

Inspection of a good school: Inskip St Peter's Church of England Voluntary Aided School

Preston Road, Inskip, Preston, Lancashire PR4 0TT

Inspection dates:

2 November 2022

Outcome

Inskip St Peter's Church of England Voluntary Aided School continues to be a good school.

What is it like to attend this school?

Inskip St Peter's is a safe and happy place to be. Pupils try their best to live out the school's vision of learning, loving and living together. Everyone is part of 'the St Peter's family'. Pupils enjoy coming to school and playing with their friends in the extensive grounds.

Leaders have high expectations of all pupils, including those with special educational needs and or disabilities (SEND). Pupils live up to these expectations. They respond well to the work teachers provide for them and achieve well.

Pupils behave well. They are polite and well mannered. In this small school, pupils learn and play alongside each other well. On the very rare occasions when bullying does occur, leaders deal with it swiftly and effectively.

Pupils participate in a wide range of activities. They appreciate the after-school clubs on offer such as football and tennis. Pupils and parents appreciate the trips and visits.

What does the school do well and what does it need to do better?

Leaders have designed a broad and ambitious curriculum for all pupils, including those with SEND. It has been carefully organised in each subject and identifies the knowledge that pupils should learn. Leaders have thought about the order of learning so that pupils can build effectively on what they already know. For example, in mathematics, teachers make sure pupils learn written calculations in ordered steps, beginning in early years.

In most subjects, teachers regularly check on what pupils, including those in early years, know and remember. They use assessment to identify misconceptions or gaps in pupils' learning. Leaders check that the curriculum is being delivered as it should. As a result, pupils achieve well and are prepared for the next stage of their education.

Leaders have prioritised reading across the school. All pupils enjoy listening to stories and have access to a range of fiction and non-fiction books. Children's phonics lessons begin as soon as they start school. However, leaders have not ensured that all staff are sufficiently trained in teaching early reading. This means teachers do not identify quickly enough when pupils are struggling to learn some sounds. Teachers do not ensure that pupils read books that closely match the sounds that they are learning. Therefore, some pupils do not read with enough confidence and fluency.

Pupils behave extremely well. They move around school in a calm and orderly manner. They enjoy their lessons, and there is very little disruption to learning. Reception children settle quickly into school and learn to follow the class routines alongside older pupils.

All adults, in this small school, know pupils extremely well. Leaders are quick to identify the needs of those with SEND. Staff work hard to ensure that these pupils access the same curriculum as their peers. Leaders work closely with a range of external agencies to support these pupils and meet their needs.

Leaders ensure that pupils, including children in early years, have many opportunities to learn beyond the academic curriculum. Pupils learn how to be active citizens in their community. They take part in village activities such as the bonfire party. Older pupils enjoy the leadership opportunities they are given such as playleaders, lunch monitors, worship leaders and librarians.

Leaders, including governors, know what the school does well and what it needs to improve even further. Governors ask leaders challenging questions to make sure that further improvement is made. Leaders and governors ensure that staff are well supported to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep pupils safe. They are well trained and alert to signs of harm, abuse or neglect. Leaders work closely with a range of external agencies to ensure vulnerable pupils and families get the help and support they need.

Pupils know how to keep themselves safe, including online and when they are out in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that all adults are experts in the teaching of early reading. As a result, pupils do not gain the phonics knowledge they need quickly enough. Leaders must ensure that teachers are provided with sufficient training to allow them to deliver the phonics programme effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	119531
Local authority	Lancashire
Inspection number	10240658
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair of governing body	Joanna Cubitt
Headteacher	Kate Leyland
Website	www.inskip.lancs.sch.uk
Date of previous inspection	20 June 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not access alternative provision.
- The school is a Church of England school. The last section 48 inspection was in 2016.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors conducted deep dives in early reading, mathematics and science. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils read.
- The inspectors met with the headteacher. The inspectors also met with subject leaders and a group of teachers.
- The inspectors met with governors. The inspectors also spoke with a local authority adviser to the school.

- The inspectors spoke with some pupils about their wider development and school life.
- The inspectors considered responses to Ofsted Parent View and Ofsted's online surveys for staff and pupils.
- The inspectors reviewed a range of documentation about safeguarding. They spoke with staff to understand how they keep pupils safe. They reviewed leaders' record of checks undertaken on newly appointed staff.

Inspection team

Emma Jackson, lead inspector

Ofsted Inspector

Nick Capron

Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022