

# Heysham St Peter's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119537
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	354374
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kevin Demain
<b>Headteacher</b>	Mr Richard Sanderson
<b>Date of previous school inspection</b>	28 November 2006
<b>School address</b>	School Road Heysham Morecambe LA3 2RF
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## Introduction

This inspection was carried out by three additional inspectors. They visited 10 lessons, observing nine teachers and all classes. They also held meetings with governors, staff, groups of pupils, parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. Seventy parental and 101 pupils' questionnaires were scrutinised.

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

- what the school is doing to halt the weakening levels of progress that are suggested by data, made by pupils over the last three years
- how well assessment practices have been developed since the last inspection,
- to what extent the curriculum helps develop pupils' understanding of the diversity of the modern world.

## Information about the school

This is an average sized primary school. Virtually all pupils are of White British heritage and there are none whose first language is not English. The proportion of pupils with special educational needs and/or disabilities is well below average. The number known to be eligible for free school meals is well below that usually found. The school has a variety of awards, including Healthy School status, Artsmark and Sportsmark Gold.

The school operates a breakfast club and has close links with three after-school clubs. The school has suffered from significant staffing disruption recently.

**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?**

**2**

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

**2**

## Main findings

This is a good school. It has some outstanding features, and makes a significant difference to the life chances of its pupils. One parent, reflecting a typical view, commented, 'I feel really lucky that our children attend St Peters – every child is a credit to the school.'

The school has successfully overcome staffing problems over the last few years that have contributed to the partial weakening in the rates of progress for some pupils. Progress throughout the school is good, and in some cases, very good, with above average and often high attainment reached by the time pupils leave Year 6. Previous weaknesses in mathematics, especially at the higher levels, have been overcome. Most groups of pupils, including those with special educational needs and/or disabilities, are on track to meet the challenging targets the school has set. Teaching is good overall, but with some that is satisfactory. In the satisfactory lessons, some activities do not fully match pupils' needs, marking is not as supportive as it could be and lessons are too teacher-led.

The good curriculum has strengths in its effective programme for personal, social and health education and in the wide range of extra-curricular activities provided. The care, guidance and support provided by the school are good overall. Pupils enjoy their time in school and behaviour is good. Most pupils say they feel safe and valued. The school helps them to develop an outstanding awareness of how to lead a healthy lifestyle. Pupils show their very positive attitudes to school through their high attendance. Their spiritual, moral, social and cultural development is outstanding, helping prepare them very well for the next stage in their learning.

The school has good self-evaluation strategies and appropriate plans in place for driving the school further forward. Governors are active in supporting the school. The school makes good use of a wide range of partners to bring capacity to the school it would not otherwise have, especially in the areas of sport, music and the arts. The school has good relations with parents and carers, who are highly supportive of the vast majority of its work. The school's capacity for sustained improvement is good.

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

- Ensure that the quality of learning and pupil's progress is good or better in all lessons, by;
- - consistently matching activities to fully meet the needs of all pupils
- - improve teachers' marking so that it more effectively informs pupils about their attainment, how well they are progressing and what they need to do to improve

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- - allow pupils to demonstrate their learning more effectively without adult support.

## Outcomes for individuals and groups of pupils

**2**

Attainment is above average and achievement is good. Pupils enter the school with broadly typical knowledge, understanding and skills. Learning is good in the majority of lessons, with pupils well engaged as a result of the largely good teaching. The vast majority of pupils acquire knowledge, develop understanding and learn and practise their skills well. They enjoy learning, are very keen to succeed and work at a good pace. Previous weaknesses in mathematics and a recent slowing of overall progress being made have largely been overcome as a result of well-targeted support programmes and curricular changes. Attainment within current classes is at least above average and often high in the older classes. Given their starting points pupils make good and sometimes outstanding progress. Pupils with special educational needs and/or disabilities also make good, and in some cases very good progress as a result of the additional support they receive, especially from teaching assistants and other adult helpers.

Most pupils say they feel safe and clearly enjoy their learning. As a result, their behaviour is good. The school places a very high priority upon healthy living and pupils' understanding of this, and their involvement in sport and healthy activities is excellent, reflecting the school's awards. The extent to which pupils take part in the daily life of the school and local community through the effective house system is good, although their influence on decisions relating to learning is weaker. Pupils' spiritual, moral, social and cultural development is outstanding, especially in the area of the arts and music. This means that, together with their high attendance, good skills in the use of information and communication technology (ICT) and very positive attitudes to learning, they are exceptionally well prepared for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>

<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.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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> Taking into account: Pupils' attendance <sup>1</sup>	<b>1</b>
	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The quality of teaching and use of assessment to support learning are good overall. In the best lessons, teachers show their good subject knowledge and successfully use this and different teaching methods to make learning interesting and relevant. Good work since the last inspection upon the use of targets and assessment guidelines in lessons has paid off, with pupils confidently using these to shape their own learning. The use of 'talking partners' to build pupils' speaking and listening skills is also well developed. Pupils know these well and understand what they have to do to reach them. The match of activities to pupils' needs is less well thought out in the satisfactory lessons, however. Guidelines on what pupils need to do to complete good quality work are not detailed enough. Marking is less helpful and teachers do not give pupils sufficient opportunities to explain their own learning. As a result, pupils' progress in these lessons slows and some do not have a clear understanding of how well they are progressing and what they need to do to improve.

The curriculum is good. There is a clear focus upon key areas of literacy and numeracy and in most cases it is adapted effectively to meet the needs of pupils. The school continues to use a broad range of thematic units that make learning more interesting and relevant. A multi-cultural week helps pupils to understand the diversity of the modern world, as well as a wide range of visits and visitors to the school. Environmental and health education are well promoted and pupils enjoy working on their own garden area within the school grounds. The excellent sporting opportunities and extra-curricular activities are well attended and contribute greatly to pupils' personal development and health.

Care, guidance and support are good. The success of this provision is seen in the good and often excellent progress made by pupils by the time they leave the school, especially in their personal development. Transition arrangements are good and the school also works well with a wide range of agencies to support pupils in their learning, especially those who are vulnerable or have special educational needs and/or disabilities. Individual education plans reflect clear and appropriate strategies for supporting pupils' needs. The breakfast and after-school clubs are popular and provide both a healthy start to the day and well structured activity sessions. Communication with parents and carers over their children's progress is being extended.

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*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has a clear vision for the school and is driving improvement forward with skill and determination. This ambition is communicated well to staff, parents and carers. A warm, friendly and highly positive school ethos has been created in which the pupils thrive. Staffing has been reorganised, especially at subject and senior leadership levels. Self-evaluation practices are good, but some aspects of the monitoring of learning are not yet fully embedded with staff in new roles. The school knows its strengths and areas for development well and there are good plans in place to move improvement further forward. The school works well with parents and carers to support pupils in their learning, especially through the active parental 'Friends' group. The promotion of equal opportunities is good, with gaps in groups' performance being tackled but variable teaching quality remaining. Discrimination is extremely rare and handled very effectively. The school has a good understanding of its social, religious and ethnic context. Community cohesion is good overall. It is strong at school and local levels and pupils' understanding of the diversity of the modern world is well promoted through the curriculum and international links. Safeguarding requirements are met and staff training is being further developed. Governors have a clear understanding of the strengths and weaknesses of the school and support and challenge it satisfactorily.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle well and enjoy their time in the Early Years Foundation Stage because of the good care they receive and the warm positive atmosphere. There is a strong emphasis upon developing key literacy and numeracy skills and children's learning is well recorded and their development well tracked. Teachers communicate this information regularly to parents and carers and are well aware of children's interests. Children make good progress as a result of the good teaching in an environment that caters well for their needs. Children clearly enjoy the mixed-age classes with Year 1. Those children with special educational needs and/or disabilities also make good progress because of the extra support they receive. Teachers plan a good range of activities, with a good balance between those that they direct and ones that children choose themselves. As a result, behaviour is good. By the time they leave, children play and work together well, having reached or exceeded expected levels across all areas of their learning. Outdoor learning is somewhat limited by the constraints of the school building but makes good use of the extensive school grounds whenever possible. Leadership and management are good, with safeguarding requirements met and good plans in place for driving further improvement.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers are highly supportive of all aspects of the school's work and consider that the school prepares their children very well for the next stage in their education. Inspectors agree with their positive comments. A few expressed concerns over some aspects of site safety and whether their views were taken into account, but inspection evidence indicated that these areas were satisfactory.



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

Ofsted invited all the registered parents and carers of pupils registered at Heysham 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	64	29	34	2	2	0	0
The school keeps my child safe	50	59	30	35	3	4	0	0
The school informs me about my child's progress	44	52	40	47	1	1	0	0
My child is making enough progress at this school	41	48	38	45	4	5	1	1
The teaching is good at this school	47	55	36	42	2	2	0	0
The school helps me to support my child's learning	42	49	37	44	4	5	0	0
The school helps my child to have a healthy lifestyle	49	58	36	42	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)	43	51	35	41	3	4	0	0
The school meets my child's particular needs	45	53	35	41	4	5	0	0
The school deals effectively with unacceptable behaviour	38	45	40	47	2	2	0	0
The school takes account of my suggestions and concerns	30	35	46	54	7	8	0	0
The school is led and managed effectively	38	45	43	51	1	1	2	2
Overall, I am happy with my child's experience at this school	55	65	29	34	0	0	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

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](http://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"> <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.**



6 July 2010

Dear Pupils

Inspection of Heysham St Peter's Church of England Primary School, Morecambe, LA3 2RF

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do and you are clearly very proud of your school.

Heysham St Peter's is a good school. There are some things about it that are outstanding. You get a good start to your learning in the good Early Years Foundation Stage. You make good progress here and in the rest of the school as a result of the good teaching. Some teaching could be better though. By the time you leave in Year 6, the standards you reach are above average and sometimes high. Your behaviour is good and your attendance excellent. Well done! You are helped in your learning by a wide range of out-of-school activities and visits. You say you feel safe and valued and enjoy your learning. Those of you who find learning more difficult than others make good and sometimes very good progress due to the good care, guidance and support you receive. You have an excellent understanding of what it means to lead a healthy lifestyle. Your spiritual, moral, social and cultural development is outstanding and this means that you leave school with skills that prepare you very well for the next stage in your learning. The headteacher, staff and governors work hard to make your school successful. I have asked them to consider these things that will help them make it a better place to learn.

- Ensure that all teaching is at least good, especially in the match of activities to your needs, in the use of marking and assessment to help you understand how well you are working and what you need to do to improve further, and in encouraging you to explain your learning more fully without adult help.

You can help by telling your teachers how best you learn and if you have any difficulties. I wish you well for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead Inspector

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