inadequate because systems are not robust and they are not updated regularly.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Since the previous inspection outcomes for pupils in the Early Years Foundation Stage have been inadequate due to inadequate provision, including teaching, and inadequate leadership and management. However, following a great deal of change and recent support from the local authority, the provision has improved to a satisfactory level. Key worker groups are now in place; children are well settled and have confidence in the adults supporting their learning. Most children behave appropriately and cooperate well. They are beginning to develop their communication, language and literacy skills through effective questioning by adults. Satisfactory use is made of both the indoor and outdoor learning areas. Children are well motivated by practical activities, such as planting seeds. Welfare requirements are in place and there are appropriate policies and procedures to ensure that children are safe and cared for. Staff make regular

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assessments of children's skills and knowledge and these are recorded in writing and through photographs.

The effectiveness of the leadership and management of the Early Years Foundation Stage is inadequate because there are inconsistencies in the progress children make over time. They make satisfactory progress in their personal and social development, but the school's current data show inadequate progress in communication, language and literacy for the youngest children. However, the school is aware of this and there are now simple writing targets in place. Staff work closely with parents and carers and 'stay and play' sessions take place regularly. These give staff the opportunity to build good relationships with parents and carers and to share information about the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

The small number of parents and carers who returned the questionnaires were mostly positive about the work of the school. Their responses show that they are pleased that their children are happy, feel safe and are healthy. Inspectors agree with these positive views. Approximately one third of these parents and carers say that the school is not led and managed effectively and inspectors have judged some aspects of leadership and management to be inadequate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 20 completed questionnaires by the end of the on-site inspection. In total, there are 274 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	60	6	30	2	10	0	0
The school keeps my child safe	12	60	5	25	3	15	0	0
The school informs me about my child's progress	10	50	8	40	1	5	1	5
My child is making enough progress at this school	9	45	7	35	3	15	1	5
The teaching is good at this school	9	45	8	40	2	10	1	5
The school helps me to support my child's learning	5	25	9	45	5	25	1	5
The school helps my child to have a healthy lifestyle	9	45	8	40	3	15	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	4	20	13	65	2	10	1	5
The school meets my child's particular needs	8	40	8	40	3	15	1	5
The school deals effectively with unacceptable behaviour	2	10	13	65	1	5	3	15
The school takes account of my suggestions and concerns	4	20	11	55	3	15	1	5
The school is led and managed effectively	1	5	10	50	5	25	2	10
Overall, I am happy with my child's experience at this school	7	35	11	55	1	5	1	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 May 2010

Dear Pupils

Inspection of St Peter's Church of England Primary School, Bury, BL9 9PW

Thank you very much for the warm welcome you gave the inspectors when we inspected your school. Thank you for talking to us openly; you are clearly proud of what you do in school. By the end of our visit we were able to agree with you on some things. Pupils and adults all get on well with each other and so the school is a happy place for you. Your behaviour is satisfactory and you know how to live a healthy life.

We also found quite a lot of things that need to improve and because of this we have judged your school requires 'special measures'. This means that your school will have lots of help to make it much better and other inspectors will visit regularly to check the progress being made. We have asked your headteacher and other senior leaders to do the following.

- Raise standards and increase the amount of progress that you make in English, mathematics and science.
- Keep a close check on the quality of teaching and learning to make sure that your attainment and progress improve.
- Improve the systems to keep you safe.
- Ensure that children in the Early Years Foundation Stage develop their skills and knowledge more quickly and to a higher level.
- Make sure more of you come to school regularly.

You can all help by continuing to try your best and working hard so that you achieve your targets. Those of you who do not attend school as often as you should can help by making sure that you come to school every day.

Yours sincerely

Ms Andrée Keddle

Lead Inspector

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