

# Inspection of St Peter's Church of England Primary School

Cartmel Avenue, Accrington, Lancashire BB5 0NW

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Inspection dates: 8 and 9 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are proud to attend St Peter's Primary School. They told inspectors that everybody is made to feel welcome, regardless of their differences. Parents and carers appreciate the fact that everyone is treated equally. As one explained, 'I love this school because it teaches tolerance, understanding and respect of all cultures.'

Pupils feel happy and safe in school. They use 'emotion thermometers' to let their teachers know if they are feeling anxious or sad. Pupils know that their worries and concerns will be listened to. They explained that their teachers deal with any bullying or name-calling straightaway.

Leaders have high expectations of pupils' conduct and what they can achieve. Pupils know that they must work hard to reach their goals. They behave well in their lessons and around school. Pupils are enthused by their teachers' recognition of their hard work and positive behaviour.

Pupils have a large range of activities to choose from at lunchtimes and after school. They enjoy taking part in hula-hoop and archery clubs. Pupils take their roles of responsibility seriously. The 'flame team' helps leaders with daily worship, while the digital leaders ensure that their peers are staying safe online.

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

Leaders have refined the curriculum. It is now broad and ambitious. Subject leaders have clearly identified the key knowledge and skills that they want pupils to learn. In most subjects, leaders have checked to ensure that learning builds from early years. For example, pupils in a Year 1 geography lesson were able to use their understanding of simple maps gained in Reception class to help them confidently locate the four countries in the United Kingdom. This is helping pupils, including those with special educational needs and/or disabilities (SEND), to achieve well. However, a small number of subjects are at an earlier stage of development. In these subjects, curriculum leaders are unclear about the learning that takes place in early years. This means that pupils are not as well prepared for their learning in Year 1.

Most subject leaders have received extensive training. This has helped them develop a deeper understanding of their subject and role. This enables leaders to support teachers in delivering the curriculum effectively. Pupils can talk confidently about what they know and remember in these curriculum areas. However, in a small number of subjects, pupils' recall of what they have learned is not as strong. This is because teachers' checks on what pupils know and remember are not yet embedded.

Leaders have made reading a priority. Children are taught phonics as soon as they enter the Reception class. All staff have been trained to deliver the phonics curriculum effectively. Leaders have ensured that measures are in place to quickly

develop pupils' language skills. This helps the large number of pupils from other countries who join the school at different times of the school year. Teachers ensure that the books pupils read enable them to practise the sounds that they have learned in class. Staff support pupils well to gain fluency and accuracy in their reading. Any pupils who find reading more difficult are helped effectively to catch up quickly.

Pupils behave well in lessons. They listen attentively to their teachers and follow instructions carefully. Teachers in the Reception class model these positive learning behaviours to children. This gives children the tools to succeed as they move through the school.

Leaders recognised that the previous systems for supporting pupils with SEND were not good enough. This has improved. The new procedures ensure that pupils with SEND are identified quickly. Leaders can access specialist support for this group of pupils when required. As a result, pupils with SEND achieve well.

Leaders ensure that pupils are given opportunities to widen their experiences through trips to places such as the local museum and library. Pupils understand that many people are less fortunate than themselves. This inspires them to help others. For example, they organise regular collections for the local food bank.

Governors' training has enabled them to develop a detailed understanding of leaders' actions to improve the school. They use this knowledge to support and challenge leaders in their efforts to further enhance the curriculum. Along with the leaders of the school, governors ensure that the workload and well-being of staff are carefully considered.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding. All staff receive regular training. This enables them to recognise the signs that any pupils may be at risk of harm. Staff are clear about the reporting procedures for safeguarding. They understand the importance of reporting concerns quickly. Leaders' records of incidents are detailed and show the proactive measures that they take to support vulnerable pupils and their families. This includes working closely with a range of agencies.

Leaders use the curriculum to teach pupils how to stay safe. Pupils told inspectors that their teachers help them understand how to stay safe online. They explained that it is important not to respond to any peer pressure in situations that they feel might be dangerous.

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

### (Information for the school and appropriate authority)

- In some subjects, pupils do not remember some of the key information that they have been taught. This is because teachers' checks on pupils' learning do not identify the knowledge that pupils have retained. Leaders should ensure that opportunities to check what pupils have learned are present across all areas of the curriculum. This will help teachers clearly identify the knowledge that pupils have remembered and what needs to be further revisited.
- In a small number of subjects, curriculum leaders are not clear about the learning that takes place in early years. This means that teachers are less able to build effectively on children's learning as children enter key stage 1. Subject leaders should ensure that they are clear about the learning that takes place in early years. This will ensure that children are better prepared for their next stage of learning.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	119386
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10211696
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	152
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Williams
<b>Headteacher</b>	Emma Moss
<b>Website</b>	<a href="http://www.st-peters.lancs.sch.uk">www.st-peters.lancs.sch.uk</a>
<b>Date of previous inspection</b>	2 and 3 May 2018, under section 5 of the Education Act 2005

## Information about this school

- This is a voluntary-controlled Church of England primary school. The school had its most recent section 48 inspection in May 2016.
- Since the previous inspection, a new headteacher and chair of governors have been appointed.
- The governing body manages the before-school provision.
- School leaders do not make any use of alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- The inspectors held meetings with the headteacher, senior leaders and six governors, including the chair of governors. They also spoke with a representative of the local authority and the Diocese of Blackburn.
- Inspectors observed pupils' behaviour at playtimes, lunchtimes and during lessons. Pupils also talked to inspectors about their views of their school.
- Inspectors spoke to parents and carers at the start of the school day and considered the responses to Ofsted's Parent View survey. Inspectors also reviewed the responses to Ofsted's pupil and staff questionnaires.
- Inspectors carried out deep dives in early reading, science, history and geography. This involved visiting lessons with subject leaders, discussing the subject curriculums, talking to pupils and teachers and looking at pupils' work. An inspector observed pupils reading to a familiar adult.
- Inspectors also held discussions with the leader for art and design.
- Inspectors checked leaders' safeguarding procedures. They viewed a range of safeguarding documentation and looked at how incidents are managed and recorded.

### **Inspection team**

John Tomlinson, lead inspector

Her Majesty's Inspector

Sharon Cowey

Ofsted Inspector

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