

Chorley St Peter's Church of England Primary School

Inspection report

Unique Reference Number	119806
Local Authority	Lancashire
Inspection number	339537
Inspection dates	9–10 December 2009
Reporting inspector	Graham Martin

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	The governing body
Chair	Rev Lionel Atherton
Headteacher	Mrs Helen Wright
Date of previous school inspection	6 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, looked at assessments and records of pupils' progress, curriculum and lesson plans, work in pupils' books, policies for safeguarding children and records of checks on teaching and learning. Inspectors also analysed 58 questionnaires returned by parents, 100 from pupils and 8 from school staff.

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

- how well children in the Early Years Foundation Stage achieve in relation to their starting points
- the progress of pupils in Key Stage 1 and Key Stage 2 and whether they reach standards that are high enough
- whether the school's curriculum meets the learning needs of all pupils
- school leaders' systems for sustaining improvement and whether they give the school enough capacity to improve.

Information about the school

This is a larger-than-average primary school, which serves a mixed, urban area. Most pupils are of White British heritage. A small number are from minority ethnic backgrounds and a few are at an early stage of learning English. The proportion of pupils taking free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion with a statement of special educational needs. The school population is stable compared with the national picture but mobility is higher than other schools in the area. The school holds a Healthy Schools Award and the Basic Skills Quality Mark.

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

Chorley St Peter's provides a satisfactory quality of education for its pupils. It is improving steadily because the right areas for improvement have been identified and acted upon. School governors and school leaders, including the recently appointed headteacher, have made accurate evaluations of the quality of the school's work. They have begun to use their checking systems to accelerate pupils' progress, which is currently satisfactory. The school leaders have worked hard to make sure their vision for the school and its improvement is shared with all staff, parents and carers, and pupils. The school has good safeguarding procedures. It cares for pupils well, enabling them to comment that they feel safe and secure. Pupils thrive on the good support that adults in the school provide for their well-being. They enjoy school, behave well and their attendance is average. Pupils' positive attitudes to learning are most evident in lessons in which increasingly, though not yet consistently, teachers give them interesting learning opportunities and the academic guidance to achieve well. Pupils' spiritual, moral, social and cultural development is good, as seen in their interest in learning and in their polite, considerate and respectful relationships with adults and with each other. Pupils have a good knowledge of how to lead healthy lifestyles, enjoying the opportunities they have for a range of sports and taking an active part in residential visits. Parents and carers acknowledge how well the school cares for their children; they willingly support the school's work to improve their children's learning opportunities and the standards they attain.

Pupils' achievement is satisfactory. In the most recent national tests taken by Year 6 pupils, standards of attainment were broadly average in English, mathematics and science and reflected an improvement on previous years. In the Early Years Foundation Stage and Key Stage 1, pupils' progress is good in reading and satisfactory in writing and mathematics. Attainment in writing and mathematics is below average by the end of Year 2. In Key Stage 2, pupils make satisfactory progress overall and good progress in some lessons. Whilst pupils' attainment by the end of Key Stage 2 is average, standards in writing are below average and pupils did not achieve as well as they were expected to in mathematics. Teaching is satisfactory overall. In the lessons where teachers clearly share with pupils their expectations of what the pupils should achieve and where the work set is challenging and well matched to the needs of all pupils, teaching and learning are good. In some lessons, however, teachers' expectations and the guidance they give to pupils about how to improve are not always clear enough and this slows pupils' progress to satisfactory.

The systems for assessing pupils' learning have been strengthened recently. More accurate assessments are now used to check pupils' progress. This is enabling school

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leaders to focus on raising standards, resulting in some good teaching of writing as seen during the inspection, although these assessments have yet to become fully embedded in the school's work. The quality of leadership provided by senior leaders gives the school satisfactory capacity to improve further. However, the role of middle managers has yet to be fully developed to enable them to make greater use of assessment data and be accountable for monitoring and evaluating the work of their areas of responsibility.

What does the school need to do to improve further?

- Raise standards of writing and mathematics by:
 - ensuring that the teaching of writing skills and mathematics is consistently good
 - ensuring that pupils know what teachers' expectations of writing are, through, for example, displays of good writing in classrooms
 - embedding the systems to assess pupils' progress accurately and identify underachievers, and intervene in their learning
 - ensuring that teachers use their marking of pupils' work effectively to guide pupils on how to make better progress
 - ensuring that pupils' learning targets are clearly explained and that pupils know how to achieve them
 - ensuring that middle leaders play a full part in the drive for higher standards.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' learning in lessons is satisfactory overall. Where teaching captures their interest and the work set challenges them appropriately, pupils learn well but this is not achieved consistently in lessons across the school. Pupils' work in books and displays confirms that their progress is satisfactory. They make satisfactory progress as they move through the school, reaching standards similar to the national average at the end of Year 6. Pupils' achievement is currently satisfactory given their starting points when they entered Year 1. In 2009, Year 6 pupils reached average standards overall in the national tests and these results, although unvalidated, reflected improvement in all subjects.. The school's data and pupils' work indicate that current Year 6 pupils are on track to meet the school's targets. As such, Year 6 pupils are making better progress and this is helping to overcome their previous underachievement. Pupils with special educational needs and/or disabilities make similar progress to their peers because they receive constructive, individual support from teachers and teaching assistants.

Pupils behave well around the school and they are eager to learn. They are courteous and respectful to adults and to each other. They know right from wrong and their

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spiritual, social and moral development is very good, though their wider cultural understanding is satisfactory. Pupils say they feel safe and recall important messages about personal safety from emergency service personnel and other visitors. Pupils are successful in developing healthy attitudes and eager to keep fit and healthy. Older pupils carry out duties responsibly, such as helping to supervise the infants at lunch times, which contributes to the friendly community atmosphere. Pupils' contribution to the wider community is satisfactory. Pupils are beginning to participate more in decision-making and developing a stronger voice in school matters through the work of the school council. Pupils' basic skills are developed satisfactorily. They are encouraged to work collaboratively, plan ideas and solutions sensibly and therefore have a sound preparation for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is satisfactory overall. In good lessons, a variety of resources and activities capture pupils' interests so that they enjoy learning and make good progress. Teachers make good use of time, sometimes challenging pupils by allocating a

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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set amount of time in which a task must be completed. This leads to pupils working hard. A variety of activities such as role play, drama and partner discussions helps to improve communication and writing skills in good lessons and pupils make good progress in those lessons. However, this good practice is not yet consistent throughout the school and across subjects. Teachers often use interactive whiteboards well to develop a point and add interest to the lesson but sometimes this technology is not used to best effect. In less successful lessons, teachers direct activities too much and pupils have fewer opportunities to learn independently or to take responsibility for their own learning. The marking of work is satisfactory. While there are examples of very helpful marking in some classes, not all pupils are given guidance that clearly explains how well they are doing and how to improve their work. In some classes, learning targets are not clearly explained to pupils to enable them to understand how to achieve them.

The curriculum is broad and balanced and meets pupils' needs satisfactorily. Recent developments are making the curriculum more relevant and skills-based. This is beginning to accelerate pupils' progress in some lessons and increase their enjoyment of learning. As yet, this approach is not consistent across the school, which partly explains why there is variation in the quality of teaching, learning and pupils' progress between classes. A variety of activities, including a range of different sports, a residential week of outdoor activities and extra classes to improve pupils' literacy and numeracy skills, all help to enrich the curriculum.

School staff give a good quality of care to pupils and this promotes pupils' personal and social development well. Pupils with special educational needs and/or disabilities are given effective support. The school works well with outside agencies to provide pupils needing additional support with specialist help and guidance, if it is needed.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders and governors are effectively driving improvement and communicating their vision for the school to staff and pupils. Suitable priorities for development have been identified and are resulting in improvements, for example in using more accurate assessments to check whether pupils' progress is at least satisfactory between and across all classes. Teachers are beginning to plan curriculum topics together. This collaborative planning of the revised curriculum has pupils' interests in mind so that learning is more relevant to them. However, many of the initiatives have only been put

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in place recently. They have yet to be refined, developed and implemented consistently by middle leaders in order to become embedded in the school's work. Governors are supportive of the school and understand its strengths and weaknesses. They are becoming increasingly involved in determining the school's strategic direction and evaluating its work more fully. Financial management is secure and the school provides satisfactory value for money. Safeguarding procedures are good. There is a good partnership with parents that promotes pupils' personal development well. The school has strong links with its local community but, overall, work to promote community cohesion is satisfactory. The school is only just beginning to develop wider partnerships, such as links with other schools in this country and internationally and it has yet to evaluate the impact of this work. The talents of all individuals are valued and developed. The promotion of equality of opportunity is satisfactory because, while pupils' progress in some classes is good, the progress pupils make is not yet consistently better than satisfactory across the key stages.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Reception class with skills below the levels expected for their age. They make good progress in their personal and social skills, and their emotional development is secure. They learn well how to relate to and cooperate with others and understand their needs. They make satisfactory progress in all the other areas of their learning and their skills remain below average by the time they join Year 1. Most children display a willingness to be independent but their choices of activity to determine

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their own learning are limited by the restricted access to the outdoor learning area. Plans are in place to address this weakness. The children are eager learners who enjoy what they do. For example, they performed Christmas songs for an adult audience with a good level of confidence and great pride.

Children are keen to take responsibility, working and playing well together and enjoying good relationships with adults. The adults work effectively as a team; they have an appropriate knowledge of children's needs and progress. Children feel safe and their personal needs are met well. The accommodation and resources are satisfactory and the staff have plans to make better use of the available space. Adults are adept at promoting children's positive attitudes to their learning. Teachers' planning for the children's learning is of satisfactory quality and based on regular assessments. There are good links with parents and carers and the children receive a good induction into their Reception Year so that they settle well into school life. Leadership and management are satisfactory, firmly focused on children's welfare and on taking steps to improve the provision in order to accelerate the children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Parents and carers are overwhelmingly supportive of the school. They feel that their children are well cared for, kept safe and enjoy learning. A few parents and carers felt that their children could make better progress. Inspectors did feel that the academic guidance pupils receive is not always as informative as it could be in helping children to make the progress they could.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chorley 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	64	21	36	0	0	0	0
The school keeps my child safe	30	52	25	43	0	0	0	0
The school informs me about my child's progress	21	36	34	59	1	2	0	0
My child is making enough progress at this school	18	31	33	57	5	9	0	0
The teaching is good at this school	22	38	33	57	2	3	0	0
The school helps me to support my child's learning	22	38	31	53	4	7	0	0
The school helps my child to have a healthy lifestyle	33	57	25	43	0	0	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)	14	24	38	66	0	0	0	0
The school meets my child's particular needs	21	36	31	53	2	3	0	0
The school deals effectively with unacceptable behaviour	13	22	37	64	4	7	0	0
The school takes account of my suggestions and concerns	12	21	39	67	3	5	0	0
The school is led and managed effectively	15	26	35	60	4	7	0	0
Overall, I am happy with my child's experience at this school	28	48	27	47	2	3	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"> ■ 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.



10 December 2009

Dear Children

Inspection of Chorley St Peter's Church of England Primary School, Chorley, PR6 0DX

Thank you for making us so welcome when we came to inspect your school in the very busy week of your Christmas plays. We enjoyed talking with you to find out how well you think you are learning and what you liked about school. We particularly enjoyed watching how confidently the younger children performed 'Hosanna Rock' for their families and invited guests.

These are some of the things we have said about your school in our report.

- You behave well in school and attend regularly.
- Your school is a satisfactory and improving school, where you make satisfactory progress and reach average standards.
- The curriculum you follow is satisfactory and teachers are beginning to improve the opportunities you have to learn from interesting lessons.
- You are cared for well and you told us that you feel safe in school.

To improve your school, this is what we have asked your headteacher, your teachers and the school governors to do:

- ensure that you reach higher standards in writing and mathematics
- ensure that your teachers give you the guidance that will help you to make good progress in all classes as you move through the school.

Our inspection found that you are keen to learn. You can help your school to become better by continuing to enjoy your learning and behaving well.

Yours sincerely

Graham Martin

Lead inspector

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