

# St Peter's Roman Catholic Primary School

North Leas Avenue, Scarborough, North Yorkshire, YO12 6LX

**Inspection dates** 5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Achievement is good. Pupils make good progress in all subjects during their time at school. Pupils who speak English as an additional language make outstanding progress.
- The quality of teaching is good overall. In lessons, pupils have ample opportunities to work in groups and solve problems independently. This means that they develop in confidence quickly and leave in Year 6 ready for the next stage in their education.
- Pupils behave well, have good manners and are polite to each other and to adults. They feel safe and secure in the school from any threats of bullying.
- Leaders and managers at all levels have been successful in raising achievement, particularly improving pupils' progress in mathematics which lagged behind English for several years.
- The curriculum is well planned and this ensures that pupils' skills in literacy and numeracy are well developed. The school places great importance on music and the arts, which adds to pupils' enjoyment of school.
- The governing body holds school leaders to account effectively. Its members have a good understanding of the school's strengths and remaining areas of weakness.

### It is not yet an outstanding school because

- There are some remaining inconsistencies in the quality of teaching that are preventing its overall quality from rising to outstanding.
- There are occasionally missed opportunities to develop pupils' literacy skills across all subjects.
- School leaders' checking of the quality of teaching is sometimes not as thorough as it could be.
- Targets that are set for children in the Early Years Foundation Stage are not quite precise enough to enable them to make better progress.

## Information about this inspection

- Inspectors observed 14 part lessons, taught by eight teachers, of which four were carried out jointly with the headteacher and deputy headteacher.
- Meetings were held with pupils, groups of staff, members of the governing body and a representative from the local authority. Pupils were spoken with in lessons and in the playground and pupils were heard reading.
- Inspectors took account of the 37 responses to the online questionnaire, (Parent View).
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding. They looked at pupils' work in books.

## Inspection team

Robert Jones, Lead inspector

Additional Inspector

Paul Plumridge

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school.
- A below average proportion of pupils is eligible for the pupil premium, which provides additional funding for those pupils in local authority care and for pupils known to be eligible for free school meals and children from service families. However, only one pupil in the Year 6 group in 2012 was eligible for this funding.
- The proportion of disabled pupils and those with special educational needs and supported through school action is average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- Most pupils are of White British heritage but a growing proportion is from Indian, Polish and Filipino backgrounds. The proportion speaking English as an additional language is average, although it is growing from year to year.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

### What does the school need to do to improve further?

- Improve the consistency in the quality of teaching and raise achievement so that both are outstanding by ensuring:
  - the marking of pupils' work gives them very clear advice on what they should do to improve, and they are given the opportunity to act on it
  - every opportunity is taken across different subjects for pupils to use and apply their reading, writing and speaking skills
  - teachers are very clear about what they expect pupils to achieve through better explanations and examples.
- Improve leadership and management at all levels by:
  - ensuring that leaders at all levels take a more thorough approach to checking the quality of teaching, so that it improves at a faster rate and becomes outstanding
  - making better use of assessment information in the Early Years Foundation Stage, so that it is very clear for staff working in the unit and for senior leaders to be aware of each and every child's next step in learning.

## Inspection judgements

### The achievement of pupils is good

- Pupils leave the school with standards in English and mathematics that are broadly average. On entry to the school, children have skills that vary from year to year but are generally in line with expectations for their age. During their time at the school, they make good progress in all subjects. However, inspection evidence indicates that those who speak English as an additional language are making outstanding progress.
- Standards in mathematics have lagged behind that in reading and writing for several years and were on a declining trend. The school has been very successful in improving pupils' basic calculating skills in Key Stage 1, using innovative Japanese techniques and teaching that energises and motivates pupils. This has been very successful and has raised standards in mathematics considerably.
- Achievement in English is consistently strong. Pupils quickly learn how sounds relate to letters in the Reception class and develop a love of reading and literature. During the inspection, pupils chose to read by themselves or with others in the chapel area and on the school field.
- Pupils who speak English as an additional language make very rapid gains in their learning and in many classes, they make outstanding progress. This is because they receive high quality support to learn English as soon as they arrive.
- The few pupils who benefit from funding from the pupil premium make good progress in all subjects because their progress is carefully tracked by teachers and, if necessary, their progress is boosted by working in small groups or on a one-to-one basis. Since there are so few pupils in receipt of the funding, meaningful comparisons between their achievement and that of others cannot be made.
- Disabled pupils and those who have special educational needs make good progress in all subjects. Those who find it difficult to read receive daily help to make sure that by the time they leave Year 6, their reading is fluent and they fully understand what they are reading.

### The quality of teaching is good

- In most classes, teaching is good because teachers go out of their way to make tasks interesting, fun and particularly relevant. Some teaching observed by inspectors was outstanding.
- In one lesson, pupils were involved in designing a theme park that involved calculating area, making financial decisions and solving complex mathematical calculations. Pupils buzzed with excitement, solving the problems in teams. As a result, they made outstanding progress, their behaviour was exemplary and what were potentially dry, uninteresting arithmetical skills were made exciting.
- These types of mathematical activities are commonplace, along with very clear expectations given by teachers of what pupils need to achieve by the end of each year. These improvements in the teaching of mathematics have been instrumental in raising pupils' achievement.
- Moreover, the teaching of English has improved because pupils now have real-life experiences to write about. Visiting poets and artists stimulate pupils' curiosity and trips enable pupils to write creatively and with purpose.
- Teachers challenge pupils well, asking them questions that probe them for better answers or make them think hard. Teachers are well aware of the fact that some pupils are shy or might be reluctant to answer questions, so they gently prompt them to ensure they contribute and learn as well as others.
- Teachers show good subject knowledge and develop pupils' skills well across a range of subjects. Young pupils are well aware of what they should do to be good scientists and their work in religious education shows a good awareness of different faiths and cultures. Assemblies emphasise the importance of how to be a good friend and how to understand each others'

similarities and differences.

- Pupils' creativity is developed well, for example, through high quality music teaching provided by outside experts. The school places much importance on the arts and school visits that help to develop pupils' spiritual, moral, social and cultural awareness.
- While the overall picture of teaching is strong, there remain inconsistencies that are preventing the overall quality of teaching from rising to outstanding. Teachers' explanations are sometimes a little vague or they do not give sufficient examples to enable pupils to be crystal clear about what they should do. When this happens, teachers inevitably have to give explanations to individuals because they are 'stuck' and this affects the pace of their learning.
- While the teaching of mathematics and English is strong, there are sometimes missed opportunities across the curriculum for pupils to use and apply their reading, writing and speaking skills.
- Teachers assess pupils' work carefully and accurately. However, sometimes their marking does not give pupils precise enough information about what they need to do to improve or there is not the opportunity for pupils to read and act on the advice that is given.

### **The behaviour and safety of pupils** are good

- Pupils say that bullying is very rare and when it does occur, they have every confidence that staff will deal with it swiftly.
- The school's careful logging of behaviour shows that incidents are indeed rare and that bullying is tackled very decisively. This results in pupils feeling very safe and secure.
- Pupils show a particularly high degree of understanding about how to stay safe on the internet, when using mobile phones or when using social media websites. This is because school leaders have been proactive in finding the very best training to make sure pupils have all the information they need to stay safe in cyberspace.
- The school has been working diligently to improve attendance, which is now average. The growing number of pupils who enter the school from far afield, such as India and the Philippines means that they take extended periods of absence when returning to visit relatives. However, the school ensures that when this happens, they do not fall behind with their studies.
- In lessons, since most lessons fully involve pupils and the tasks are relevant and fun, they behave well and sometimes exceptionally so.
- In the playground, pupils cooperate by playing and organising team games. The school provides a good selection of play equipment to keep them occupied and physically active.

### **The leadership and management** are good

- Leaders at all levels are very aware that there is no room for complacency and that while pupils are achieving well, there is much that can be done to improve teaching and raise achievement further. There is a common sense of purpose among all staff and the governing body that this could be an outstanding school, so ambition is high.
- Over the past two years, the school has improved how it tracks pupils' progress and holds teachers closely to account for pupils' progress.
- High quality training, often provided by nationally recognised experts has improved the quality of teaching.
- Most teachers are now far more aware of how to analyse data and to be very clear about pupils' next steps in learning.
- The curriculum is constantly under review because school leaders at all levels decide what is best for pupils currently in the school. Trips and excursions have been increased to make sure pupils are fully stimulated and find learning relevant. Support for pupils at the early stages of learning English has been increased in response to the growing demand. The new well-designed chapel provides an immensely peaceful environment, not only for worship but for quiet reading.

- The careful tracking of the progress of all groups of pupils, including those who speak English as an additional language, means that no one is left behind. Consequently, the school promotes equality of opportunity well.
- The quality of teaching is checked and any weaknesses are tackled without delay. The good quality training that is in place for teachers has, for example, enabled them to share expertise with the neighbouring primary school.
- Although all school leaders check the quality of teaching, these checks are not always as thorough as they could be. For example, leaders analyse pupils' progress, check that pupils' targets are rigorous and make sure that teachers mark work regularly and well and they observe lessons. However, the results of these checks are not brought together well enough to decide what needs to be done to improve teaching at a faster pace.
- Termly light touch support to the school is provided by members of the local authority, who are sure that the school leaders have the necessary skills to identify remaining areas of weakness robustly. The local authority's support in improving attendance has been effective in securing improvements in this area from a below-average point two years ago.
- **The governance of the school:**
  - Members of the governing body have a good range of complementary skills, particularly in supporting the school with health and safety, data analysis and legal matters. They check the spending of the pupil premium funding rigorously, ensuring that those who receive it achieve well. The management of teachers' performance is monitored meticulously, ensuring that there is a close link between teachers' teaching skills and their progression on the pay scales. In particular, the governing body shows an impressive knowledge of data and how well pupils are doing in all subjects. They are well aware, for example, that achievement in mathematics has been an issue in previous years and they carefully check that the measures put in place by the school to address this weakness are effective and lead to rapid improvement.

## 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

<b>Unique reference number</b>	121656
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	413164

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hugh Connor
<b>Headteacher</b>	Louise Finlay
<b>Date of previous school inspection</b>	18 March 2009
<b>Telephone number</b>	01723 372720
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