



# Leigh St Peter's C of E Junior School

Inspection report

Unique Reference Number 106479  
Local Authority Wigan  
Inspection number 287522  
Inspection dates 11–12 October 2006  
Reporting inspector Mr M G Madeley

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

Type of school	Junior	School address	Leigh Street
School category	Voluntary aided		Leigh
Age range of pupils	7–11		Lancashire
			WN7 4TP
Gender of pupils	Mixed	Telephone number	01942 671442
Number on roll (school)	230	Fax number	01942 677141
Appropriate authority	The governing body	Chair	Mrs E Marshall
		Headteacher	Mrs P Jolley
Date of previous school inspection	July 2002		

Age group 7–11	Inspection date(s) 11–12 October 2006	Inspection no. 287522
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized school of its type. Children, who are principally of White British heritage, live in the nearby estate of predominantly rented housing. The percentage of children eligible for free school meals is above average. Nearly one third of children have learning difficulties and/or disabilities which is above average and an exceptionally high proportion have a statement of special educational need. A higher than average number of children join or leave the school other than at the usual times of Year 3 and Year 6.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade: 3**

The inspection team agrees with the school's evaluation that its effectiveness is satisfactory, with some good features, and that it provides satisfactory value for money. All staff place children's care first and this leads to all children, and especially the most vulnerable, being happy in school and feeling safe. Parents say that their children love coming to school and this is reflected in the above average attendance figures. The vast majority also feel that teachers and management are easy to talk to and keep them well informed about their children's progress.

The school is a calm and orderly place because staff have high expectations of children's behaviour. Children respond well and behaviour is good in and out of school. Children want to learn and are keen to answer questions. However, although they listen well, their answers are often short and many have difficulty in speaking at length. The school council and other responsible jobs are taken very seriously. Children enjoy taking part in all the extra clubs and the 'breakfast' and 'after school' clubs provide parents and children with a valuable service.

Children's attainment on entry was average when current Year 6 children started school but is declining. Satisfactory teaching helps children make satisfactory progress and reach broadly average standards in mathematics and science. Standards in English are below average but progress is still satisfactory. Children start school with weaker skills in English, particularly in speaking and their vocabulary is narrow. Teaching staff work hard to overcome the many barriers to learning some of the children face. They are also good at supporting children who have learning difficulties and/or disabilities and these children make good progress. Teaching has some good features, and is very strong in Year 6. Children like the way their work is marked. They know their targets and what to do to improve. However, there are missed opportunities for pupils to develop their speaking skills through discussion and answering questions at length.

Leadership and management are satisfactory. Management knows the strengths and most of the weaknesses of the school. It has developed good partnerships with the children's parents, the infant school and support agencies. It checks on aspects of its work quite thoroughly, particularly teaching. The school analyses test information well and measures children's progress year on year accurately. Many ideas have been implemented to improve children's learning, especially in English. However, the impact of the initiatives is insufficiently evaluated to inform future development. Standards in English and mathematics have improved and management has maintained the children's good personal development since the last inspection. The school shows satisfactory capacity to improve further.

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## What the school should do to improve further:

- Improve class teachers' use of questioning so that children make good progress in speaking and broaden their vocabulary.
- Ensure that management evaluates the impact of its priorities to inform future planning.
- Ensure that all class teachers understand what their children know and what they need to learn next.

## Achievement and standards

**Grade: 3**

Children join school with below average attainment. Previously children's attainment on entry was broadly average but this has changed in the last two years. The vast majority of children make satisfactory progress. In the 2006 national test results children reached average standards in mathematics and science. Standards in English were below average because their scores on the writing test were very low. The school met its targets in 2006, which indicates that the school checks children's progress accurately. These results are an improvement on those for 2005 and have halted the recent decline in national test scores. Currently, standards are broadly average in mathematics and science, but weaknesses in the children's speaking and writing skills remain which leads to below average standards in English. Children with learning difficulties and/or disabilities make good progress against their individual learning targets. They receive good support from teaching assistants, especially in one to one situations. Additional classes for basic language skills in Years 3 and 4 are also very effective in helping children master basic literacy skills like letter sounds.

## Personal development and well-being

**Grade: 2**

Children' personal development and well-being is good, as is their spiritual, moral, social and cultural development. Good social and moral development leads to good relationships among all who learn and work in the school. Spiritual development is good, reflecting the school's good Christian ethos. Children are polite, well behaved and enjoy school. This enjoyment is reflected in above average levels of attendance. Children feel safe and secure. They play and work well together, well aware that bullying and racism will not be tolerated. Parents praise the school's unequivocal response to bullying. Children readily take on responsibilities, such as being 'guardian angels' to younger children. Children feel that they have a say in important issues. They make a positive contribution to school life through the school council but could contribute more to the organisation of the council. Children contribute well to

charities and take a keen part in local events. They increasingly adopt healthy lifestyles, and understand how to eat healthily and exercise frequently.

## Quality of provision

### Teaching and learning

**Grade: 3**

The quality of teaching and learning is satisfactory. Some examples of high quality teaching were seen during the inspection and this expertise could be shared with the less experienced staff to improve children's progress. Classrooms are calm places in which children can learn. Staff frequently present information in interesting ways, like making effective use of new technology, and this motivates children to learn. Good questioning helps children recap previous learning. In an outstanding Year 6 English lesson the teacher engaged all the children through pertinent and probing questions and children were keen to respond at length. This practice was not consistent across all classes and teachers miss opportunities to develop children's speaking skills and their vocabulary. Additional programmes of basic literacy skills are taught effectively because the short activities and competitions keep children motivated. Assessment information is used well to identify children who require extra support or greater challenge. Some teachers use this information exceptionally well to match tasks to children's abilities but this is not consistent across all classes.

### Curriculum and other activities

**Grade: 3**

The curriculum is satisfactory, with some good opportunities for wider learning. For example, 'Healthy School week' and similar themes interest children and meet their needs well. A good range of other activities, such as visits to places of educational interest, enrich the curriculum and extend children's good personal development. A good start has been made on ensuring that lessons interest children and make their learning more meaningful. The recent introduction of the International Primary Curriculum (IPC) provides connections between lessons that make them more exciting. This was seen in geography, where children made 3D relief maps showing how a river valley forms from sources higher up in the hills. The development of more meaningful learning opportunities is at an early stage. Other good activities include a well supported range of sports and cultural experiences, all of which promote enjoyment of school as well as encouraging healthy lifestyles. The curriculum also alerts children to potential dangers to their well-being, for example the serious risks of substance abuse.

## Care, guidance and support

**Grade: 2**

The school thought this aspect was satisfactory but the inspection found it to be good. The vast majority of parents feel that their child is safe and well cared for at school and the inspection agrees with this view. All children, and particularly the most vulnerable, are very well cared for because the whole staff are fully committed to the welfare of each child. Systems for checking why children are not at school are good and, coupled with the extensive rewards, have helped maintain attendance at above average levels. The strong Christian ethos encourages children to care for each other and this behaviour is rewarded at the end of year prize giving. Child protection procedures are in place. Children understand their individual learning targets and work hard to achieve them. Teachers' marking helps them improve their work but they get insufficient opportunities to evaluate their own learning. Parents feel well informed about school events, their child's progress and how to help their child learn at home.

## Leadership and management

**Grade: 3**

Leadership and management are satisfactory. There are good features in the regular checks on teaching and in the strong Christian ethos that promotes a good standard of care for children's personal and social needs. Good partnerships with outside agencies help the school to review and check the quality of what it provides for the most vulnerable children and their families. In all respects the school's commitment to equality of opportunity for all is good. However, while checks on the school's work identify the most important things that need improving, the impact of the action taken to improve school provision is not sufficiently well evaluated to inform future plans. For example, the use made of assessment to help pupils improve is inconsistent. The inclusion manager effectively guides and checks the provision for children with learning difficulties and/or disabilities. The school has achieved national recognition for its work with computers through the good work of the children and subject manager. Governance is satisfactory. Individual governors give up their time to come into school and help out. Their understanding of the standards children reach is limited and thus the school is not fully held to account for its performance. The school has satisfactory capacity to improve.

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## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>3</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The quality and standards in the Foundation Stage	<b>NA</b>
The effectiveness and efficiency of boarding provision	<b>NA</b>
The effectiveness of the school's self-evaluation	<b>3</b>
The capacity to make any necessary improvements	<b>3</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>3</b>
The <i>standards</i> <sup>1</sup> reached by learners	<b>3</b>
How well learners make <i>progress</i> , taking account of any significant variations between groups of learners	<b>3</b>
How well learners with learning difficulties and disabilities make progress	<b>2</b>

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The behaviour of learners	<b>2</b>
The attendance of learners	<b>2</b>
How well learners enjoy their education	<b>2</b>
The extent to which learners adopt safe practices	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners make a positive contribution to the community	<b>2</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>3</b>

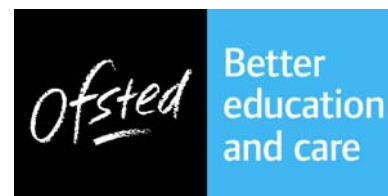
<sup>1</sup> Grade 1 – Exceptionally and consistently high; Grade 2 – Generally above average with none significantly below average; Grade 3 – Broadly average to below average; Grade 4 – Exceptionally low.

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>3</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>3</b>
<b>How well are learners cared for, guided and supported?</b>	<b>2</b>

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>
How effectively performance is monitored, evaluated and improved to meet challenging targets	<b>3</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>3</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>3</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>



Leigh St Peter's C of E Junior School  
Leigh Street  
Leigh  
WN7 4TP

13 October 2006

Dear Children

Thank you for chatting with us in such a friendly way when we came to your school. We valued your comments about your school. We thought that you were very confident when you spoke with us. It is good that you behave well in class and are very sensible around school. We can see why you are very proud of your school and its hardworking staff. They help you develop good personal skills, like knowing how to stay safe and live healthily. Your school council gets things done for you, though elected children could take roles like chair and secretary. You are very responsible around the school, for instance taking on jobs like 'guardian angels' and playground 'buddies'.

Your school does some things really well. All staff care about you, you go on lots of visits to make learning interesting and teachers' marking helps you to improve your work. Overall, we agree with the school's judgement that it gives you a satisfactory education. Sound management and teaching helps you make satisfactory progress in English, mathematics and science.

We have asked the headteacher to do three things to make your school a better place for learning:

- encourage you to give longer and more detailed answers to teachers' questions
- make sure that all teachers know what you have learned and what you need to learn next
- measure the impact of actions taken to improve your learning in the school's future planning.

You can play your part in helping your school to improve by answering teachers' questions fully using a wide vocabulary and by working hard towards your targets in English and mathematics.

We thank you for your warm welcome and wish you and the school well for the future.

Mark Madeley  
Inspection Team

Graham Martin