

INSPECTION REPORT

**Saint Peter's Roman Catholic Voluntary Aided
Primary School**

Blackburn

LEA area: Blackburn with Darwen

Unique reference number: 119514

Headteacher: Michael Duxbury

Lead inspector: Stafford Evans

Dates of inspection: 17th to 20th January 2005

Inspection number: 267934

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 477

School address: Watson Street
Blackburn
Lancashire
Postcode: BB2 2RH

Telephone number: 01254 57841
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Appropriate authority: Governing body
Name of chair of governors: Reverend Stephen Doyle

Date of previous inspection: A new school

CHARACTERISTICS OF THE SCHOOL

Saint Peter's Roman Catholic Primary is a new school. The school was formed in September 2002 with the amalgamation of Saint Peter's Infant and Junior Schools. The school operates on two sites, with the Foundation Stage and Years 1 and 2 on one site and Years 3 to 6 on the other. The sites are 200 metres apart, separated by a busy road. The school is much larger than most primary schools found nationally. The percentage of pupils eligible for free school meals is in line with the national average. Attainment on entry is below that expected of children entering nursery education. Two per cent of pupils are from minority ethnic backgrounds. No pupil speaks English as an additional language. There are a very small number of Traveller pupils. There are 17 per cent of pupils identified as having special educational needs. This is in line with the national average. Nine pupils have a Statement of Special Educational Need. At just over 2 per cent of pupils in the school, it is above the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Stafford Evans	Lead inspector	Mathematics Information and communication technology Physical education
11450	Lee Kuraishi	Lay inspector	
21020	Tess Galvin	Team inspector	English English as an additional language Art and design Design and technology
10228	Susan Russam	Team inspector	Science Geography History Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Saint Peter's is a good school that gives good value for money. Inspection evidence indicates that pupils attain standards that are above the national average in mathematics and in line with the national average in English and science. The teaching and learning are good, as are the leadership and management of the school. The school's provision for pupils' personal development is good.

The school's main strengths and weaknesses are:

- pupils achieve well by the time they leave the school;
- the headteacher provides very good leadership of the school;
- pupils' behaviour, attitudes to learning and attendance rate are good;
- there is room for improvement in some teaching that will increase the rate at which pupils progress;
- the school provides a good range of learning opportunities for pupils and a very good range of extra-curricular activities;
- provision for pupils with special educational needs is good.

Saint Peter's Primary is a new school formed by the amalgamation of the infant and junior schools and has not been inspected before. The amalgamation has been very successful.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	B	D	D
Mathematics	C	A	B	A
Science	D	B	C	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2

Standards achieved are good. By the time they leave the reception class, most children reach the expected standard in all areas of learning. Pupils in Years 1 to 6 make good progress in lessons in relation to the standards they attained previously. Despite this good progress, pupils are capable of doing better. This is because they have previously underachieved in Years 1 and 2. This is no longer the case. By the end of Year 2, achievement is now good. They attain standards that are average in reading, writing and science. By the end of Year 6, pupils attain standards that are above average in mathematics and average in English and science. Standards are higher in English than in the 2004 national test because the school has put right weaknesses in English teaching and curriculum provision. Pupils identified as having special educational needs achieve well in relation to their capabilities. Ethnic minority pupils achieve similarly to their classmates. Standards in information and communication technology (ICT) are above national expectations throughout the school.

Pupils' personal development is good. This is because provision for their moral and social development is very good, good for their spiritual development and satisfactory for their cultural development. The attendance rate is good and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good, with some very good and excellent teaching. Procedures for assessing pupils' work are good and teachers usually make good use of the information to plan pupils' work. Pupils' work is marked satisfactorily. This means that pupils have a sound knowledge of their own learning and how they can improve. Teachers generally have high expectations of what they want pupils to learn so pupils strive to produce work of good quality. However, expectations for the quality of handwriting and presentation of work in Years 3 to 6 are too low and standards in these areas of pupils' work are unsatisfactory. Teachers nearly always plan carefully for the needs of all pupils. Therefore, in most lessons the learning of pupils identified with special educational needs and more able pupils is good. The pace of teaching in most lessons is brisk and pupils learn a lot in the time. In lessons where pupils' progress slows, teachers spend too long talking to pupils and this means that pupils do not do enough work. Good use of skilled support staff ensures that pupils who need help in lessons receive it and, therefore, make good use of the time available for learning. In some ICT lessons, some pupils' progress slows because some teaching assistants lack the necessary ICT expertise to support pupils' learning. The teaching of basic skills of literacy and numeracy is good. Teachers plan the development of pupils' literacy and numeracy skills in other subjects well. Teachers use computers very efficiently to help pupils learn. Teachers manage pupils' behaviour very effectively.

Curriculum provision is good. The school enhances pupils' learning through a very good range of extra-curricular activities. The care, guidance and support pupils receive are good and the school is a good place to come to and learn.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is very good. He has a very clear vision of what sort of school it should be and how to bring this about. The leadership of other senior staff and staff to whom leadership roles have been delegated is good. The management of the school is good. School development and financial planning are good and achievable priorities and targets are set. The school has effective procedures for the evaluation of its work. The governance of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very highly of the school. They expressed no concerns about any aspect of its work. They all felt the amalgamation has been very successful. Pupils think highly of the school. They like school and are secure in the knowledge that they can approach an adult in the school if they need help. They feel safe and secure in school.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- to ensure that all teaching and learning are consistently good throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** throughout the school. The standards pupils attain are average in English and science by the end of Years 2 and 6. They are above average in mathematics by the end of Year 6 and average by the end of Year 2.

Main strengths and weaknesses

- Standards are improving throughout the school and particularly in Years 1 and 2.
- Pupils identified as having special educational needs achieve well.
- Pupils achieve very well in ICT by the time they leave the school and standards are above average by Year 6.

Commentary

Foundation Stage

1. Children enter the nursery class with early learning skills below those expected of children this age. They achieve well by the time they leave the Foundation Stage. Most children are in line to reach the expected standards in each area of learning by the time they start in Year 1.

Years 1 and 2

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	15.4 (15.4)	15.8 (15.7)
Writing	13.4 (13.7)	14.6 (14.6)
Mathematics	16.1 (15.3)	16.2 (16.3)

There were 67 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils achieve well by the end of Year 2. In Years 1 and 2, pupils make good progress in lessons. However, this has not always been the case. Inspection evidence indicates that pupils underachieved in Year 1 prior to this year. This accounts for the underachievement of pupils in Year 2 in the 2004 tests when compared with pupils in similar schools to Saint Peter's. Inspection evidence indicates that standards are average in reading, writing, speaking, listening, mathematics and science. Standards are improving at a good rate and are significantly higher than they were in the 2004 national tests in reading and writing. The biggest improvement is in writing standards, from well below average to average. In reading, standards have improved from below average to average. In mathematics, standards are similar to the result of the 2004 national test and a very significant improvement compared with 2003.

Years 3 to 6

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.3 (28.1)	26.9 (26.8)
Mathematics	28.2 (28.9)	27.0 (26.8)
Science	29.2 (29.4)	28.6 (28.6)

There were 59 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence indicates that by the end of Year 6 standards are above average in mathematics and average in science and English. Pupils make good progress in lessons in Years 3 to 6. Standards have improved in English compared with the 2004 national tests. Pupils achieve well in English and science in relation to their earlier learning. Standards are not higher because pupils previously underachieved in school in Years 1 and 2. In mathematics pupils achieve very well. They achieve well in comparison with similar schools to Saint Peter's. Throughout the school, pupils' achievement is very good in ICT and they attain standards above national expectations.
4. Pupils with special educational needs make good progress and achieve well in relation to their prior attainment. Pupils who have a Statement of Special Educational Need and receive specialist help from experienced and qualified staff achieve very well. Therefore, they make very good progress in relation to meeting their individual targets for learning or behaviour.
5. Inspection evidence shows that pupils of all ages from minority ethnic backgrounds achieve well in relation to their earlier attainment and capabilities. As they move through the school they take part equally in all the activities and succeed in the same work as their classmates. The Traveller pupils, who have recently joined the school, make good progress. There is no significant difference between the achievement of pupils from minority ethnic backgrounds and their classmates.
6. There is variation in standards achieved in the national tests by boys and girls from year to year. Inspection evidence indicates that by the time pupils leave the school there is no significant difference in the attainment of boys and girls.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to their work and towards others in school are **good**. Pupils' behaviour in lessons and around the school is **good**. Pupils' spiritual, moral, social and cultural development is also **good**. The attendance rate is **good** and punctuality is **satisfactory**.

Main strengths and weaknesses

- Pupils are keen to come to school and they are very eager to be involved in all the activities available.
- Pupils make very good relationships with adults and fellow pupils in the school.

- Pupils develop a very clear sense of right and wrong which underpins the high level of respect they demonstrate towards others in relation to their feelings, values and beliefs.
- Opportunities for pupils to share firsthand experiences of a range of world cultures are underdeveloped.

Commentary

7. This is a happy, friendly school where adults and pupils develop very good relationships with each other. With strong leadership from senior management, the school staff set the tone in their warm, encouraging and supportive approach to pupils. Pupils follow very well the staff's example of respect and care in their relationships with others. A consistently strong ethos¹ helps pupils to make good progress in their personal development. In reception, most children reach the nationally expected standard in personal, social and emotional development. By the time they leave school, pupils are confident, self-reliant individuals.
8. The school's sensitive promotion of pupils' self-esteem and its support for pupil achievement help them to become enterprising and willing to take on new responsibilities. Pupils with special educational needs have positive attitudes to their work, behave well and focus well on achieving their individual targets.
9. Very good provision for pupils' social and moral development engenders a very clear sense of right and wrong as well as the skills to co-operate harmoniously with others. The consistently very clear and positive example set by staff is at the heart of these processes. They listen to and consult pupils with genuine interest and concern. These approaches are complemented well by the more formal teaching within the good programme of personal, social and health education. Pupils take all they learn to heart and this is the basis of the good behaviour found in classrooms and around the school. Staff rarely need to intervene to impose good behaviour or to eliminate bullying and harassment. Incidents of pupils being excluded from school for unsatisfactory behaviour are rare, but justified.
10. Good provision for the development of spiritual awareness is supported by the school's consistent approach for reflecting upon the pupils' own faith and beliefs and how these impact upon their lives and relationships. This also promotes pupils' good knowledge and understanding of their own wider cultural traditions. Attention is given to ensuring pupils learn about other world faiths and cultures and, in relation to this, pupils' understanding is satisfactory. However, pupils do not have sufficient opportunities to experience aspects of other cultural heritages personally, such as by visiting places which are representative of a multicultural community and inviting more visitors to school who can talk to pupils about their culture. The school is aware that this is an aspect of provision in need of continued development.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
373	2	0

¹ Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.

White - Irish	4	0	0
White - any other white background	3	0	0
Mixed - White and Black Caribbean	2	0	0
Mixed - any other mixed background	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Attendance

11. The school promotes good attendance well and the attendance rate is good. Pupils enjoy coming to school, they settle down quickly and most lessons start promptly. Large numbers of pupils arrive early to attend a well-run breakfast club. However, some pupils were observed arriving late during the inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.6	School data:	0.4
National data:	5.1	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching, learning and curriculum provision are **good**. The school provides a **good** level of care for its pupils. Links with parents and the community are **satisfactory**. There are **satisfactory** links with other schools.

Teaching and learning

Teaching and learning, including the assessment of pupils' work, are **good**.

Main strengths and weaknesses

- Lesson planning and organisation are good.
- Teachers encourage pupils to want to learn. In response, pupils are keen learners.
- Teachers use a good range of teaching methods and this leads to a good level of interest from pupils.
- Pupils with special educational needs are taught well.
- In some lessons, the pace of learning is too slow.
- There is good use of ICT to help pupils learn.
- In some ICT lessons, some pupils' progress slows because some teaching assistants lack the necessary ICT expertise to support pupils' learning.

Commentary

Summary of teaching observed during the inspection in 57 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
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1 (2%)	6 (10%)	34 (60%)	15 (26%)	1 (2%)	0 (0%)	0 (0%)
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The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. Lessons, including in English and mathematics, are well planned and teachers make clear what they want pupils to learn by sharing it with the pupils at the start of lessons. Assessment procedures are good and used to good effect by teachers. This means that work is matched to pupils' needs and what they need to learn next. A variety of good teaching approaches and classroom organisation is used to suit what pupils are expected to learn in the lesson. There is usually a good and balanced use of explanation, discussion and practical activity. As a result, the learning for most pupils is enjoyable as well as effective. The pace in most lessons is brisk and purposeful. On occasions, when introductions to lessons are too long, the pace is slow. As a result, pupils do not do enough work. The teachers succeed in raising pupils' self-esteem through good use of praise and encouragement. Pupils' contributions are valued. The resultant very good relationships provide the cornerstone for the teachers' management of pupils' behaviour. Pupils respond by behaving well in lessons and doing a lot of good work.

13. Resources are used effectively to help pupils learn. For example, teachers make good use of ICT to help pupils learn in other subjects. There is good planned access to the computer suite for groups of pupils to complete work that enhances their learning. Teachers plan the use of laptops and computers in lessons so that it enhances pupils' learning. Also, teachers use computer-controlled whiteboards to introduce new skills to pupils in a wide range of subjects. This highly motivates pupils to want to learn and holds their attention well. Teachers plan the use of teaching assistants well. The assistants help pupils by providing good support, ideas and motivation so that during lessons pupils work hard and complete a lot of work. However, there are instances in ICT lessons when the teaching assistant's expertise is not good enough to answer pupils' questions or explain how something works. This slows the rate at which pupils progress.

14. Teachers usually have high expectations and a good knowledge of the subjects they teach. The most successful have an infectious enthusiasm. The good and better lessons catch and hold the pupils' interest. As a result, pupils work hard and make at least good progress in lessons. A good policy for homework that is implemented effectively and understood by pupils and parents enhances pupils' learning.

15. Pupils with special educational needs are taught well. Qualified and trained support staff provide very valuable help for individual pupils with Statements of Special Educational Need. The teaching provided by the special educational needs manager for groups and individual children in the Foundation Stage and pupils in Years 1 and 2 is very good. She also provides very effective help for individual pupils in Years 3 to 6. Groups of pupils in Years 3 to 6 who are withdrawn from class lessons for additional help are taught well.

The curriculum

The quality of the curriculum is **good**. Provision for extra-curricular activities is **very good**. The accommodation is **satisfactory**. A **good** range of resources supports pupils' learning.

Main strengths and weaknesses

- The school provides a cohesive curriculum with strengths in English, ICT and mathematics.
- The provision for pupils with special educational needs is good and good arrangements are made to ensure that all pupils have access to a curriculum that meets their needs.
- A very good range of extra-curricular activities, well-planned visits and interesting visitors enhance the curriculum significantly.

Commentary

16. Statutory requirements are met in all subjects. Since the amalgamation, the school has thoroughly reviewed its curriculum plans and has developed a cohesive curriculum which provides continuity across the infant and junior departments and between year groups. As a result, pupils achieve well. In the Foundation Stage, the curriculum is carefully planned in all six areas of learning so that children make good progress through lively practical experiences. The provision for ICT is good throughout the school. Effective use is made of the computer suite and of computers in class to promote skills. The mathematics curriculum is firmly rooted in the National Numeracy Strategy and is very well organised to develop all aspects of numeracy. This is leading to higher standards in pupils' work. High priority is given to the teaching of English and considerable time allocated beyond the literacy hour. Literacy, numeracy and ICT are used effectively to support learning across other areas of the curriculum.
17. The school is successful in ensuring that all pupils have good access to a curriculum that meets their needs. Gender and ability differences are taken into account through the development of the curriculum and the thoughtful choice of resources. Extra support is provided for pupils identified as gifted and talented. National initiatives to provide structured programmes of work for lower attainers in English and mathematics have been hampered by staff changes and new programmes are currently in preparation. The provision for pupils with special educational needs is good.
18. The very good provision of extra-curricular activities includes coaching and competitive sport, music, dance, social and library clubs. The range and quality of sport on offer is outstanding and is reflected in successes like that of the football team in national competitions. Support groups effectively provide opportunities for the development of confidence and self-esteem for selected pupils. Visitors and visits are especially successful in enhancing the curriculum. Specialist help is provided in a good range of instrumental tuition.

19. Provision for personal, social and health education is good. Weekly lessons or Circle Time² sessions in all classes promote personal development successfully. Each year, parents of pupils in Year 6 are consulted about the sex education programme. Education about drugs and the promotion of healthy life styles are effectively provided in the science curriculum and through the annual visit of the Healthy Living Caravan. Recent initiatives like the introduction of class councils raise pupils' awareness of their rights and responsibilities as members of the school and prepare them for citizenship.
20. The match of teachers to the curriculum is satisfactory. There is a good number of teaching assistants who are appropriately deployed to meet the specific requirements of the school. All areas of the curriculum are well resourced. The accommodation is satisfactory. Since the amalgamation, much refurbishment has improved the learning environment. Classrooms and other areas of learning are organised imaginatively and resourced to provide interesting experiences. The school has adopted a range of strategies to overcome the disadvantages of the split site but difficulties in liaison between the infant and junior departments still remain. Classrooms in the juniors are cramped and the hall unsuitable for physical education. The accommodation and organisation of the junior library, sited as it is on the stage, is unsatisfactory. Disabled access in the juniors is good, especially given the nature of the building. In the infants, access to Year 2 classrooms is either by steps or by an external ramp. There is no disabled toilet in the infants. Attractive outdoor play areas have been established in the Foundation Stage.

² During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and, therefore, pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**.

Main strengths and weaknesses

- Children have very good relationships with adults in school.
- Induction procedures for new pupils joining the school are good.

Commentary

21. Pupils feel happy and safe while in school. They know who to go to if they need help. The governing body is actively involved in monitoring health and safety matters regularly. Members of staff deal with day-to-day safety and welfare matters effectively. There are sufficient numbers of qualified adults to deal with first aid matters. The school is aware of the local authority guidelines on health and safety matters, but whole school risk assessment procedures are not fully implemented. The junior building complies with the Disability Act's requirements, but some areas in the infant building are not accessible for disabled pupils or visitors. Some minor health and safety matters were noted and reported to the school management during the inspection.
22. The headteacher is fully familiar with the child protection procedures. All staff understand their responsibilities for confidentiality in dealing with child protection matters. However, there is a need for training another senior staff member in child protection matters in case of the absence of the headteacher. Mid-day and support staff also need to be included in the training programme for child protection and health and safety procedures. The school's total inclusion practice for helping all pupils to achieve their best is appreciated by parents and carers. Pupils with emotional needs and those with severe multiple disabilities receive excellent help from dedicated and caring staff.
23. Parents are happy that their children form trusting relationships with adults in the school, these enable them to develop confidence. Therefore, they enjoy coming to school. The school values pupils' views and acts upon their suggestions. All adults in school know and respect pupils and respond to their personal and academic needs very well. There are good and well-managed assessment procedures to ensure that teachers track pupils' progress and personal development. Pupils' personal and educational development is a priority of staff. Pupils know their views matter. They respond sensibly to regular consultation within the class councils and staff respect and try to act on what they say.
24. Induction procedures are good. Parents are pleased with the arrangements for settling children in the school. Pre-school visits are arranged for new parents and their children to meet with teachers.

Partnership with parents, other schools and the community

The school has **satisfactory** links with parents, other schools and the community.

Main strengths and weaknesses

- The school provides good information to parents.
- Some parents help their children in school and at home.
- The school works closely with other schools and the community.

Commentary

25. Parents are very happy with the work of the school. They think that the school has handled the amalgamation very successfully. They particularly appreciate the leadership of the headteacher, the quality of the teaching and the range of activities on offer.
26. The governing body seeks parents' views and deals promptly with any suggestions. A small number of parents respond well by supporting school initiatives and by helping their children at home and in the school. There is no parents' association and there were only a handful of parent helpers in the school during the inspection week. Some parents do not bring their children to school on time.
27. Parents appreciate the very good opportunities to meet teachers in order to discuss their children's work. Parents attend weekly celebration assemblies. Teachers inform parents at an early stage if there are any concerns about a child's learning or attendance. Parents receive regular newsletters and the quality of the school prospectus and governors' annual report to parents is satisfactory. Pupils' annual progress reports are of good quality.
28. The school works closely with the church. The priest is the chair of the governing body and children attend mass in the church regularly. The school welcomes the local community into the school and provides its buildings for use for social and educational activities. For example, Brownies and Guides use the school for their meetings regularly. The school uses a range of visitors from the community to enhance pupils' learning. The links with the local secondary school are good. Sporting events provide pupils with opportunities to meet with their peers from other schools. Pupils sing carols in a local centre for visually impaired people and this helps raise pupils' awareness of the wider community in which they live. The school makes very good use of the local ICT learning centre.

LEADERSHIP AND MANAGEMENT

There is **good** leadership and management. The leadership of the headteacher is **very good**. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher provides very clear direction for the work of the school.
- Staff with management responsibilities provide the headteacher with good support.
- The monitoring of pupils' learning by subject co-ordinators is not as effective as it could be.
- The governing body is well informed and very supportive of all that is done.

- The school's finances are managed efficiently.

Commentary

29. The headteacher, ably supported by the deputy headteacher, has very successfully overseen the amalgamation of the infant and junior schools. This means that there is an enthusiastic and effective team of staff that is dedicated to raising standards and achievement in all areas of school life. The headteacher puts the school's Christian, caring ethos and the development of pupils' personal qualities at the forefront of school life. Therefore, there are harmonious relationships between all members of the school community. Staff make it a priority to value all pupils and ensure that they are included in all the activities that the school offers, including the few minority ethnic pupils and pupils from the Traveller community. The members of the senior management team and subject co-ordinators are very supportive of the headteacher and provide good quality leadership. There is a well-structured programme for key staff to carry out their management responsibilities and this helps them to work efficiently.
30. The headteacher carries out effective checks and reviews of the quality of teaching. The process identified weaknesses in teaching and the curriculum in Year 1 and in writing across the school. Prompt action was taken to remedy this. Thus, there has been a marked improvement in the quality of teaching and learning in this year group and in writing standards in Years 2 and 6. Also, improvements in the quality of all the teaching have been helped by the school's very well structured programme for staff training. There is good leadership in the development of the curriculum and in creating new ways of helping pupils learn.
31. The management of the school is good. The school recently introduced a system to assess and track the standards and progress of individual pupils in English and mathematics. The system is proving to be a useful management tool to identify individual pupils or groups of pupils who need and are given additional help.
32. The co-ordinators evaluate the curriculum effectively through teachers' lesson planning and observations in the classroom. The work in pupils' books is checked and reviewed regularly but the system is not rigorous enough. Also, some co-ordinators are not involved in monitoring the quality of teaching and learning. As a result, some of the shortcomings in the subjects have not been identified. These include pupils' handwriting and presentation of work and learning that is reduced to satisfactory in some lessons because the teacher does not manage the time efficiently.
33. The headteacher and governors manage the staffing of the school very well, such as the recruitment of new staff, and staff enjoy their work. The school reacts well to national initiatives such as workforce remodelling. School development planning is good. Staff and governors are fully involved in creating the school development plan. It has detailed planning and costings for the current year and outline planning for one or two years ahead. The plan does not state precisely how the developments will impact on the standards achieved. Nevertheless, the plan supports the drive to improve standards because it is devised from careful audits of the school's work, evaluated regularly, and staff have a strong commitment to implementing it.

34. Governors are very supportive of all that the school does and there is a successful partnership between governors and staff. Committees are well organised and governors effectively carry out their roles. Governors fully understand their responsibilities and carry them out efficiently and effectively. Governors have a good grasp of the strengths and weaknesses of the school, the standards that pupils achieve and of performance management. Some governors visit the school regularly to monitor specific subjects and this is an area that the school wants to develop further.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,115,126
Total expenditure	1,210,321
Expenditure per pupil	2,643

Balances (£)	
Balance from previous year	212,787
Balance carried forward to the next	117,592

35. The management of the school's finances is good. The school administrator very efficiently and effectively supports the smooth running of the school each day and the management of its finances. The school seeks to ensure that the services it receives are provided at the best value. The balance carried forward this year, 9 per cent, was above average. This was because the local education authority allowed the amalgamated school to keep the surplus funds from the infant and junior schools. The money has mainly been used to carry out necessary building repairs and refurbishment. The school's current surplus is £89,148, that is 8 per cent of the school's budget. The expenditure per pupil is below average. The school provides good value for money.

Particular barriers to raising achievement and their impact

36. These are the split site and adapting the 100-year-old junior building to the challenge of a modern curriculum. The school manages the split site situation well. It has spent a considerable amount of money on the junior building but it still has shortcomings.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

Areas of learning in the Foundation Stage

37. Provision is **good**. Leadership and management are good. All staff work successfully together to provide lively and purposeful learning experiences. There are good assessment procedures put in place recently. Whilst there is undoubtedly some very good practice, the use of assessment information to plan new work is variable between classes and between areas of learning. It is satisfactory overall.
38. Teaching and learning are good. Children of all abilities achieve well. Children with special educational needs are identified early and supported effectively so that they make good progress. The majority of children are on course to reach the early learning goals³ in each of the areas of learning by the time they leave the reception class. Across all areas of learning, teachers have good knowledge and understanding of what they teach and relationships are very good. However, independent group work is not always planned clearly enough to reinforce pupils' learning efficiently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Staff establish a calm and caring atmosphere in which children feel happy and secure.
- Staff have high expectations and provide good opportunities for children to work independently.
- Topic work successfully increases children's awareness of other cultures.

Commentary

39. Teaching and learning are good and children achieve well. Staff carefully establish consistent routines and procedures so that children quickly learn what is expected of them. Adults use praise and encouragement effectively to raise self-esteem. They listen carefully to children and show respect for their ideas. Consequently, children enjoy taking part in class activities. They try hard and become enthusiastic learners. There are good opportunities for children to become independent and make choices for themselves. In the reception classes, children confidently select activities for themselves and maintain concentration for increasingly long periods. Topic work sensitively raises children's awareness of cultures of which they have little experience. Reception class children display positive attitudes in recalling celebrations of Diwali and Hanukkah.

³ These goals are based on areas of learning during the Foundation Stage. They also help to prepare children for future learning when they enter compulsory education at the age of five. The goals mainly refer to literacy and numeracy skills and personal, social and emotional development. Most children should reach the early learning goals by the time they are five.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Early reading and spelling skills are taught well.
- There are good opportunities throughout the day to practise speaking and listening skills.
- Whole class sessions in the reception classes are sometimes too long.

Commentary

40. Teaching and learning are good. Children achieve well. The recently introduced good strategies to teach letters and their sounds are already beginning to raise standards. Most reception children recognise most letters by shape and sound. They are beginning to use their knowledge to build simple regular words correctly in their reading and writing. Teachers give high priority to the development of speaking and listening skills, especially in the nursery. Teachers use questions skilfully to help children articulate their ideas. Staff use role-play activities effectively to raise children's confidence and increase effort. Nevertheless, many nursery children have indistinct speech and limited vocabulary and several are reluctant to join in class discussions. Often they show by their response that their understanding is vague. Most reception children are confident and contribute their ideas enthusiastically in large and small groups. They show good understanding of what is said to them. The National Literacy Strategy has generally been adapted soundly in the reception classes but sometimes, when the whole class session at the beginning of the lesson goes on too long, some children lose interest and the pace of learning slows.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Lively practical activities help children develop an understanding of what they do.
- Good planning promotes step-by-step learning.
- Good use is made of ICT and of the outdoor area as learning resources.

Commentary

41. Teaching and learning are good and sometimes very good. Children achieve well and in number work are on course to exceed the early learning goal. Teachers plan their work well so that children learn successfully in small steps, building confidently on what they already know. Teachers are clear what is to be taught and learnt in lessons. Whole class sessions are sharply focused on basic skills. Good use is made of ICT for children to reinforce their learning on the computer. The outdoor area is well organised to promote counting and shape and space recognition. In the nursery, short sharp sessions using

practical number lines and children as demonstrators promote learning successfully.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Teachers plan topics successfully to provide a lively curriculum.
- Resources are well prepared and accessible so that children can choose the order in which they work.
- Work children are expected to do in group activities is sometimes not hard enough.

Commentary

42. Teaching and learning are good. Children achieve well. During the inspection, children were enthusiastically engaged in a well-organised 'design' topic. Through the teacher's good pertinent questions and their own careful observations, they identified component parts of a chair. They produced their own careful designs showing legs, seat and back and thoughtfully explored a wide range of materials when preparing to make a chair for a teddy. Children become increasingly competent in using the computer because teachers use their good knowledge and understanding to plan opportunities for learning across the curriculum. Almost all reception children are independent in completing a program and use the mouse with good control. Occasionally, group activities do not provide sufficient challenge.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Use of the school hall provides good opportunities for children to develop skills of control and co-ordination.
- Daily opportunities for physical development in the outdoor play areas are well organised.

Commentary

43. Teaching and learning are good. Children achieve well. Staff give clear instructions and demonstrations in lively physical education lessons in the hall. As a result, children practise purposefully to improve. Nursery children move with a developing sense of space and of each other. They tiptoe and trot with satisfactory control and co-ordination. Reception children are confident and controlled in exploring different ways of travelling and taking weight on different parts of the body. Staff provide good opportunities for reception children to learn from watching each other. Higher attainers are articulate in judging what contributes to a successful bunny jump. Staff manage children well in the recently improved attractive outdoor play areas. Consequently, children use space sensibly and show increasing control when balancing on stilts or on the balance beam.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy a wide range of creative experiences including music and dance, imaginative role-play and opportunities to explore media in two and three dimensions.
- There is not always a good balance between adult intervention and children's independence.

Commentary

44. Teaching and learning are good. Children achieve well. Creative development is fostered successfully through topic work and through independent activities. Resources are carefully prepared and accessible so that children can make choices and work independently. Play areas like the 'building site' are well equipped and thoughtfully designed to promote imaginative role-play. Reception children play alongside each other and share equipment frequently with a common purpose. Adults do not always provide enough support for group work and opportunities are sometimes missed to intervene effectively to move the play forward or promote skills efficiently.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- Standards are rising in Year 2 and reading is above average in Year 6.
- Teaching and learning are good.
- Standards of handwriting and the presentation of pupils' work are not high enough in Years 3 to 6.
- Leadership and management of the subject are good.
- The monitoring of pupils' work in books is not as effective as it could be.

Commentary

45. Inspection evidence indicates that pupils reach average standards in reading and writing by the end of Year 2. This is a significant improvement compared with national test results in the last two years, particularly in writing. In 2004, standards in the national tests were below average in reading and well below in writing. Pupils now make good progress in Years 1 and 2 because the quality of teaching and learning is better. It is now good. Also, the quality of teachers' lesson planning has improved in Year 1 so pupils now reach higher standards than they have done in previous years. Year 2 girls attain higher standards than boys in writing. However, by the time pupils leave the school in Year 6 there is no significant difference in the standards achieved by boys and girls.
46. By the end of Year 6, inspection evidence indicates that standards in English are average. This represents good progress in relation to the pupils' earlier learning. The school's national test results have fluctuated from above average to below average over the last four years. In the 2004 national test, standards were below average. The high proportion of pupils with special educational needs is one of the main reasons why test results were below average in some years.

47. The few minority ethnic pupils, including the Traveller pupils, achieve well. Their needs are identified promptly and they are given good quality extra help with their learning when this is needed. Pupils with special educational needs make good progress. This is because staff match the work to the pupils' individual learning needs. Also, the teaching is good, and sometimes very good, when specialist teachers and assistants teach them individually or in groups.
48. Standards in speaking and listening are average by the end of Years 2 and 6. Most pupils speak confidently and have a satisfactory vocabulary for describing their ideas and experiences. They listen carefully to their teachers and to other pupils when they speak. Staff teach the correct subject vocabulary in English and other subjects. Some teachers help pupils to extend their vocabulary by planning time effectively for pupils to discuss their ideas in pairs during introductions to lessons. This good practice is not used enough. The satisfactory curriculum is extended well through opportunities for drama in Years 3 to 6.
49. In Years 2 and 6, most pupils write confidently, structure their writing clearly and punctuate it correctly. This is because of good teaching and the variety of opportunities for writing that teachers provide in English and in other subjects. Standards are average in handwriting and above average in spelling in Year 2. Year 6 pupils choose words carefully to create a particular effect. In Years 3 to 6 teacher expectations of what they want pupils to achieve in handwriting and presentation are not high enough across the range of pupils' work. As a result, standards in handwriting are well below average. Pupils present their work neatly when the work is for displays around the school, but the standard of presentation in their books is often unsatisfactory. There are examples of good marking in some classes but on the whole marking is satisfactory. Teachers make good use of computer-controlled whiteboards in the introduction to lessons. There is good use of computers to support pupils' learning in English.
50. Pupils make good progress in reading as they move through the school. The basic skills of reading are taught well. Therefore, pupils enjoy reading and average attaining pupils read accurately. Higher attaining and some average attaining Year 6 pupils read with good expression and understanding. The recent introduction of regular assessments means that teachers check pupils' achievements and progress accurately. This ensures that teachers plan work at the right level for individual pupils. Teachers use homework effectively to extend pupils' learning and most parents support their children well in their reading at home. Year 6 pupils have competent research skills for finding information from books because this is taught and reinforced well when teachers ask pupils to research information in other subjects. In Years 3 to 6, pupils' skills in using a library are limited because the library facilities and its use are unsatisfactory. There is a good quality library for pupils in Years 1 to 2.
51. Good, firm, yet friendly management of pupils that results in good behaviour and no interruption in pupils' learning underpins the good quality teaching. Pupils try hard and collaborate and co-operate as friends when teachers ask them to work together. Teaching is satisfactory in a third of the lessons in Years 3 to 6. The main reason for this is that teachers do not manage the lesson time as efficiently as they could. Therefore, pupils' learning is satisfactory rather than good in these lessons. One

lesson was unsatisfactory in Years 1 to 2 because the work was not hard enough for the higher attaining pupils so their learning and achievement were unsatisfactory.

52. The leadership and management of the subject are good and have brought about good improvements in standards and the curriculum. There are well-structured systems for the evaluation of test information and the curriculum that result in early identification of weaknesses in the subject, such as writing standards across the school. All staff work together well to promptly remedy any shortcomings that are identified. The very good leadership of the headteacher is pivotal in the monitoring of teaching quality and the drive to improve standards in English. He took firm action to remedy weaknesses in teaching and the curriculum in Year 1. The subject co-ordinators check and review pupils' work in books but the system is not rigorous enough. The co-ordinators are not yet involved in monitoring the quality of teaching and learning in the subject.

Language and literacy across the curriculum

53. Teachers provide a good range of opportunities for pupils to develop their language and literacy skills in subjects. Pupils use their reading skills effectively to research information. They use their writing skills well in other subjects, such as art and design, design and technology and ICT but not in science. In this subject, teachers use too many worksheets and this limits pupils' independent writing skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve very well by the time they leave the school.
- Teaching and learning are good.
- The subject co-ordinators provide good leadership and management.
- Pupils use their good numeracy skills effectively in other subjects.

Commentary

54. By the end of Year 6, standards attained in the national tests since the amalgamation have been at least above average. Inspection evidence indicates that standards are currently above average. All pupils achieve very well in relation to their capabilities. This is reflected in comparisons with similar schools nationally over the last two years. Throughout the school, pupils with special educational needs make good progress and achieve well in relation to their capabilities. Minority ethnic pupils achieve similarly to their classmates.
55. Inspection evidence indicates that standards attained by the end of Year 2 are average. This is similar to the result of the 2004 national test and a very significant improvement compared with 2003. In Years 1 and 2, pupils make good progress in lessons. However, this has not always been the case. Inspection evidence indicates that pupils underachieved in Year 1 prior to this year. This accounts for the underachievement of pupils in Year 2 when compared with pupils in similar schools to Saint Peter's. In Years 1 and 2, the teaching, learning and curriculum provision have improved over the last twelve months. This has brought about a rise in standards attained, particularly in Year 1.
56. Teachers have a good understanding of how to teach mathematics and consequently plan work well to ensure good progress. Teachers usually make very clear to pupils not only what they have to do but also how much time they have to do it and how much work is expected. They make good use of the summing up at the end of the lesson to find out what pupils have learned and understood. Most teachers are positive and enthusiastic about mathematics and consequently the pupils respond well. Several pupils volunteered that it was their favourite subject. Teachers usually question pupils well, using a range of questions. For example, it could be a question needing a quick response to a mental calculation or a question that asks pupils for an explanation of how to do something.

57. Teachers assess pupils' work thoroughly and use the assessment information well to plan work for pupils' varying needs. This ensures that pupils do work that is at the right level of difficulty to build on their previous learning. Teachers mark work satisfactorily. The marking helps pupils to improve their work as well as giving the teachers information about what pupils know, can do and understand. This forms the basis of their planning for subsequent lessons and further ensures that pupils' learning builds successfully on what they can already do. However, there are a few examples of teachers not providing helpful comments about how pupils could improve their work. Homework provision is good.
58. Teachers have very secure subject knowledge and so pupils who are capable of attaining highly are given hard enough work. Teachers manage pupils' behaviour very effectively because they have very good relationships with the pupils and very good use of agreed school procedures for dealing with pupils who show signs of misbehaviour. In some lessons where pupils' progress slows, teachers spend too long talking to pupils and this means that pupils do not do enough work. Good use of skilled support staff ensures that pupils who need help in lessons receive it and, therefore, make good use of the time available for learning.
59. The subject is well led and managed by the subject co-ordinators. They have very good subject expertise and are good teachers. They are very good role models for staff and pupils. There is a very clear picture of what needs to be done to maintain the high standards of achievement. Teaching and learning are monitored effectively and they evaluate the outcomes accurately. Therefore, support is directed to where it is most needed. They carefully analyse information about pupils' work to identify its strengths and weaknesses. This means that teachers concentrate their planning on those areas that need improving.

Mathematics across the curriculum

60. Pupils have sufficient mathematical skills to enable them to make good progress in other subjects. Teachers provide a good range of opportunities for pupils to practise and develop these skills in other subjects. Teachers make very good use of ICT to help pupils learn in mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils show a lively interest, try hard and achieve well by the time they leave school.
- Analysis of data from new assessment systems is used well, but pupils are not involved enough in evaluating their own work in order to inform them how to improve.

- Good leadership and management have brought about significant improvements since the schools amalgamated.

Commentary

61. Year 6 pupils' results in the 2004 national tests in science were average and a similar picture of standards is seen in the work of the present Year 6 pupils. The great majority of them reach the level of attainment expected at their age and a more than average number exceed it. In comparison with similar schools, standards are above average. Standards at the end of Year 2 are also average, but the number of pupils who attain higher standards is below that found nationally.
62. As pupils move through the school the rate of progress they make and their achievements in relation to their earlier learning accelerate. Pupils learn and achieve well because they respond very positively to good teaching, which encourages a lively interest in the work and a will to succeed. Consequently, pupils work to the best of their ability. There is some variability, from satisfactory to very good, in the quality of teaching throughout the school. Teaching in Years 1 and 2 is satisfactory and good in Years 3 to 6. Good teaching is seen in well planned work accompanied by high expectations of pupils' work and behaviour. The teaching caters well for the range of abilities and needs, especially the use of designated staff to support pupils with special educational needs. Challenging, but also supportive and encouraging teaching leads to pupils' positive attitudes to the subject, which are reflected in their confident approach to practical and investigative work. These tasks are very effective in developing and consolidating pupils' understanding of scientific vocabulary. Also, they give pupils good opportunities to apply their mathematical skills when they construct and interpret graphs and measurements. Older pupils use ICT very well to support this type of work.
63. Throughout the school, the content and presentation of work recorded by pupils are unsatisfactory. Throughout the school, too little emphasis is given to the value and importance of pupils writing extended, independent accounts of what they have learned. All too often, recording centres on worksheet completion or simple question and answer exercises. In satisfactory lessons an overriding weakness is ineffective use of time.
64. The subject managers show good leadership of planning and development in the subject. This leads to a consistency of approach and quality in the provision for the subject throughout the school. There are good checks on teachers' planning but not yet on how well lessons are taught. Class teachers at the end of each unit of work assess pupils' progress systematically. The system is relatively new, but some information has been collected and analysed as a means of showing precisely where the school could target plans for improving achievement. Pupils themselves are not yet involved in assessing their own progress against given targets. Some of their work is inadequately marked and rarely are pupils given clear guidance about how to improve. Pupils in Year 6 have a better knowledge and understanding of their own learning and as a

result have greater confidence and self-esteem, which help them participate more fully in their lessons.

65. Since the schools amalgamated good progress has been made in developing a cohesive, unified school, which is having a very positive impact upon the quality of teaching, learning and standards in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Pupils achieve very well.
- Teaching and learning are good.
- The leadership and management are good.
- There is a good range of resources.
- Very good use of a local ICT learning centre.

Commentary

66. Standards by the end of Years 2 and 6 are above nationally expected standards. Pupils achieve well and make good progress in lessons. There is no significant difference in the achievement of any group of pupils.
67. Teachers' planning for the subject is good, ensuring that pupils' work becomes harder as they move through the school and that the skills they learn develop in a logical order. Teachers build on pupils' learning effectively because there are good systems for checking and recording what pupils know, can do and understand. Teachers use this information well to plan pupils' work. When working in the computer suite, teachers spend as little time as possible on introductions as their pupils are raring to go. This enthusiasm shows in their interest, involvement and concentration, resulting in good achievement. Secure subject knowledge underpins the teaching. This means that teachers give clear instructions so pupils know exactly what they have to do to improve their work.
68. The school teaches ICT as a separate subject, with further time allocated for pupils to apply these skills during other lessons. This ensures that pupils have a good level of expertise that can enhance their learning in other subjects. Teachers in Years 1 and 2 make good use of laptops, which provide a 'mobile computer suite'. This ensures that pupils in these year groups have the same access to the subject as Years 3 to 6, who have a computer suite in their building. The good resources provided by the school increase the quality of pupils' learning. For example, pupils use sensors to produce good science work involving measuring heartbeats. Teachers plan the use of teaching assistants well. The assistants help pupils by providing expertise, ideas and motivation so that during lessons pupils work hard and complete a lot of work. However, there are instances when the teaching assistant's expertise is not good enough to answer pupils' questions or explain how something works. This slows the rate at which pupils progress.

69. Years 5 and 6 attend a local ICT learning centre. Whilst there, they receive expert tuition and have access to a very good range of resources. This results in work of a well above average standard. For example, Year 5 pupils produced comic books to which they added animation of very good quality. They have developed very good skills whilst using a program to control model zebra-crossing and traffic lights.
70. The subject co-ordinators provide good leadership and management. There are good plans for the subject's continued development. The co-ordinators have the ability and commitment to implement them successfully. Strategic financial planning for the subject is good. The considerable investment in time and money has led to improved standards.

Information and communication technology across the curriculum

71. ICT is used well to help pupils learn in other subjects. The following are examples of how ICT is used to enhance pupils' learning:
- Years 1 and 2 word processed their accounts of Florence Nightingale in history;
 - Year 2 pupils used the Internet to research information about insects in science;
 - Year 2 pupils used a computer program to create graphs as part of a mathematics topic;
 - Year 4 pupils produced historical newspaper reports about Guy Fawkes in history;
 - Year 4 created graphs to represent their investigations into saturated solutions in science;
 - Year 6 developed their literacy skills by writing evaluations about their ICT work on flowcharts.

HUMANITIES

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils like history and are keen to learn.
- Lessons are planned effectively to make use of a range of resources.
- Pupils' work is poorly presented and not marked well enough.

Commentary

72. Standards in history are the same as those expected nationally by the end of Year 2 and Year 6 and pupils achieve satisfactorily. Pupils, including those with special educational needs, make satisfactory progress. Their attitudes to their lessons are good, they are keen to learn and behave well. However, in some classes where the subject is taught over a prolonged period of time pupils find the pace of learning tedious and the work too easy.
73. The quality of teaching is satisfactory. During the inspection two lessons were observed and the quality of teaching and learning in both were good. This was because teachers had good subject knowledge and had the ability to enthuse pupils by their lively discussions and debate. They made good use of artefacts and pictorial evidence for pupils to evaluate features of past eras. Throughout the school, teachers plan pupils' work well so that classes in the same year group are given similar work. Some good use is also made of visits to places of historical interest to enhance learning. Teachers use ICT well to vary the way in which the subject is taught. It was particularly effective in work done by Year 4 about the Stuarts and Guy Fawkes. Although not deliberately planned, the subject makes a good contribution to pupils' personal development.
74. Despite the good teaching seen during the inspection, in all year groups there is an over-reliance on the use of worksheets as a means of pupils recording their work. When pupils are given the opportunity to write independent, extended accounts of their learning, the content is of sound quality, but the presentation of their work is poor. Literacy skills are developed satisfactorily. However, in some classes, teachers do not give sufficient guidance about how written work should be presented, expectations regarding content are too low and any work pupils do produce is sometimes not marked well enough. Consequently in some classes opportunities are missed to promote the pupils' full range of literacy skills.
75. Since the time of the school's amalgamation the quality of provision has improved satisfactorily. Systems for assessment are now in place, pupils are more interested in their work and standards have been maintained, as has the quality of teaching. The leadership and management of the subject are satisfactory.

Geography

76. Geography was not inspected in depth and therefore it is not possible to make a judgement about provision. Although no lessons were observed, samples of pupils' work and teachers' planning were examined. The evidence indicates that satisfactory improvements have taken place since the school's amalgamation. Teachers' planning is more effective in promoting pupils' gains in subject knowledge and understanding, good improvements have been made in using ICT as a teaching and learning strategy and there are now assessment procedures in place. Between classes, progress and achievement of pupils vary and are satisfactory overall. This is because not all teachers give sufficient emphasis to the development of skills, especially in terms of research and opportunities for pupils to write extended, independent accounts of what they have learned. Over time, most classes plan to teach geography for part of each term. Work recorded in pupils' books indicates in a few classes this does not happen so, as a consequence, there are big gaps of time before the subject is taught again. This is another factor which adds to the variability of pupils' progress and achievement. In classes where the subject is taught more frequently, pupils produce a good standard of work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. One lesson was seen in **art and design** and no lessons were seen in **design and technology** and **music**. Therefore, no judgement on provision is made in these subjects. Work in art and design and in design and technology was sampled through examining displays around the school, discussion with teachers and pupils and portfolios containing samples of pupils' work. The evidence shows that a good curriculum is in place for both subjects. Pupils' learning is enhanced by the way that teachers link the work to other subjects, such as literacy and history, and through visits.
78. Standards in art and design are average by the end of Years 2 and 6. The creations of higher attaining pupils are above average in collage, drawing and painting. Teachers give a lot of time to the study of the work of famous artists. This successfully promotes pupils' skills in art and their cultural development. Pupils say that teachers make the work interesting and enjoyable. Therefore, pupils are keen to learn and they achieve well. This was evident in a series of very well planned, organised and interesting Year 4 lessons when pupils studied the work of Henry Moore. Pupils worked in pairs to create shapes with their bodies that successfully portrayed the visual elements of shape, form and space. The teacher used the photographs of this work very effectively to inspire and motivate pupils. Therefore, they worked very enthusiastically, co-operatively and collaboratively to create good quality sketches and sculptures. Teaching assistants made a good contribution to pupils' learning. Leadership and management of the subject are good.
79. There was insufficient evidence to judge standards in design and technology in Year 2. Displays of model bridges made by Year 6 pupils and model houses created by Year 1 pupils indicate that standards are at the expected level. The finished products are very individual and are well made. Pupils produce suitable designs, evaluate and modify the products.

80. In music, the curriculum co-ordinator provides good leadership and management and has recently developed the curriculum through the implementation of a commercial scheme of work. This provides continuity in skill development across all age groups. Staff have received training and resources to support the new scheme purchased. Opportunities to perform in musical productions at Christmas, Easter or the end of the school year enrich the curriculum. About 40 pupils in the juniors benefit from weekly instrumental tuition and there is a school choir.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good.
- The leadership and management are good.
- The indoor accommodation for pupils in Years 3 to 6 is poor.

Commentary

81. During the inspection, inspectors observed lessons in gymnastics taught to pupils in Years 1 and 2 and dance to pupils in Years 1 and 6. Teachers' planning for the subject ensures that there is adequate attention to all areas of the curriculum throughout the year. Standards are in line with national expectations by the end of Years 2 and 6. Throughout the school, pupils achieve well. The teaching and learning are good. There is no significant difference in the achievement of boys and girls in gymnastics, but girls perform better in dance. Pupils, including those with special educational needs, make good progress. The subject co-ordinator leads and manages the subject well. This is reflected in a well thought out development plan for the subject. Pupils participate very successfully in a wide range of extra-curricular sporting activities.
82. Throughout the school, teachers have due regard for safety and involve pupils in appropriate warm-up and cool-down activities. All staff and pupils dress suitably for lessons.
83. Pupils in Years 1 and 2 made good progress because the teacher demonstrated very secure subject knowledge. There were clear explanations and instructions that were understood easily by the pupils. This meant that pupils performed a good range of travelling onto, off, over and under apparatus safely. Their performance improved further through good use of demonstration and evaluation of the movements. The teacher increased the level of challenge by encouraging pupils to find ways of improving already good movements. All pupils participated with enthusiasm and without fear of criticism. They all performed to the best of their ability. Throughout the school, pupils with special educational needs are fully included in the lessons and make good progress. This is because they receive good support from teaching assistants.
84. Year 6 pupils completed dances accompanied by music from Tudor times. Pupils completed an excellent warm-up to music. New steps were introduced well through demonstration and clear explanation. The teacher and teaching assistant provide good role models when participating. This motivates pupils to improve their performance. The teacher ensured that pupils had sufficient time to practise. This helped pupils to make good improvements as the lesson progressed. Pupils worked well cooperatively during the large group dance routines. These routines were made difficult by the four pillars situated down the centre of the hall. The hall is too small for Year 5 and 6 pupils to perform to

a good standard. It is also provides poor accommodation, particularly for indoor games.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The curriculum is well planned with strengths in the promotion of moral and social development.
- Teaching and learning are good.
- Visits and visitors help pupils relate to issues beyond school.
- The 'Pupils' Voice' initiative, recently introduced, is successful in raising pupils' awareness of issues regarding citizenship.

Commentary

85. The whole school policy for personal, social and health education reflects the school's caring ethos and provides a consistency of approach in all classes. Pupils learn well through a series of themes which build continuously on their previous experience. Teaching in the weekly lessons is good. Relationships are very good and teachers establish a calm and supportive atmosphere in which pupils grow in confidence. Circle Time sessions are well organised to enable thoughtful consideration of moral and social issues and reinforce the school's values. Sex education lessons in Year 6 are led effectively by the school nurse. The use and misuse of drugs are explained when the 'Healthy Living Caravan' visits the school. The subject is well led and managed.
86. A visit to the Town Hall gave Year 6 pupils an insight into the workings of the mayor and councillors. The annual citizenship award in the juniors and the process of voting for a pupil of the year in each class help raise pupils' awareness of the democratic process. Class councils have been established through the 'Pupils' Voice' initiative and provide good opportunities for pupils to make their views known and to appreciate the opinions of others. They are helping pupils develop positive attitudes to the rights and responsibilities of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); not applicable (8)