

St Peter's Church of England Primary School

Muriel Street, Rochdale, Lancashire OL16 5JQ

Inspection dates

25–26 April 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher have been highly successful in driving sustained improvement since the previous inspection. Senior leaders are extremely well supported by staff with management responsibilities.
- Pupils of all abilities and backgrounds make at least good and sometimes rapid progress in reading, writing and mathematics from their different starting points.
- By the end of Year 6 the proportion of pupils exceeding the standards for their age is similar to most other schools. There is further scope now to increase the number of pupils reaching these high standards in other year groups.
- The progress of disadvantaged pupils at the end of Year 6 in 2016 was above that of other pupils nationally.
- The rich curriculum inspires and motivates pupils very effectively. It is having a positive effect on pupils' academic and personal development.
- The progress of pupils in writing is not quite as strong as that in other subjects. Pupils do not have enough opportunities to write long pieces of work that challenge them to apply their skills fully or think creatively.
- Pupils are very proud of their school and they behave exceptionally well. They enjoy learning and work hard. Highly positive relationships exist between pupils, parents and staff.
- The support provided for all pupils, including those who have special educational needs and/or disabilities, is very effective in improving pupils' safety, welfare and attendance.
- Pupils experience a wide range of opportunities to develop their spiritual, moral, social and cultural understanding. They learn about different faiths and cultures and are very well prepared for life in modern Britain
- Governors play an active role in the life of the school. They have a thorough understanding of the school's strengths and weaknesses and hold leaders fully to account for all aspects of the school's performance.
- Children in the early years settle well and enjoy learning. At times, they do not have enough opportunities to develop their reading, writing and mathematics skills when they work independently.
- Sometimes pupils' progress slows when teachers do not move learning on quickly enough once concepts have been grasped.

Full report

What does the school need to do to improve further?

- Build on the improvements in teaching, learning and assessment by ensuring that teachers:
 - check regularly on how well pupils are doing, particularly when they write
 - move learning on quickly when concepts have been grasped.
- Speed up progress in writing, especially for the most able, by extending pupils' skills and developing their creativity as they write longer pieces of work.
- Ensure that, in the early years, adults develop children's reading, writing and mathematical skills when they play and learn independently, particularly when they work outdoors.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher and deputy headteacher provide inspirational leadership for this rapidly improving school. Senior leaders set high expectations for pupils and staff. They are excellent role models for everyone who learns and works in the school.
- Since the previous inspection, senior leaders and governors have continued to focus on improving the school's performance. The impact of their work is impressive. They have transformed the school, raising standards in all aspects of its work. A cohesive, well-motivated staff team has been created. All members of staff apply the school's values and approaches consistently for the benefit of all pupils. The school is very well placed to continue to improve.
- The strength and capacity of the leadership team are being increased continuously. This starts with the pupils, who take on real responsibilities, for example as members of the school council or as Rights Respecting ambassadors. All experienced teachers hold appropriate responsibility for developing a subject across the whole school. Less experienced members of staff are given opportunities to develop leadership skills. This enables them to take over leadership roles when required and provides continuity for the school.
- The headteacher, deputy headteacher and assistant headteachers provide a highly effective model of leadership. This is valued by subject leaders and has helped them develop their strategic leadership so that they identify priorities, set clear targets and plan effectively to meet these. Leadership of the foundation subjects is a strength of the school. Subject leaders know their subject areas thoroughly. They provide very effective support for colleagues and review pupils' work regularly to check on progress.
- Senior leaders and governors know the school very well. The school's self-evaluation is accurate and helps to inform priorities and plans for improvement. Leaders check the effectiveness of the school's work frequently and rigorously. As a result, any weaknesses are quickly identified and addressed.
- The school's plans for improvement clearly identify the correct priorities for improvement. For example, the development of pupils' thinking and reasoning skills in mathematics has been successfully addressed this year. Current English priorities, to increase the opportunities for pupils to write at length and accelerate the progress of the most able writers, are well founded on evidence that leaders have gathered about pupils' learning.
- The assistant headteacher responsible for English has successfully led improvements in reading this year. The school library has been overhauled and is proving to be the hub of the school. Pupils visit regularly and enjoy browsing and choosing from the excellent range of books available. Training for teachers, as well as a review of the timetable and resources for teaching reading, has led to the improved progress in this subject.
- Every parent who spoke with inspectors or responded to the inspection survey agrees that the school communicates well with home. Parents have regular opportunities to attend workshops, including some for those who are new to speaking English. Few have any concerns, but if these do arise then leaders respond promptly.

- The leadership of teaching is outstanding. The school has a very effective programme of professional development. Leaders and governors use performance management arrangements to make sure that the highest standards are developed and maintained. Staff who completed the inspection questionnaire, including those who are new to the teaching profession, agree that the school provides effective and relevant training that helps them to improve their practice. As a result, the quality of teaching has continued to improve since the previous inspection. Good, and increasingly outstanding, teaching successfully engages pupils' interest so that they do well.
- The rich, varied and well thought out curriculum has been carefully designed so that it is relevant and meaningful to all pupils. It reflects the differing cultures of the school community and the interests of pupils well. It supports learning about the local environment, as well as national and global issues. Pupils have the opportunity to study all subjects in the depth required so that they make good and sometimes outstanding progress. Assessment procedures have been overhauled since the previous inspection. The developments to ensure that assessment is secure are ongoing. Senior leaders are undertaking further work to ensure that teachers provide the appropriate challenge to enable all pupils, including the most able, to reach their full potential in all subjects
- The school very effectively promotes pupils' spiritual, moral, social and cultural development. At St Peter's, pupils learn to be reflective and are encouraged to think about sensitive issues. For example, issues that arise in the national news that impact on the local community are faced head-on with pupils and parents. Pupils are given many opportunities to explore and develop their own creative talents in areas such as art and dance. The curriculum is enhanced well by a wide variety of school clubs and activities ranging from gardening to 'language lingo' as well as a variety of sports.
- The school promotes fundamental British values extremely well. Elections to the school council are explicitly linked to developing pupils' understanding of the democratic process, for example. A number of pupils act as ambassadors for this Unicef Rights Respecting school. Pupils' interactions with each other and the adults who teach and care for them in the school are characterised by mutual respect and tolerance. These values are modelled well by staff in the school. As a result of all this work, pupils are very well prepared for life in modern Britain.
- The school makes very good use of the pupil premium funding. Enhancement sessions to improve academic outcomes are provided for disadvantaged pupils and the school ensures that these pupils' emotional and personal needs are met really well too.
- The primary sports premium is deployed carefully and monitored regularly. Sports funding has been used to provide training to increase teachers' expertise in delivering high quality physical education lessons. Specialist coaches are employed to offer a variety of sports sessions after school and school records show increased participation in activities as a result.
- Pupils whose circumstances might make them vulnerable are supported extremely well. A wide range of well-established partnerships with external agencies contribute well to this work. In particular, the school is proud of its work in supporting those pupils who are in the care of the local authority.
- The school values the support and training provided by the local authority in the period since the previous inspection.

Governance of the school

- The well-trained governing body has an in-depth knowledge of the school's performance. Governors gain first-hand views of the life of the school through regular visits. In addition, high-quality, informative reports provided by senior and other leaders, as well as regular presentations by subject leaders, ensure that governors have the most up-to-date views of the school's strengths and weaknesses.
- Governors have high expectations and ambitions for the school and provide effective challenge and support for school leaders. They ensure, through performance management systems, that staff pay is clearly linked to the progress made by pupils.
- Governors have a clear understanding of how any additional funds are spent. They ensure that the pupil premium is deployed effectively to support the high number of disadvantaged pupils in the school.

Safeguarding

- The arrangements for safeguarding are effective. Staff are well trained and highly vigilant.
- Pupils describe how they feel safe; they know whom to turn to if they have any concerns or require help. Pupils care deeply for each other and will listen to any concerns that their peers might have and communicate them to the relevant adult. For example, older pupils who spoke to an inspector sensibly explained how they take care of each other when some of them chose to fast during Ramadan.
- Parents who spoke to inspectors overwhelmingly say that their children are happy and kept safe at school. They appreciate the care shown to their children. One parent summed up the views of many, 'This school is a community where everyone takes care of each other.'
- The systems which the school uses to deal with referrals to the designated safeguarding lead are robust. Staff are clear about procedures and know whom to turn to if they have any concerns about the welfare of a child. The school works very effectively with other agencies to protect any pupils who might be at risk.
- Record-keeping is thorough and of a high quality. Confidentiality is maintained where appropriate.
- Safeguarding training of staff and governors, including that for the 'Prevent' duty, the government's anti-extremism strategy, is up to date and at an appropriate level for all concerned.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved since the previous inspection. Senior leaders and staff have high expectations of what pupils can achieve. The atmosphere around the school and in classrooms is extremely calm and purposeful, enabling staff and pupils to be fully engaged in learning tasks.

- Teachers have good subject knowledge and use questioning skilfully to assess pupils' learning and to challenge their thinking. Teachers provide clear explanations to move learning forward. However, at times, teachers do not check regularly enough how well pupils are doing, particularly when they write. Consequently, learning time is lost as pupils wait for more guidance or continue to work on something they already understand.
- Teachers encourage pupils to share their thinking through collaborative work with their classmates. In mathematics, for example, pupils are encouraged to explain their answers in order to build their confidence and develop understanding. In a Year 6 lesson where pupils were revising calculations involving fractions, all could confidently explain how they reached their answers, sensibly accepting help from each other if they were 'stuck'. Year 6 pupils particularly enjoy the new way their teacher now uses a tablet PC to quickly gather all their responses to questions.
- The learning environment supports pupils' learning well. Classrooms, corridors and other spaces such as those used for support work, are bright, cheerful and stimulating. Displays celebrate pupils' work. Pupils regularly refer to the information provided around the classroom if they are 'stuck' or need an idea to move their learning on. Pupils in several year groups use red, amber and green cups to show their teachers when they need help. Most teachers use the school's assessment policy consistently, ensuring that pupils indicate if they have understood the work at the end of each lesson.
- In mathematics, teachers have high expectations of what pupils can achieve. Tasks and activities challenge pupils to reason and think. Teachers move lessons on when pupils have securely grasped what is being taught. As a result, pupils of all abilities make at least good and often better progress.
- Pupils at St Peter's are increasingly developing a love for reading following the changes made to this subject by school leaders. The school promotes reading very effectively. Teachers make great use of high-quality texts to develop pupils' interest in stories. Pupils are increasingly able to predict and infer meaning from the texts. Inspection evidence, including the school's own assessment data, confirms that pupils currently in the school are making at least good and sometimes excellent progress in reading.
- Pupils enjoy learning. They talk enthusiastically about what they have learned in lessons and can reflect maturely on how their work has improved over time. They are aware of their individual targets and what they need to do to improve. Teachers' marking and feedback, which follows the school's policy consistently, helps pupils with this. At times teaching is less effective in challenging pupils, including the most able, in writing. For example, on occasion pupils are tasked with producing more of the same type of writing rather than extending and deepening their skills.
- The presentation of work in pupils' books shows a marked improvement since the previous inspection. A neat joined handwriting style is being developed across the school.
- Teachers and support staff work highly effectively in partnership. Well-focused training enables teaching assistants to make good contributions to pupils' learning in class and when working with small groups and individuals beyond the classroom. Well-planned

extra support for disadvantaged pupils and pupils with special educational needs and/or disabilities enables all pupils to make at least good progress.

- Homework is set regularly. The school expects pupils to read frequently and learning logs and online programmes enable parents to become involved in their children's learning.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils learn about healthy lifestyles. They understand the benefits of making healthy food choices and the positive impact of exercise. Many take the opportunity at lunchtime to enjoy a walk through the woodland trail that has been created in the school grounds.
- Pupils report that incidents of bullying are exceptionally rare and school records and parents' comments support this view. Pupils are confident that any unpleasant behaviour would be dealt with quickly by staff. Pupils are taught how to keep themselves safe on the internet and in the local community.
- Pupils enjoy taking on responsible roles, for example as members of the school council or as Rights Respecting ambassadors. Subject leaders seek the views of pupils when reviewing the school curriculum and when checking on teaching and progress in lessons.
- Pupils' personal and emotional development is very well supported because adults know the pupils so well. As a result, staff identify pupils who need support from therapists or the learning mentor at an early stage. The school nurse supports the school with providing older pupils with sex education appropriate for their age.

Behaviour

- The behaviour of pupils is outstanding. The respect shown by pupils to each other and staff makes a strong contribution towards the happy, warm and welcoming environment which exists in this harmonious school community.
- Pupils listen attentively to each other, teachers and teaching assistants. They respond promptly to adults' instructions and requests.
- In lessons, pupils demonstrate exceptionally positive attitudes to learning. Pupils of all ages are keen to learn. They take great delight in finding things out for themselves and like nothing better than to rise to the challenge set by their teachers in lessons. Pupils maintain concentration levels extremely well, including when occasionally the work provided lacks challenge. They become increasingly well-organised and independent learners as they move up through the school.
- Behaviour is excellent in the daily breakfast club. Pupils enjoy the activities provided. The club has led to improvements in attendance and punctuality and helps the day get off to an excellent start for those who attend.

- Since the previous inspection leaders have successfully improved attendance rates to above average. Robust action, and the support of the learning mentor and the family support worker, for families of pupils who find it difficult to attend school regularly, has continued to reduce the number of pupils who are persistently absent.
- Pupils are well prepared for secondary school because they achieve the standards expected for their age in reading, writing and mathematics.

Outcomes for pupils

Good

- Pupil outcomes have improved and progress is much stronger than at the time of the previous inspection. Pupils in all year groups make good and sometimes rapid progress in all subjects. Senior leaders maintain an unrelenting focus on improving the quality of teaching for current learners and on overcoming gaps in pupils' learning caused by previous weaknesses in teaching. As a result, the achievement of pupils continues to improve.
- The school is justifiably proud that in 2016 Year 6 was recognised by the Secretary of State for Education for achieving progress in the top 3% of schools nationally during their time in key stage 2.
- At the end of key stage 2 in 2016 the proportion of pupils reaching the expected standards for their age in reading, writing and mathematics was similar to the national average. The proportion of pupils gaining the higher level in all subjects was also broadly similar to the national average. This represents above-average progress for this cohort, whose very low starting point at the end of key stage 1 was compounded by inconsistencies in teaching experienced earlier in key stage 2. Standards in writing and mathematics were higher than those for reading.
- The proportion of pupils reaching the expected and higher level standards in reading, writing and mathematics at the end of key stage 1 in 2016 were in line with the national average. Progress was above average, again from low starting points caused by previous weaknesses in teaching.
- The school's tracking of pupils' progress and the quality of work in pupils' books show that, from low starting points, the current Year 6 is making rapid progress in reading and mathematics. Progress in writing is good. Progress in other year groups is good in all subjects: however, writing is not as strong as reading and mathematics and the more able are capable of doing even better in this subject. Starting points at the beginning of key stage 1 and key stage 2 are not as low for these year groups.
- Pupils who speak English as an additional language make at least good progress from their starting points. Pupils whose first language is English, including the group who are of White British heritage, are making better progress in the current year. This is because leaders have carefully identified gaps from previous weaknesses in teaching and are addressing these systematically.
- Disadvantaged pupils in Year 6 in 2016 made above average progress. The attainment of disadvantaged pupils at the end of key stage 1 was above the national average for other pupils. It was similar to the national average in key stage 2.

- Extra learning in groups, and good support in lessons by well-trained support staff, enable pupils who have special educational needs and/or disabilities to make at least good and sometimes better progress from their starting points. Observations during the inspection showed this group of pupils to be well-motivated learners.
- The impact of leaders' actions can be seen in mathematics lessons. Teachers skilfully set work which stretches the thinking of the most able pupils and allows them to make at least good and sometimes rapid progress.
- Early reading skills are taught well. The proportion of pupils in Year 1 and Year 2 reaching the national expectation in the phonics check is average. This work is built on well further up the school as pupils continue to use their knowledge of phonics to tackle unfamiliar words.
- Pupils make good and sometimes better progress across the full range of subjects taught. They enjoy regular opportunities to learn about science. They plan and carry out experiments and record their findings systematically.

Early years provision

Good

- The bright and welcoming learning environment in the early years helps children to settle well. Staff work well as a team and have a firm understanding of the needs of different age groups. They quickly get to know all children, providing additional support where needed for those children who join the school with little or no English.
- Most children, whether they join the school in Nursery or Reception, arrive with skills, knowledge and understanding below those typical for their age. Many children's skills are particularly weak in communication and language as well as personal, social and emotional development.
- The proportion of children reaching a good level of development has improved since the previous inspection. It is now broadly average. Children in the early years make at least typical progress and many do better than this: the progress of some is rapid. In particular, the attainment of those children who speak little or no English is similar to the other children in the setting. In the main, children are well prepared for Year 1.
- Children's vocabulary and speech and language skills are often below those typical for their age when they start school. Adults skilfully encourage children to talk about what they are doing and model the type of language to be used, particularly when they are working with small groups or individuals in planned teaching sessions.
- Children behave well. They learn how to follow instructions and are taught to take turns. They play happily together and listen carefully to the adults and each other. Relationships between adults and children are warm.
- Children's phonics skills are developed well. Learning is well planned: adults skilfully question children to check for understanding and quickly address any misconceptions. However, children do not have enough opportunities to practise what they have learned when they engage in play activities.
- The early years curriculum is engaging and well planned, responding to children's interests well. For example, as part of this term's topic children are learning about 'people who help us'. All had enjoyed the story of the 'Naughty Bus'. In the outdoor

area, much fun was had by a group of children who worked together to recall the story as they created their own bus out of the crates provided.

- The quality of teaching in early years has a positive impact on children's learning and progress over time. However, currently, children's literacy and numeracy skills are not reinforced sufficiently as they learn and play independently. Sometimes, adults do not intervene in children's play at the appropriate times to move learning forward. Activities do not provide enough opportunities for children to practise what they have learned in adult taught sessions. Leaders are aware that progress in these areas is not quite as rapid as it should be at the moment and steps to bring about improvements are in hand.
- There are close links with parents. Leaders visit parents at home before their children start school and staff make visits to the early years settings attended by children. Parents hold highly positive views of the teaching and care that their children receive. Staff provide regular information about children's progress and parents are encouraged to contribute to the understanding of how well their children are doing by telling staff about what has been achieved at home.
- The new leader of early years has begun to build on the leadership of her predecessor. Safeguarding and welfare arrangements are effective.

School details

Unique reference number	105803
Local authority	Rochdale
Inspection number	10032187

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair	Margaret Sutton
Headteacher	Aelred Whelan
Telephone number	01706 648195
Website	www.stpetersce.rochdale.sch.uk
Email address	office@stpetersce.rochdale.sch.uk
Date of previous inspection	18–19 March 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than other schools.
- Children attend Nursery part time and the Reception classes full time. A number of children move to other settings at the end of the Nursery year. Around a third of the children in Reception join the school from other or no early year settings.
- Approximately 85% of pupils are from minority ethnic backgrounds. This is well above the national average. Pupils are mainly from Pakistani or Bangladeshi heritages.
- The proportion of pupils for whom English is an additional language is well above the national average at around 70%; around a third join with very little or no English. Around 20 languages are spoken in the school.

- The proportion of disadvantaged pupils in the school is high at almost double the national average.
- The proportion of pupils with special educational needs and/or disabilities is just above average.
- The proportion of pupils with a statement of special education needs or an education, health and care plan is similar to average.
- Since the previous inspection, the school has experienced significant staffing changes. Around a third of the staff have joined the school since the previous inspection. The new leader of early years, who teaches in Reception, and the new leader of special educational needs and/or disabilities joined the school the day before the inspection. The Nursery teacher joined the staff a few days before the inspection.
- The school provides a breakfast club for its pupils.
- The school meets the government's floor standards. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in classes and in small groups, including jointly with the headteacher.
- The inspectors looked at examples of pupils' work and talked to them about their work. They listened to pupils read and observed the teaching of reading skills. Inspectors talked to pupils about the books they have enjoyed and those they are currently reading. Inspectors took note of displays around the school.
- Inspectors talked with pupils informally as they played at breaktimes, visited the dining hall at lunchtime and observed pupils' behaviour as they moved around school. They met formally with four groups of pupils.
- An inspector spoke by phone with the chair of the governing body. She met with the vice chair of the governing body and four other governors.
- An inspector spoke by phone with a representative of the local authority.
- Inspectors spoke with members of school staff.
- Inspectors spoke to parents at the start of the school day. They took account of nine responses to Ofsted's online survey (Parent View) and the school's most recent surveys of pupils', parents' and staff views.
- Inspectors examined a range of documents, including information about pupils' progress, school improvement plans, information about teachers' performance and external views of the school. Inspectors reviewed the contents of the school's website and scrutinised records relating to behaviour, attendance and safeguarding completed by school staff.

Inspection team

Lyn Pender, lead inspector	Ofsted Inspector
Ann Dimeck	Ofsted Inspector
Sandie La Porta	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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