

# St Peter's Church of England Primary School

Muriel Street, Rochdale, Lancashire, OL16 5JQ

**Inspection dates** 18–19 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement has not been good enough. It varies between classes. The most able pupils do not achieve as well as they should.
- The results of Year 6 national tests have been significantly below average in reading, writing and mathematics for the past two years.
- In mathematics, pupils' ability to solve problems and work things out in their head is weak. This slows down the pace of their learning.
- Teaching is not consistently good across the school. Teachers do not always challenge the most able pupils or support those finding tasks too hard.
- Teaching assistants are not always deployed effectively to support pupils' learning.
- Teachers do not always make pupils aware of how they can improve their work.
- Until recently, the pace of improvement since the last inspection has not been quick enough.

### The school has the following strengths

- The two newly appointed senior leaders have quickly identified what needs to be done to improve the school further. Effective measures have been taken which are rapidly improving teaching and raising pupils' achievement, particularly in reading and writing.
- The governing body is showing increased and effective involvement in checking the school's performance.
- Pupils' behaviour and their attitudes to learning are good. In lessons, they concentrate well and work hard at tasks.
- Pupils' social, moral, spiritual and cultural development is promoted effectively. Pupils are well prepared for life in modern Britain.
- The school is a safe and happy place for pupils. Relationships are excellent.
- Provision for children in the early years is effective. The Nursery provides a stimulating environment with consistently good teaching so that children settle quickly and flourish.

## Information about this inspection

- The inspectors visited a number of lessons or parts of lessons. Two lessons were observed with senior leaders.
- Inspectors reviewed work in books and records of learning in the early years classes.
- Inspectors held meetings with a group of pupils, school staff, the Chair of the Governing Body, other governors and a representative from the local authority.
- Inspectors held discussions with pupils as they worked in lessons and at break times.
- Inspectors took account of the school's recent parental survey but there were not enough responses on Ofsted's online questionnaire for inspectors to see the results. Inspectors held informal talks with parents including by telephone.
- Inspectors observed the school's work throughout the day and analysed a number of documents. These included: the school's own information on pupils' progress, planning and monitoring documents, records relating to behaviour, attendance and safeguarding.
- Inspectors also took into account the information provided in 42 staff questionnaires.

## Inspection team

Gordon Alston, Lead inspector

Additional Inspector

Sheryl Farnworth

Additional Inspector

John Shutt

Additional Inspector

## Full report

### Information about this school

- This is an above average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above the national average, mainly Pakistani or Bangladeshi pupils.
- The early years classes are comprised of Nursery children who attend part-time and Reception children who attend full-time.
- The proportion of pupils for whom English is believed not to be their first language is well above the national average.
- The proportion of disadvantaged pupils known to be eligible for funding through pupil premium is well above the national average.
- The proportion of disabled pupils and those with special educational needs is above the national average.
- The school meets the government's floor standards, which are the minimum expectation for pupils' attainment and progress.
- Since September, the school has appointed a new headteacher, a deputy headteacher and several recently qualified teaching staff.

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

- Improve teaching and progress particularly for the most able pupils, by ensuring that:
  - teaching assistants have the skills needed to support pupils effectively and that they are deployed to do so
  - teachers make pupils aware of what they need to do next to improve
  - careful attention is given to pupils while they are working so that when a task is not at the correct level it is adjusted to a higher level of challenge or made easier.
- Improve pupils' achievement in mathematics by:
  - putting more focus on improving pupils' mental skills especially their knowledge of tables, number bonds and different methods of calculations
  - providing more opportunities for pupils to understand how other pupils have worked out an answer to a mental question so that they learn from each other
  - increasing the opportunities for pupils to use the skills they have been taught and tackle mathematical problems in real-life situations.

## Inspection judgements

### The leadership and management are good

- The two senior leaders work well together. Through incisive evaluation they identified promptly that the quality of teaching and the progress that the pupils were making were not good enough. They have worked relentlessly to improve these aspects. Priorities identified are rigorously tackled by well-planned actions with the aim that staff should pull together to improve their practice and raise pupils' achievement. The impact of these actions can be seen in rapid improvements in teaching and achievement in reading and writing.
- Leaders focus relentlessly on improving teaching by providing support and training. This has involved modelling lessons and on occasions teaching the whole class alongside the teacher over a number of days. However, there has not been sufficient time for some changes to have a full impact on the practice of all teachers and teaching assistants.
- Evidence collected during the inspection shows that, although pupils' achievement requires improvement, it is improving strongly as a result of the actions taken by school leaders. Information is used effectively to check on progress in reading and writing but less so in mathematics.
- Middle leaders have a distinct remit and are pursuing the role well. They have clearly written action plans based on discussions with teachers and pupils and an audit of resources. They are increasingly effective and are having a positive impact on school improvement.
- Equality of opportunity is at the heart of the school's ethos. Discrimination is not tolerated and this is reflected in the way pupils from all backgrounds collaborate together in lessons and play happily together at breaks. Staff foster good relationships throughout the day.
- The curriculum is organised well to meet the needs of pupils but there is a lack of opportunities for problem solving in mathematics. Pupils' interests are acknowledged and opportunities are explored in order to raise levels of motivation. There are regular visitors and trips to further enhance the learning experience and good use is made of the locality of the school and its environment. Pupils have lots of opportunities to take part in out of school clubs and at present half of them do so. These include many sports, cooking and homework.
- The school promotes pupils' spiritual, moral, social and cultural development well. Through assemblies and in lessons staff make pupils aware of the beliefs and backgrounds of other cultures different from their own. As well as recognising cultural diversity, staff make pupils aware of British culture and values. This prepares them well for their life in modern Britain.
- The school meets statutory requirements in respect of its safeguarding procedures. It makes sure its pupils are taught in a safe secure environment where teaching and good behaviour can flourish.
- Funding to accelerate the progress of disadvantaged pupils is used successfully. Additional help through small-group support and individual tuition is helping close any gaps in attainment. Funding is also used to provide learning mentors, whom are having a positive impact by supporting both pupils and parents effectively in many ways.
- The primary sport funding is used well to engage specialist staff, train teachers and to extend the range of sports on offer. This has resulted in more pupils engaging in sporting activities and there are wider opportunities to compete with local schools.
- There are a number of links with other schools for example, in shared moderation of pupils' work. The links with the local authority have been strengthened this year. Current support is effective and has a positive impact on improving teaching through guidance for governors, leaders and staff.
- **The governance of the school:**
  - With the appointment of the new headteacher, the governors have changed the way they operate and have acquired a much greater understanding of the school. This includes knowing what assessment data show about pupils' achievement. Regular focused visits to school, followed by written reports and comments, enable them to gain first-hand information about the school's performance. They use this to ask searching questions of leaders.
  - Governors are aware of what improvements have been made to teaching through support. They are aware that teachers are set targets that link closely to salary progression. Governors know teaching is now leading to better progress but that it is not yet consistently good in all classes. Careful checks are conducted on the impact of spending decisions. Governors know that pupil premium is enabling disadvantaged pupils to make improved progress and close the gaps in attainment with other pupils both in each year group and nationally.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. The ethos of high expectations being generated by leaders is seen through pupils' conduct. Pupils say behaviour is better now because 'we want to make our teachers proud of us'.
- Pupils' attitudes to learning are good and contribute well to their improving achievement.
- Pupils respond quickly to the requests made of them by staff which is reflected in the constructive relationships and in the productive culture of learning in all classrooms. The pupils' pride in themselves, their achievements and the school shine through. Parents are happy with their children's behaviour in school and at the high standards set by staff.
- Pupils work hard at tasks they are given, even if they do not always challenge them. When work is difficult they often talk through their ideas with other pupils, adopting different approaches until successful. These attitudes can be seen regularly in lessons and supports pupils learning. Pupils' concentration wanes when tasks lack challenge or interest for them. Behaviour at breaks is good: pupils play well together and share equipment sensibly and with thought for others.
- Pupils accept responsibility well and the school council represents the pupils' voice in putting forward ideas aimed at improving the school. They meet regularly and have met with counsellors from other schools. The school council have also organised fund-raising events and talked to staff about pupils' concerns and ideas for developing the playground.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Leaders have successfully improved attendance and punctuality. Attendance is now in line with other schools nationally.
- Pupils say they feel safe and happy in school knowing that their teachers care about their safety and appreciate the systems that are in place. Assemblies and class discussions help pupils appreciate the dangers associated with the internet, learn about road safety and that not all people are good people. The school uses outside sources at times to reinforce these messages even more.
- In discussions, pupils know about the difference between persistent bullying and how it differs from one-off unkind behaviour and name calling. They refute strongly that bullying happens at their school: 'It would be jumped on very quickly – it just doesn't happen' was their immediate response.
- Parents are overwhelmingly positive about the focus leaders place on keeping their children safe and happy at school.

**The quality of teaching requires improvement**

- Although the quality of teaching is getting better overall it requires improvement because it is not yet consistently good enough over time to ensure good achievement. This is because teachers do not always have high enough expectations of what pupils can achieve and as a result, do not always match the work to their abilities. This is particularly the case for the most able pupils and in mathematics.
- At times, teachers do not always see when a pupil is ready to move on in their learning or when they need more help to learn as well as they can. In Year 5 in mathematics the most able pupils were asked to add decimals together using a number line when they could already add the decimals together spontaneously using their mental skills. In Year 3, a number of the least able pupils had answered most of the calculations incorrectly but this was not identified by the teacher and misconceptions were not corrected until half way through the lesson.
- Leaders analyse pupils' progress and identify those who might be falling behind. Support, often in small group interventions, is put in place. However, the quality of this support is variable. At times, there is a lack of knowledge and skill by the teaching assistant and the extra support had little impact on pupils' learning.
- The school's policy to improve the quality of teachers' marking and its impact on pupils' learning is being applied well in some classes. Pupils respond well to the marking, 'it helps me know what I need to do to improve my work' was a comment from one pupil. However, this approach is not consistent across all classes.
- In writing, pupils are taught the basic skills well and given opportunities to apply them across a range of subjects. Teaching of reading has improved and progress in reading is now good. The teaching of phonics

(letters and the sounds they make) is effective in helping younger pupils unlock words they are not familiar with. The skills of how to use all the clues to help read and understand the text are well taught.

- The teaching of mathematics requires improvement. Although pupils make a good start with basic number work they are not taught the basic skills of how to use mental strategies well enough. They have little opportunity to discuss what strategies they could apply to answer a question such as  $19+8$ . Teachers do not always provide enough opportunities for pupils to solve mathematical problems.
- Homework is linked to learning in lessons and is well supported by parents.

### The achievement of pupils

### requires improvement

- Achievement requires improvement because progress across the classes and from their starting points is inconsistent.
- The results of the phonics screening check at the end of Year 1 were below national expectations in 2014. Leadership has rapidly improved the teaching of these skills and by the time the Year 2 repeated the assessment, most of the pupils have achieved the expected level.
- Attainment at the end of Year 2 improved in reading and writing in the 2014 national tests but was still below average and although mathematics improved it was significantly below average. Current data, supported by work in books, indicates standards are on track to be broadly average in Year 2 at the end of this year. Progress is improving and is good overall in reading and writing but not as strong in mathematics.
- In national tests in 2014, the standards reached by the end of Year 6 in mathematics, reading, writing and basic English skills were significantly below the national average. Strong leadership is beginning to impact on progress and attainment in Key Stage 2. Although there are still some inconsistencies in teaching and progress across Key Stage 2, current data, supported by work in books, show that current standards are rising and are becoming closer to average in Year 6, especially in reading and writing. Progress across classes varies but overall is good in reading and writing. Weaknesses in pupils' mental calculation skills and their inability to solve problems in mathematics slow their progress, which requires improvement.
- The progress of the most able pupils requires improvement because they are not always successfully challenged. There are too few opportunities to find things out for themselves. In mathematics, work is not always sufficiently well matched to their abilities: 'this is easy' was a regular comment from the most able pupils.
- Across the school, the achievement of disabled pupils, those who have special educational needs, those for whom English is not their first language and pupils from minority ethnic backgrounds is similar to other pupils in school. It varies with the quality of teaching in classes and the support they receive which does not always fully match their need or ensure they make good progress. Current data and work in books indicate an improving picture.
- In 2014 national tests in reading, writing and mathematics for Year 6, disadvantaged pupils were about four terms behind other pupils in the school in each subject and about five terms behind in each subject when compared to other pupils nationally. Although disadvantaged pupils made less rapid progress than others nationally in 2014, the impact of the changes brought about this year and improvements in teaching are helping to narrow the gaps. Currently, disadvantaged pupils are achieving as well as their classmates.

### The early years provision

### is good

- Children enter the Nursery with skills and abilities which are below those typical for their age. Many children have particular weaknesses in personal skills and communication skills; a number have little English at all. They make good progress across the areas of learning and those with particular weaknesses make rapid progress in catching up with their classmates in the early years classes. Although less than a quarter achieved a good level of development in 2014, more than half are currently on track to reach the expected level by the end of this year. Not all children are ready to start Year 1 but, because of good teaching, an increasing number is. Those who have not reached a good level of development are well supported as they move to Key Stage 1.
- Teaching is good and in the Nursery is particularly strong. This is because staff engage the children well, take account of their needs and make sure even the most able children are challenged. There is a buzz in the Nursery as children engage in the activities. Relationships are a strength providing warmth and positivity as children learn. The use of bi-lingual assistants is supporting the development of children's

language well, a high priority in early years classes, and is proving to be effective in supporting learning.

- Parents have good opportunities to be involved in their children's learning. Home visits before children start school and sessions in school with staff exploring how phonics, reading and mathematics are taught help parents to understand how they can support their children.
- Children learn to play safely by taking turns and being kind to one another. They behave well while sitting on the carpet with an adult or while playing together in the classroom or the outside play area. They happily share a reading book and help one another with tricky words.
- The leadership of the early years provision is good and is enhanced by the positive support given by all staff. Children are carefully assessed and support is given when children cause concern. The deputy headteacher has supported the development of early years provision effectively this year.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	105803
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	456153

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	462
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	M Sutton
<b>Headteacher</b>	Aelred Whelan
<b>Date of previous school inspection</b>	1 March 2012
<b>Telephone number</b>	01706 648195
<b>Fax number</b>	01706 710302
<b>Email address</b>	office@stpetersce.rochdale.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

