

St Peter's Catholic Primary School, Lytham

Inspection report

Unique Reference Number	119628
Local authority	Lancashire
Inspection number	395489
Inspection dates	13–14 June 2012
Lead inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Philip Sullivan
Headteacher	Elizabeth Kelly
Date of previous school inspection	20 June 2007
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Introduction

Inspection team

Melvyn Hemmings
Andrew Morley

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 19 lessons or parts of lessons taught by seven teachers. Discussions were held with the Vice-Chair of the Governing Body, staff, groups of pupils and a representative from the local authority. Inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 82 parents and carers were scrutinised.

Information about the school

St Peter's is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs, is below average. Most pupils are of White British heritage. The school meets the current floor standard, which set minimum standards expected by the government. It has gained a number of national awards, including the Basic Skills Award, and holds Healthy School Status.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- St Peter's is an outstanding school. Its main strengths are the excellent teamwork between leaders and the governing body in driving improvement, pupils' achievement, the quality of teaching, pupils' exemplary behaviour and their high attendance. The main area for improvement is to increase opportunities for pupils to use information and communication technology to broaden their learning in mathematics and science.
- Pupils' achievement is outstanding. They acquire knowledge, develop understanding and learn and practise skills exceptionally well. As a result, attainment is above average by the end of Year 6 in English and mathematics, with many consistently reaching the higher level.
- Much of the teaching is outstanding and it is never less than good. Teachers provide stimulating and highly engaging lessons. This is exemplified by the comment of a Year 5 pupil during an English lesson on writing poetry, 'The work is absolutely brilliant, as usual'. The teaching of reading, writing, communication and mathematics is highly effective.
- Pupils have excellent attitudes to learning and greatly enjoy coming to school, as shown by their high attendance. Their behaviour is exemplary and they are extremely polite and considerate to others. In their questionnaires, all parents, carers and pupils indicated the school was a safe place in which to learn.
- The headteacher's inspirational leadership has ensured that the school has built upon its previously outstanding performance. All staff and governors share a common commitment to further improvement. Morale and expectations are high. The leadership of teaching and management of performance are very effective. The curriculum and promotion of spiritual, moral, social and cultural development are outstanding. Relationships with parents and carers are excellent. One commented, 'The school has a very approachable leadership, always willing to discuss and answer questions about our child'.

What does the school need to do to improve further?

- Increase the opportunities for pupils to use information and communication technology to enhance their learning in mathematics and science.

Main Report

Achievement of pupils

Almost all pupils are making rapid and sustained progress given their broadly as expected starting points. Consequently, attainment is above average by the end of Year 6 in English and mathematics. Many consistently attain the higher level, particularly in reading. In the Early Years Foundation Stage, children are confident in making choices and have excellent collaboration skills in pairs and small groups. They are very attentive and show much enthusiasm in their activities, such as in the role-play area set up as 'a beach'. In Years 1 to 6, pupils are very keen to learn and exhibit high levels of engagement in all their activities. They can apply their skills very effectively in a wide range of situations and are adept at exploring ideas for themselves.

Attainment in reading is above average by the end of Key Stage 1 and Key Stage 2. Progress in reading has accelerated since the previous inspection because of improvements in the teaching of phonics. Pupils are more proficient at linking letters and sounds. This was evident in a lesson for children in the Reception class in which they made excellent progress in identifying and saying correctly words containing 'ir', such as 'bird' and 'third'. Pupils are avid readers at school and home. They read fluently with expression and much enjoyment. Pupils' oral and written communication skills are excellent. When speaking, they express their ideas clearly and very confidently. Their writing is imaginative and very effectively captures and holds the reader's attention. Pupils' calculation skills are highly developed and they use them adeptly to solve problems in a variety of real-life situations.

Almost all parents and carers who returned their questionnaires agreed that their children were making good progress, with many commenting that progress was excellent. Inspection evidence confirms that progress is rapid and sustained through the school. There is no significant difference in the performance of different groups. Disabled pupils and those who have special educational needs make the same progress as other pupils. Their individual needs are identified at an early stage and there is highly effective extra support provided to meet them. Of particular note is the support for pupils with a statement of special educational needs. It is excellent and ensures that these pupils are seamlessly involved in all activities.

Quality of teaching

Teaching is highly effective in inspiring pupils and ensuring that they learn exceptionally well. In the Early Years Foundation Stage, adults provide activities that are motivating, practical and often linked to children's own experiences. As a result, children are fully engaged in all activities and eager to do well. Throughout the school, teachers and adults are very aware of their pupils' capabilities and of their prior learning and understanding. They plan very effectively to build upon these capabilities. Teachers do not always

effectively incorporate the use of information and communication technology into lessons in order to extend pupils' learning in mathematics and science.

Teachers have excellent subject knowledge. They are particularly effective in asking incisive questions to probe pupils' knowledge and understanding in order to further their learning. This was evident in a mathematics lesson for pupils in Year 5 in which they made outstanding progress in developing their own approaches to solving problems. Lessons are imaginative and planned very effectively to place learning in real-life situations. This was exemplified in an English lesson for pupils in Year 6 on learning how to plan and write an ending to a real-life story. During the introduction to the lesson, pupils were taken to the school's hen coop to discuss and explore how they would feel if they were trapped within it as night approached. The excellent specialist teaching of French and music through the school effectively develops pupils' skills and enhances their cultural development.

Almost all parents and carers agreed in their questionnaires that their children are taught well. Inspection evidence confirms this view. Teaching is very effective in promoting pupils' personal and social development through the many opportunities to work collaboratively. It also promotes their moral development through teachers' high expectations of pupils' behaviour and management of lessons. Consequently, pupils develop an excellent understanding of right and wrong. Strong spiritual development means pupils have a sense of fascination in learning about themselves and the world around them. Teaching assistants are deployed well to support all pupils. They are particularly effective in enabling disabled pupils and those who have special educational needs to take full part in all activities.

Behaviour and safety of pupils

Parents, carers, pupils and staff are highly positive about behaviour and safety. Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and promotes an extremely positive school ethos. They are highly considerate and extremely supportive of each other in lessons. Pupils have an excellent understanding of different types of bullying, such as physical, racist and name calling. They say such occurrences are very rare and are confident any incidences would be dealt with quickly by adults. A scrutiny of behaviour logs confirms that behaviour over time is excellent, with bullying being extremely rare and no incidences of racism.

Pupils have excellent attitudes to learning. They take part in all activities with boundless enthusiasm and are determined to do as well as they can. Pupils are very keen to take on responsibilities, such as being a member of the school council. In so doing, they enhance school life, such as by suggesting how to develop the gardening areas and 'Squirrel Wood'. Pupils' outstanding understanding of how to keep themselves and others safe is very effectively promoted through the curriculum. They know about the dangers associated with road, water and railway environments and how to react if approached by a stranger. Pupils have a great knowledge and understanding of the factors affecting their physical well-being. This was observed in a science lesson for pupils in Year 5, in which they were thoughtfully creating posters to suggest ways of adopting a healthy lifestyle. Attendance is high and pupils are punctual in arriving at school. This makes a valuable contribution to the progress they make.

Leadership and management

The headteacher's exceptional leadership is conspicuously successful in inspiring the school community to share a strong sense of purpose in sustaining ambitious targets for all pupils. All leaders and the governing body work exceptionally well together to drive improvement. Rigorous and extensive monitoring enables the school to set very effective focused plans for improvement. Actions are carried out with precision and are managed very effectively. The impact of professional development and performance management on pupils' learning is outstanding. This is exemplified in the improved teaching of reading since the previous inspection and the high expectations of all staff of their own and their pupils' performance. The governing body makes an exceptional contribution to the work and direction of the school. Governors display high levels of insight and are extremely well organised and thorough in their approach to driving improvement. The track record of the school since the previous inspection indicates excellent capacity for further improvement.

There is a comprehensive awareness of safeguarding issues among governors and all staff. Training is regular and of high quality, particularly in child protection. Pupils are cherished as unique individuals and staff see their safety and welfare as paramount. The school places the promotion of equality of opportunity and tackling of discrimination at the heart of its work. Leaders very closely check the performance of individuals and groups of pupils. Intervention programmes are quickly put into place if a pupil is not performing to their potential. As a result, the outcomes for pupils are very positive and any unevenness between groups is minimal.

The curriculum provides vibrant experiences for high quality learning and personal development. It is enhanced by a wide range of extra-curricular activities and visits to places of educational interest. The pupils' spiritual, moral, social and cultural development thrives in this highly cohesive community. Pupils' awareness of cultural diversity in the United Kingdom has been very effectively improved since the previous inspection. Central to this has been the development of close links with a school in Preston that has pupils who are predominantly of the Muslim faith. Parents and carers are effectively involved in decision making through well-established procedures. They are kept exceptionally well informed about all aspects of their children's achievement and development.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



15 June 2012

Dear Pupils

Inspection of St Peter's Catholic Primary School, Lytham, Lytham, FY8 4JG

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

Inspection judgements show that yours is an outstanding school and that:

- you make outstanding progress and, by the end of Year 6, attain above-average standards in English and mathematics
- your behaviour is exemplary and you make an excellent contribution to the life of the school
- the exciting curriculum is very effectively extended by visits to places of interest
- you learn a lot in lessons, as indicated in your response to the questionnaires
- attendance is high, which shows you really enjoy coming to school
- you have an excellent understanding of how to keep yourselves and others safe
- staff and governors are working hard to help you do even better.

We have asked your school to:

- provide you with more opportunities to use information and communication technology to broaden your learning in mathematics and science.

All of you are a credit to your school and can help it to improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings
Lead inspector

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