

SS Peter and Paul RC Voluntary Aided Primary School

Olive Street, Tyne Dock , South Shields Tyne and Wear, NE33 4RD

Inspection dates 4–5 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection, achievement and teaching have improved as a result of the strong leadership from a dedicated leadership team ably supported by the governing body.
- Children enter the school with skills that are well below those typical for age and make good progress through the school and leave Year 6 with standards that are above average. Disabled pupils and those with special educational needs make particularly good progress.
- Teaching is good and some is outstanding, especially in Years 4, 5 and 6. Teachers know pupils well and most make lessons interesting for them.
- Pupils behave well in lessons and around the school. They are eager to learn and to do their best and they are welcoming and courteous to visitors.
- Leaders and managers work relentlessly to create a caring community. Pupils say they feel safe and happy in school.

It is not yet an outstanding school because

- Not all the teaching is good or outstanding. Some teachers do not make it clear to pupils what they need to do to improve and work is not always set at the right level.
- The more able pupils are not always set hard enough work and their progress varies between classes.
- Although many pupils write well in literacy lessons not all teachers ensure that all pupils practise their writing skills enough in other lessons.
- The school's plan for improvement identifies the correct priorities but it is not always clear how success and the impact on pupils' progress are to be measured.

Information about this inspection

- Inspectors observed teaching in all classes; this consisted of 14 lessons and eight teachers. They also observed the teaching of small groups receiving particular support for English and mathematics. The headteacher conducted one joint observation with an inspector.
- Inspectors looked at a number of documents, including the school's self-evaluation document, the school's improvement plan and records of the monitoring of teaching.
- Inspectors heard two groups of pupils read and checked the school's assessment of pupils' progress in reading. They also looked at the school's tracking system showing pupils' progress in English and mathematics.
- Meetings were held with staff, members of the governing body and a representative from the local authority.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school. They took account of nine responses from parents to the online questionnaire (Parent View).

Inspection team

Peter Eves, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- There have been significant changes in staffing over the past two years.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from services families and those known to be eligible for free school meals) is above average.
- The proportion of disabled pupils and those who have special educational needs and supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The majority of pupils are White British and there are few who speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and the rate of progress by:
 - building on the existing strengths in teaching in the school
 - setting work at the right level, especially ensuring it is hard enough for the more able pupils
 - always telling pupils how to improve their work and providing opportunities for them to make improvements
 - extending the opportunities for pupils to write in a range of subjects.
- Further improve the effect of leadership and management by making sure that plans to improve the school's performance show the impact of changes on outcomes and how success is to be measured.

Inspection judgements

The achievement of pupils is good

- Pupils enter the Nursery class with skills, knowledge and understanding below those typical for their age and well below in their social and language skills. They make good progress, especially in their weaker skills, to reach standards that are just below those seen nationally at the end of the Reception Year. Standards have risen in the last two years due to improvements in teaching.
- Although there is some variability in the progress between classes linked to the quality of teaching, overall progress from Year 1 to Year 6 is good. It quickens in Years 4, 5 and 6 where teaching is often outstanding. Pupils leave Year 6 with standards that are above average in reading, writing and mathematics.
- Attainment in writing is above average in Year 6 with many pupils writing confidently. However, handwriting and presentation for some, especially in Years 1 and 2, is weaker and accuracy in spelling is not secure. Pupils do not have chance to practise their writing skills in other subjects. In reading, the majority of pupils now use letters and sounds well to tackle longer and more difficult words. In Years 5 and 6, pupils enjoy reading although not all read with complete understanding and so make small errors. Many are confident mathematicians who eagerly tackle mathematical problems related to real life.
- Although the more able pupils achieve well overall their progress varies between classes because teachers do not always set work that is hard enough, especially in writing and mathematics.
- Disabled pupils and those with special educational needs make similarly good progress and some pupils with a statement of special educational needs make very good progress because of the support they receive.
- Pupils entitled to support through the pupil premium funding also make good progress because of the short-term support which is planned very precisely to meet their needs. For example, one-to-one tuition and the development of their social skills because of their participation in educational visits and extra-curricular events.

The quality of teaching is good

- Teaching has improved since the last inspection and there is some exemplary teaching. All staff are determined to become better and are keen to share good practice with each other although this does not happen as often as they would like.
- In the Nursery and Reception classes, teaching is good and staff are experienced at providing imaginative activities for this age range. As a result children enjoy their learning and get off to a good start. For example, in the Nursery class, staff made effective use of the snow to excite and stimulate children, which led to good learning.
- Teachers question pupils well to check their understanding. All the teachers use this information to plan learning for each child. Assessment is accurate particularly in the Early Years Foundation Stage.
- Throughout the school, good relationships and behaviour lead to pupils learning in a calm and orderly atmosphere. The most effective lessons go at a brisk pace that sustains pupils' interest.
- Teachers' enthusiasm and strong subject knowledge make pupils eager to learn and do their best. Teachers insist on pupils using the correct terms in mathematics and are demanding of the presentation of their work. Writing, especially in Years 1 and 2, is a weaker subject and teachers do not provide enough chances for pupils to write in other subjects.
- In the good lessons, teachers usually set work at the correct level. However, this is not always the case especially for the more able pupils, when work is not always hard enough to quicken their progress.
- Marking is frequent but does not always suggest how pupils can improve and there are not planned opportunities for pupils to make these improvements.

- Teaching was at its best when activities were exciting. For example, in a history lesson pupils worked in groups to discover what life was like for a Tudor sailor. In another lesson, pupils collaborated to gather and sort information gained from research to prepare for writing about life for miners in Victorian times, following a visit to Beamish Museum. Occasionally, this excitement wanes and pupils lack enthusiasm for learning.

The behaviour and safety of pupils are good

- Pupils are very positive about learning, especially in Years 4, 5 and 6. They describe how their teachers make learning interesting and fun and they appreciate the range of extra-curricular activities.
- Behaviour is typically good and in some cases exemplary, for example, in assembly. In lessons, most pupils behave well but some younger pupils get restless when their interest is not maintained.
- Attendance has improved and persistent absence has decreased since the last inspection, as a result of the relentless work of the school and because children want to come to school to learn.
- Pupils say bullying is rare and parents and staff agree. All say that if it happens it is dealt with quickly by the staff. Pupils have a good understanding of the different forms of bullying. There was an anti-bullying week recently and there were lovely posters produced by pupils on display around the school. There have been no recent exclusions and no recorded racist incidents.
- Pupils are clear about how to keep safe and say they feel very safe in school. They have a sound knowledge about safety when using the internet.
- Pupils are very polite and welcoming. Some described the school as like a family where everyone cared about each other. This was very noticeable in an assembly where seating was organised by House groups, older pupils guided younger pupils to their place and presented certificates to other pupils.

The leadership and management are good

- Strong leadership encourages collaboration and all staff and governors work as a team. Morale is high. Staff are proud of their school and are united in their determination to improve the school. Actions since the last inspection have raised the school from satisfactory to good and the school is well placed to sustain this improvement.
- Leaders are determined to improve teaching and check regularly what is happening in classrooms. Teachers are informed of how to improve their teaching and only a few variations between classes remain. The results of this monitoring leads to training linked to individual needs as well as the school's priorities. Staff are increasingly sharing expertise within the school but this could be extended further.
- Staff are set targets to improve their work and pupils' progress. This is managed rigorously and only staff who meet their targets are considered for additional pay.
- Pupils' progress is checked closely and most pupils who fall behind are given the help they need to catch up. Although occasionally the more able pupils could make faster progress, the needs of those pupils who are supported through pupil premium funding are promptly spotted and help has a positive impact on their progress. Staff are now more aware of pupils' progress and teachers are expected to know the reasons for any pupils not making enough progress. As a result, pupils' progress and attainment have increased since the last inspection.
- The school carries out a thorough audit of performance and produces an action plan to show how priorities are to be tackled. These actions accurately match the school's needs but it is not always clear how changes will have an effect on performance or how success will be measured.
- The curriculum is imaginative and pupils are increasingly given stimulating first-hand experiences to help them improve their writing, for example, when a cycle ride took them to Bede's World.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. All staff promote equality of opportunity well and all pupils have equal access to the rich extra-curricular activities,

such as the craft club. During the inspection, pupils and staff were preparing for an exciting production of *Bugsy Malone*.

- Safeguarding arrangements and child protection policies and practice meet current requirements.
- The local authority provides valuable support.
- **The governance of the school:**
 - The governing body is ambitious for the achievement of all pupils. Governors are well-informed about pupils' progress and the quality of teaching. They review data about performance and ask probing questions if they think attainment could be better. They ensure all finances are managed well, including the use of the pupil premium funding. They are aware of its impact on pupils' progress. Governors receive a range of training provided by the local authority.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108717
Local authority	South Tyneside
Inspection number	401001

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Tom Fennelly
Headteacher	Ken Devlin
Date of previous school inspection	22 September 2009
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