

St Peter's Church of England Primary School

Inspection report

Unique Reference Number	105803
Local authority	Rochdale
Inspection number	377301
Inspection dates	1–2 March 2012
Lead inspector	Derek Watts

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	449
Appropriate authority	The governing body
Chair	Dennis Blake
Headteacher	Jean O'Neill
Date of previous school inspection	24 June 2009
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Introduction

Inspection team

Derek Watts
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 25 lessons or part lessons, taught by 19 different teachers. They held discussions with the headteacher, the staff, members of the governing body, parents and carers and pupils. Pupils in Years 1 and 2 were heard to read. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. The inspectors analysed 192 questionnaires completed by parents and carers, 158 from Key Stage 2 pupils and 45 from staff.

Information about the school

St Peter's Church of England is a much larger than the average-sized primary school. Pupils are from a wide range of ethnic groups. About three quarters of pupils are from Pakistani or Bangladeshi heritage. About three quarters of the pupils speak English as an additional language. The proportion of disabled pupils and those with special educational needs is broadly average. The proportion of pupils known to be eligible for free school meals is much higher than is normally found. The school meets the current floor standard. A breakfast club and after-school activities are organised and managed by the school and the governing body. The headteacher leads another local primary school in the area, St Mary's Church of England. This federation began in September 2010.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- St Peter's Church of England Primary is a good school. It has maintained and built on the strengths identified in the previous inspection report. The school is not outstanding because although teaching is good there are some areas to improve and overall, pupils make good rather than excellent progress.
- Children in the Early Years Foundation Stage make good progress from low starting points. Good progress continues through Key Stage 1 and 2. Although attainment by the end of Year 6 is below average in English and mathematics, the gap to reach average is narrowing rapidly as an increasing proportion of pupils now reach the level expected for their age. Pupils' reading skills have improved in response to strengthening the teaching of letters and sounds. Although there is a gradual increase in the number of pupils reaching above average levels these pupils do not always make enough progress, especially in writing. Effective steps have been taken to raise pupils' attainment in science, which is now broadly average. Pupils plan and carry out investigations with confidence.
- Teachers convey clear expectations. Explanations, demonstrations and questioning promote learning and engage pupils well. Assessment is usually used effectively to plan teaching and to match tasks to pupils' abilities. In a few lessons, learning time is not maximised when teachers' introductions are too long, preventing pupils from moving on to the main learning activities. Tasks are not always sufficiently demanding for the most-able pupils.
- Pupils enjoy school and show positive attitudes to learning. Their behaviour is good in lessons and around the school. Pupils are courteous, friendly and respect others' cultures and views. They know how to keep themselves safe. Attendance has improved from low levels to average.
- An experienced headteacher provides considerable vision and direction. She is well supported by senior leaders and staff in promoting good teaching and pupils' good progress. Through accurate self-evaluation, the school knows its

strengths and takes positive action to bring about improvements where needed. The federation benefits both schools and good attention is given to improving teaching and managing staff and pupils' performance.

What does the school need to do to improve further?

- Raise pupils' overall attainment to at least average by the end of Year 6 by:
 - increasing the proportion of pupils who attain the higher levels
 - extending opportunities for pupils to apply their literacy skills in other subjects.
- Improve elements of teaching and learning by ensuring that in all lessons:
 - time is maximised and that pupils are fully engaged in the main learning activities sooner
 - challenging and demanding tasks are provided to extend the most able.

Main Report

Achievement of pupils

Children in the Early Years Foundation Stage and pupils in Key Stages 1 and 2 are making good progress and this is the view of the vast majority of parents and carers who returned the questionnaire. As a parent commented, 'I am pleased with my child's progress.' Children enter the Nursery with knowledge and skills much lower than is expected for their age, particularly in language and knowledge and understanding of the world. They make good progress in all areas of learning because of good teaching and the interesting learning activities. Good progress is made in speaking and listening because adults promote these skills well. For example, children had great fun retelling the story of '*Goldilocks and the Three Bears*' using puppets. They acquire and practise early writing skills well, using a range of implements.

Pupils in Key Stages 1 and 2 make good progress in speaking and listening because of the frequent opportunities for them to discuss their work in pairs or small groups. They make good progress in reading because of the school's discrete and regular reading programme. Pupils in Years 1 and 2 possess a secure knowledge of letter sounds and showed an enthusiasm for books when reading to the inspectors. Attainment in reading is average at the end of Year 2 and Year 6. The majority of pupils make good progress in mathematics and writing, and attainment is rising as more reach the level expected for their age. Nevertheless, overall attainment remains below average because the more-able pupils do not always make enough progress, meaning that a lower than average proportion of pupils attain the higher Level 5.

In lessons, it is very evident that pupils' progress is good in writing. Pupils enjoy writing and write for a range of purposes and in different styles. In a successful Year 6 lesson, they made rapid progress in planning and writing the ending to a cave adventure story, after being inspired by a model dark tunnel with sound effects. Their writing was interesting and lively. Punctuation and spelling were mainly

accurate. Pupils' even better achievement in writing is restricted by them having too few opportunities to apply their writing skills across a range of subjects.

Most pupils made good progress in the mathematics lessons seen. They use and apply their numeracy skills well in other subjects, particularly science. Pupils in Year 4 achieved well in estimating the lengths of different objects, which they then measured accurately using centimetres and millimetres.

Pupils make good progress in science lessons because of the strong emphasis on practical investigations. In a Year 5 lesson, pupils made exceptional progress in investigating sounds through a range of exciting practical activities and showed a secure understanding of how sounds are made. The more-able pupils explained clearly how high and low pitched sounds are produced.

Learning logs have proved to be a great success for home learning. Pupils apply independent study skills to a range of topics set by the teacher. Their work in these projects is imaginatively and neatly presented.

Pupils who speak English as an additional language make good progress. Those at an early stage of English language acquisition make rapid progress, particularly in the Early Years Foundation Stage. Disabled pupils and those who have special educational needs make good progress because they receive well-tailored guidance and support. Those pupils who are known to be eligible for free school meals make similar progress to others in the school. The most able are not always fully extended in lessons and, as a result, sometimes make less good progress than other groups of pupils.

Quality of teaching

Almost all parents and carers who responded to the questionnaire thought that their children were well taught. Pupils told inspectors, 'We like the way teachers explain things' and 'Lessons are fun and practical'. These positive views are reflected in the inspection findings. Teaching successfully promotes pupils' good learning. Examples of outstanding practice were seen in English lessons in Year 6 and in science lessons in Year 5. In these lessons, the teachers' strong subject knowledge, high expectations and challenging activities led to exceptional gains in pupils' learning and in their spiritual, moral, social and cultural development. Pupils were given very good opportunities to review their own and others' learning.

The well-planned curriculum helps teachers to ensure lessons have a clear purpose, and so pupils know what they are expected to learn. All teachers effectively promote pupils' spiritual, moral, social and cultural development. They successfully create a positive classroom climate for learning and encourage strong relationships. They encourage pupils to be cooperative, considerate and supportive of others.

The teaching of basic skills, such as letters and their sounds, is effective and pupils' progress in reading is accelerating. Teachers provide good opportunities for pupils to discuss their learning in pairs, to work collaboratively and to solve problems. Interactive whiteboards are used imaginatively to illustrate key teaching and learning

points. Teachers use questioning skilfully to challenge pupils' thinking and to check their understanding of new learning.

In the main, assessment information is used well to plan teaching and to match tasks to pupils' different abilities. In a few lessons, tasks are not sufficiently challenging to extend the most-able pupils. Teaching and the curriculum promote well pupils' application of their numeracy skills. There are not enough opportunities for pupils to apply and develop their literacy skills in a range of subjects. Teaching assistants are effectively deployed and make good contributions to pupils' learning, particularly for those who need additional help. In just a few lessons, the pace of learning slows with overlong introductions restricting pupils' ability to move on to the main task.

Behaviour and safety of pupils

Pupils' behaviour is good in lessons and around the school. In a few lessons, particularly in Years 5 and 6, pupils' attitudes to learning and their behaviour were exemplary. The school successfully promotes pupils' rights and responsibilities. Adults establish positive relationships with pupils and consistently convey high expectations of behaviour to which pupils readily respond. Successful strategies have been implemented to support pupils with behavioural issues.

Almost all parents and carers who completed the questionnaire believe that their children feel safe at school. Pupils say that they are safe and recognise that some pupils' behaviour has improved. They are knowledgeable about different types of bullying. The vast majority of parents and carers believe that the school sets high expectations of behaviour and that lessons are rarely disrupted by poor conduct. A few parents and carers expressed concerns about how well bullying was dealt with and behaviour. Incidents of bullying and inappropriate behaviour are not common but when these do occur, the school has clear strategies for dealing with them. There have been very few fixed-term or permanent exclusions during the past three years. Robust action has been taken that has helped to raise attendance from low to average.

Leadership and management

The headteacher and staff are firmly focused on doing the best for all so that most groups of pupils make good progress in their academic and personal development. The federation with St Mary's benefits both schools. Staff expertise and school policies are effectively shared. Key leaders and managers are closely involved in monitoring and improving their areas of responsibility. Improvements to pupils' attainment, their attendance and to science provision demonstrate the school's good capacity to improve.

There are good procedures for monitoring and developing teaching. These have contributed to the good practice. New teachers receive careful mentoring and support. Professional development and training are well linked to the school's improvement priorities. Leaders are working on improving minor inconsistencies in teaching.

Leaders and staff have worked hard to provide a creative curriculum which promotes good outcomes for pupils. Improvements in teaching science have had a positive impact on pupils' achievement. Good links between subjects add enjoyment, meaning and relevance to pupils' learning. A wide range of trips, visits and visitors enrich pupils' learning. About 40 pupils take advantage of the well-organised breakfast club.

The promotion of pupils' spiritual, moral, social and cultural development is a strength. Within the school's positive ethos, pupils show considerable care, respect and support for others. The school successfully engages with its parents and carers. The responses to the inspection questionnaire indicate that parents and carers are pleased with the care and education provided for their children.

Members of the governing body are supportive and show a good understanding of the school's performance. They provide constructive challenge to senior leaders. Good attention is given to safeguarding and requirements are met. There are effective policies and procedures to protect pupils. Most pupils have full access to the wide range of learning activities provided and staff strive to ensure that pupils progress as well as they can. Equality of opportunity is well promoted and discrimination is effectively tackled. Pupils told the inspectors, 'Everyone is included here.' and 'It does not matter what religion or culture you are.'

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



5 March 2012

Dear Pupils

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

Thank you so much for welcoming us, giving us your views and showing us your work when we inspected your school. We enjoyed our visit and found that St Peter's is a good school. It has continued with, and built on, the strengths identified in the last inspection.

The main strengths are:

- you enjoy school and have positive attitudes to learning
- children in the Early Years Foundation Stage make good progress
- you make good progress in Key Stage 1 and 2 because of the strong teaching you receive
- you get on well with others and your behaviour is good
- you say you feel safe at school because teachers and other adults take care of you
- the school is well led by the headteacher and she receives good support from other senior leaders
- parents and carers are pleased with the school, particularly your progress and safety.

We have asked the school to improve the following.

- We would like you to reach higher standards by the end of Year 6. We have asked the school to fully challenge those who find learning easy and to give you more opportunities to apply your literacy skills in other subjects.
- In a few classes, the lessons should move along more quickly so that you tackle the main task sooner.

You can all help by continuing to work hard, especially in literacy lessons.

Yours sincerely

Derek Watts
Lead inspector

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