

# St Peter's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	106245
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	336643
<b>Inspection dates</b>	2–3 February 2010
<b>Reporting inspector</b>	Keith Bardon

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Moria Wilson
<b>Headteacher</b>	Mrs Linda Bardsley
<b>Date of previous school inspection</b>	4 October 2006
<b>School address</b>	Oxford Street Ashton-Under-Lyne Lancashire OL7 0NB
<b>Telephone number</b>	0161 3301691
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<b>Email address</b>	admin@st-peters-ashton.tameside.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 70% of their time looking at learning; visited 18 lessons; observed 11 teachers and held meeting with governors, staff and groups of pupils. The inspectors observed other aspects of the school's work and looked at a range of evidence including policies, the improvement plan, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 92 questionnaires returned by parents and carers.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- the extent to which pupils' attainment is rising and their progress accelerating
- pupils' attainment in writing
- how well teaching meets the needs and promotes the learning of different groups of pupils
- how well pupils from different home, religious and cultural backgrounds get on together and standards of behaviour in lessons and around school
- the progress children make in the Early Years Foundation Stage
- how effectively the new senior leadership team and other teachers with leadership responsibilities contribute to school management

## Information about the school

St Peter's Church of England Primary is a medium-sized school. While the majority of pupils are White British, four in every ten are from minority ethnic backgrounds with pupils of Pakistani and Bangladeshi heritage the two largest groups. Many of these pupils speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is broadly average. The number with a statement of special educational needs is a little above average. The proportion of pupils eligible for free school meals is well above the national average. Early Years Foundation Stage provision is made up of a Nursery and a Reception class which often work together on activities. There are six other single-age classes. In some year groups the number of pupils who starts or leaves the school other than at the normal age of entry is quite high. The school is an Investor in People. Since the school was last inspected there have been several changes of staff with senior management responsibilities.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

St Peter's provides its pupils with a satisfactory quality of education and they make steady progress in their learning. Pupils from a wide range of home and cultural backgrounds work and play happily together and they feel safe and secure in the warm family atmosphere which prevails. Older pupils readily help the younger ones and take a pride in the contribution they make to school.

Many pupils start school with knowledge and skills well below expectations for their age. They make satisfactory and improving progress as they move through the different key stages but their attainment at the end of Year 6 is often well below average. The school has worked hard to establish a positive climate for learning. This is now in place and, while it is still early days, there are clear signs that pupils' attainment is improving strongly. This is particularly apparent in reading, where pupils' enthusiasm for books and their ability to read and understand a wide variety of texts bodes well for the future. Pupils' attainment in writing is lower. Many pupils have difficulty constructing well-formed, correctly punctuated sentences which express their thoughts and ideas clearly to the reader. This is particularly the case when they are writing in subjects other than English.

After an unsettled period, staffing is now more stable and teaching is satisfactory and sometimes good, hence the strong improvements being made in attainment and progress. Teachers provide interesting tasks which pupils enjoy, but often overly direct lessons, limiting opportunities for pupils to think for themselves and to develop as independent learners. Pupils' work is assessed regularly but information gained is not always used well enough to match work closely to their needs or to ensure that new learning builds quickly and securely on what they already know and can do. Although teachers' subject knowledge is generally sound, errors with terminology and inappropriate tasks can cause confusion for pupils during mathematics lessons.

A thorough analysis of the school's strengths and weaknesses has been carried out and leaders and governors have an accurate perception of what needs to improve. They are taking the necessary actions and changes have been made to ensure that the improvements that are now emerging are secure and can be built upon. The school is moving forward but many of the new procedures and strategies have yet to become firmly established and fully effective. A number of teachers with leadership responsibilities are relatively new to their posts and have yet to make a full contribution to school improvement. Systems for tracking pupils' progress and promoting improvements in teaching are satisfactory but do not provide easy access to all the information the school needs, such as how well different groups of pupils are achieving. Taking all factors into account, the school's capacity for further improvement is

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satisfactory.

## What does the school need to do to improve further?

- Raise standards in writing by:
  - improving the accuracy and consistency of pupils' punctuation
  - teaching pupils to construct well-formed and detailed sentences which read correctly
  - making maximum use of writing in other subjects to further pupils' skills.
- Improve the quality of teaching by:
  - ensuring that teachers consistently make full use of assessment to provide work that challenges pupils of all abilities and builds securely on what they already know and can do
  - providing more opportunities for pupils to think for themselves and develop as independent learners
  - strengthening teachers' subject knowledge in mathematics.
- Improve the effectiveness of leadership and management by:
  - ensuring that all teachers with leadership and management responsibilities make a full and effective contribution to school improvement and development
  - developing tracking systems which provide a clear picture of how well different groups of pupils are achieving.

## Outcomes for individuals and groups of pupils

**3**

From low starting points, pupils' knowledge and skills build steadily and they make satisfactory progress as they move through the school. A large majority of pupils attend regularly and gain a great deal of pleasure from the knowledge and skills they acquire. This is very apparent in reading, where both boys and girls show considerable enthusiasm for different books and favourite authors. Most pupils follow teachers' instructions carefully, stay focused on the work set until they have completed it and discuss sensibly what they are learning. They are less inclined to put forward ways of working of their own or give lengthy answers to questions because they do not recognise these as things they should be doing.

Despite strong signs of improvement, pupils' attainment by the end of Year 6 is currently well below average in English and mathematics. Many pupils read confidently and with understanding, which is helping to raise standards in all subjects. They have started to use the interesting words they have read in their writing, but make frequent mistakes with punctuation and their sentences are often poorly constructed. While most pupils have a basic understanding of numbers, their recall of number facts and their calculation skills are often quite limited. This is something the school is working to correct and pupils' mathematical skills are strengthening. Pupils with special educational needs and/or disabilities make satisfactory progress overall. Pupils who speak English as

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an additional language gain the communication skills they need to maintain a similar rate of satisfactory progress to their peers. The school ensures that pupils joining the school other at the normal time of entry settle in quickly and are able to make satisfactory progress.

The school is calm and orderly because pupils are well behaved and respond positively to the staff. They recognise that adults are there to help them and readily seek support if they have a problem. Older pupils in particular take on responsibilities willingly, for example as 'Reading Angels' to help children in the Early Years Foundation Stage enjoy books and as 'Peer Pals' to assist other pupils sort out any disagreements. Pupils have a clear understanding of what constitutes a healthy lifestyle and many take regular exercise to help them keep fit. They are polite and friendly to adults and each other, are prepared to think carefully about important matters and enjoy engaging with pupils from other schools at various events. Pupils' willingness to work with others and ability to raise money for different purposes are useful skills for the future but weaknesses in writing and numeracy may prove a disadvantage.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

<sup>1</sup> 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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Working relationships between staff and pupils are positive and behaviour is generally managed effectively. While most lessons are well organised and move along at a reasonable pace there are occasions when teachers move on too quickly and do not give pupils enough time to think or respond in full. The content of lessons is always at least satisfactory, overall, even though from time to time higher-attaining pupils in particular are insufficiently challenged and spend too much time going over things of which they already have a secure grasp. Reading is taught well and teachers have started to apply the same effective strategies to the teaching of writing. Teaching assistants are deployed effectively, helping to ensure that all pupils can participate in lessons and take full advantage of the learning that is taking place.

The curriculum is steadily moving from a programme based on single subjects to one in which subjects are linked together in meaningful ways. This new structure is much more suited to the learning needs of the pupils but development is incomplete and the pupils are not yet benefiting fully. While improvements to the English curriculum are promoting better reading, pupils do not have enough opportunities to develop their writing skills through other subjects. Good provision for music and physical education enriches the curriculum and provides pupils with valuable additional experiences within and beyond the school day. Regular visits and visitors, including the much anticipated visits of professional authors, broaden pupils' horizons and add substantial enjoyment to their learning.

Staff know the pupils well and are skilled at building their confidence and self-esteem. Careful consideration is given to the needs of all pupils. Facilities such as the 'Quiet Place' provide valuable individual support for those who may be experiencing difficulties in their lives. Pupils with special educational needs and/or disabilities receive sensitive support and a well-organised programme enables pupils who are falling behind with their reading to catch up with their peers. Support for pupils who have weaknesses in writing and mathematics is less effective. The school goes to considerable lengths to involve parents and carers so that they can support their children's learning. The Breakfast Club provides an enjoyable and healthy start to the day for many pupils, and along with other well-managed procedures successfully encourages pupils to attend school regularly. A comprehensive and well-managed sports programme provides further support for pupils' health and welfare.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

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Senior staff and governors show a strong commitment to the school and share the headteacher's ambition to raise attainment and provide all pupils with a good quality of education. Although several members of the senior leadership team are relatively inexperienced, they are working purposefully together and making clear decisions based on a detailed understanding of the school's strengths and weaknesses. As a result, teaching, progress and attainment are improving strongly. The school has established a number of effective partnerships with other providers and organisations which extend opportunities for pupils and enable specialist help and support to be provided for those who need it. Links with parents and carers are good. Parents and carers feel they are kept well-informed and that the school listens to their views. Safeguarding procedures are thorough, up to date and effective. Staff take considerable care to ensure that all pupils are included fully in the life of the school but there are inconsistencies in teaching and some pupils have yet to achieve their full potential. The school provides for and supports the local community well but has only limited links with communities further afield. Governors are fully involved in the life of the school and are keen for pupils to do well. Led by the enthusiastic and hard working Chair of the Governing Body, they monitor the progress the school is making closely and play a full part in determining its strategic direction.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children enter the Nursery with knowledge and skills at levels that are well below those typical of the age group. Their communication skills are often quite weak. Despite



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making satisfactory progress in the Early Years Foundation Stage, by the end of Reception a large majority of children are not yet working securely within the expectations for their age. Although the quality of teaching is satisfactory, overall, much of the teaching seen during the inspection had good features. Staff place strong emphasis on children's language development, frequently engaging them in conversation and providing them with enjoyable opportunities to learn about sounds and letters. Consequently, children, including the significant number who speak English as an additional language, often make good progress in this aspect of their learning. Children readily participate in the many opportunities for exploration, investigation and creativity teachers provide and work happily alongside others. Staff make frequent assessments of children's progress but are not yet using the information fully to determine the next steps in children's learning and to plan clear pathways for their individual development. Welfare requirements are met well and staff are vigilant to any problems children may be having. Links with parents and carers are good and they are invited to join in activities at various times in the week. Leaders and managers have a clear understanding of the strengths and areas for improvement in current provision and have planned carefully to make the best use of the extensive new facilities which are about to be built.

*These are the grades for the Early Years Foundation Stage*

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

**Views of parents and carers**

With very few exceptions parents and carers are happy with the quality of education their children receive and are pleased that they enjoy school. A number of them comment on the caring staff who 'go that extra mile' for the children. While almost all parents and carers are confident their children are safe at school, a very small minority are unhappy about the way in which the school deals with unacceptable behaviour and have concerns about bullying. During discussions with inspectors and through their questionnaires pupils expressed very little concern about bullying and their behaviour during the inspection was good. A small number of parents and carers question whether their children are making sufficient progress. Inspectors recognise that there are times when some pupils could learn more and they have discussed this with the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's CofE 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	70	26	28	2	2	0	0
The school keeps my child safe	59	64	32	35	1	1	0	0
The school informs me about my child's progress	50	54	40	43	2	2	0	0
My child is making enough progress at this school	46	50	41	45	5	5	0	0
The teaching is good at this school	62	67	32	35	0	0	0	0
The school helps me to support my child's learning	49	53	42	46	2	2	0	0
The school helps my child to have a healthy lifestyle	54	59	35	38	1	1	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)	40	43	48	52	3	3	0	0
The school meets my child's particular needs	43	47	46	50	3	3	0	0
The school deals effectively with unacceptable behaviour	44	48	43	47	5	5	0	0
The school takes account of my suggestions and concerns	37	40	51	55	5	5	0	0
The school is led and managed effectively	49	53	40	43	3	3	0	0
Overall, I am happy with my child's experience at this school	57	62	33	36	1	1	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



4 February 2010

Dear Pupils

Inspection of St Peter's C of E Primary School, Ashton-under-Lyne, OL7 0NB

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

St Peter's is a satisfactory school which cares for you well. It was good to hear how safe you feel at school. This is important to the staff and I know they will be pleased. I was impressed by how well you read and the enthusiasm you show for books and different authors. Reading is an important skill which will be useful to you all of your lives, so well done! The challenge now for you and your teachers is to bring the quality of your writing up to the same standard by improving the way you form and punctuate sentences. You need to be able to write well in all subjects.

While the progress most of you are making is speeding up I feel it could be even better. I have asked teachers to look at a number of things to help this to happen. These include making sure that the work is set at just the right level and always builds on what you already know and can do. I have suggested to teachers that they need to give you more opportunities to think for yourselves. You can play your part by always answering questions as fully possible and trying to think of ways of working for yourselves.

Quite a lot of the pupils who filled in the questionnaire indicated that they did not think behaviour in school was good enough. I think you are being a little hard on yourselves and the behaviour I saw in lessons and around school was good. It was clear to me that you are growing into sensible and responsible young people. I also made a few other suggestions to help the school get even better which teachers and governors will be looking into. Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Mr Keith Bardon

Lead Inspector

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