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Mr P Sherry  
Headteacher  
St Peter's Catholic Primary School  
St Peter's Way  
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Prenton  
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Dear Mr Sherry

### **Ofsted 2010–11 subject survey inspection programme: English**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 14 February 2011 to look at work in English.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of four lessons and brief visits to a further three.

The overall effectiveness of English is good.

### **Achievement in English**

Achievement in English is good.

- Pupils make good progress in English from a low starting point at the beginning of the Early Years Foundation Stage. By the end of Key Stage 2 their attainment is broadly average. This represents good achievement, particularly in the light of the school's context.
- Attainment in Key Stages 1 and 2 has improved greatly in recent years. However, writing is weaker than reading in most classes and pupils' speaking and listening skills are modest for their age.
- Pupils' good behaviour and application in lessons aid their learning. They respond particularly well to opportunities to be active learners and to participate in purposeful discussions.

## **Quality of teaching in English**

The quality of teaching in English is good.

- The teaching observed was predominantly of a good quality. Pupils' good progress confirms that this picture of teaching is typical.
- Teachers have very good relationships with pupils and manage their behaviour skilfully so lessons are orderly and productive.
- Teachers use resources, including information and communication technology, effectively in lessons.
- In the most effective lessons, pupils learnt through discussions and imaginative practical activities that captured their interest. Teachers' expectations were set high and work was adjusted well to take account of the range of pupils' attainment.
- When teaching was not so effective, pupils were not as well engaged with the lessons because the pace was slower, work was less closely tailored to their needs, and they had few opportunities to express or develop their ideas orally.
- Phonics are taught well in the Reception class and children are making very good progress. This teaching is precise and pupils have good opportunities to consolidate new learning through a range of reading and writing activities.

## **Quality of the curriculum in English**

The quality of the curriculum in English is good.

- The curriculum covers all national requirements. It is reviewed regularly and adapted to pupils' needs and interests. It gives appropriate attention to media and poetry. Drama is being developed well, especially to give pupils ideas and experiences to write about.
- The provision for reading is enhanced by strong links with the local library and good partnerships with parents.
- A good range of carefully planned additional support is provided to help pupils who find learning difficult and any who might not be achieving as well as they should.

## **Effectiveness of leadership and management in English**

Leadership and management in English are good.

- Teamwork is strong and there are close links between the subject leader and the special educational needs coordinator. Staff are receptive to new ideas and developments in recent years have improved attainment and pupils' progress. Plans for further improvement are sound.
- You and the subject leader keep a close eye on pupils' attainment and progress and act promptly to tackle any underachievement.

- At present, direct monitoring of teaching and learning in English lessons is undertaken by the senior leadership team rather than the subject leader, who is therefore not best placed to take a strong lead in the drive for improvement in the subject.

**Areas for improvement, which we discussed, include:**

- raising attainment in writing, speaking and listening
- increasing the involvement of the subject leader in monitoring the quality of teaching and learning in English and leading the drive for improvement.

I hope that these observations are useful as you continue to develop English in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Pat Kime**  
**Her Majesty's Inspector**