

Harrogate, St Peter's Church of England Primary School

Belford Road, Harrogate, North Yorkshire, HG1 1JA

Inspection dates 14–15 May 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Achievement has declined since the previous inspection and it requires improvement. Pupils' progress in Key Stage 2 is slower than it should be in writing and mathematics.
- The quality of teaching in Key Stage 2 varies. Expectations are not always high enough, especially for the more-able and some lessons proceed too slowly.
- Some crucial approaches differ between classes in relation to marking and strategies to enable pupils to evaluate their work.
- Pupils do not get enough time to apply their skills of mathematics to solve real-life practical problems.
- Progress in writing, particularly for boys in Key Stage 2, is too slow. There is not enough opportunity for extended imaginative writing. Presentation varies greatly in its quality.
- The use of assessment data is not efficient in setting sharp targets for the progress of classes, of individuals or the performance of teaching staff.
- Not all leaders contribute enough to checking on the quality of teaching and pupils' learning in order to remove inconsistencies in teaching.
- Governors do not analyse essential data about school performance rigorously enough.

The school has the following strengths

- The headteacher and deputy headteacher are implementing strategies that are beginning to secure higher achievement.
- This improvement demonstrates the school is well placed to improve in future.
- Children get a good start in the Early Years Foundation Stage and Key Stage 1.
- Across the school, standards in reading are above average.
- Pupils enjoy school and their attendance is consistently well above average.
- There are many varied experiences enabling pupils to do well in art, music and aspects of sport and explore the wider world.
- Spiritual, moral, social and cultural development is good and adds to the good levels of confidence and maturity of pupils.

Information about this inspection

- The inspectors observed 16 lessons, two of which were joint observations with the headteacher.
- Meetings were conducted with governors, the staff team, a representative from the local authority and two groups of pupils.
- Information from the scrutiny of a range of school documentation added to inspection judgements. These included the details relating to safeguarding, the improvement plan, the school's procedures for gaining an accurate view of its performance and records of pupils' standards and progress.
- The views of parents were gathered by analysing the 97 responses posted on the on-line questionnaire (Parent View). In addition, an evaluation was made of the responses to a questionnaire conducted by the school and a meeting was held with a few parents.
- An analysis of 20 staff questionnaires together with an on-going dialogue with teachers and teaching assistants gave the inspector an insight into the views of the staff.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

Steven Goldsmith

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Almost all pupils are of White British background.
- The percentage of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is well below the national average. The pupil premium grant is additional government funding for those pupils who are known to be eligible for free school meals, children from armed service families and children that are looked after by the local authority.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection, there have been some staff changes. A new deputy headteacher has taken up post and during the inspection a newly qualified teacher was teaching in the Early Years Foundation Stage.
- The school has gained a number of awards including: A Healthy School award, an Activemark and the Artsmark.
- There is a before- and after-school facility on the school site. Ofsted inspects it separately from the school. The latest report can be found on the Ofsted website.

What does the school need to do to improve further?

- Improve teaching to be at least good and so increase pupils' rates of progress in writing and mathematics, particularly in Key Stage 2, by:
 - sharing the good and outstanding practice available within the school
 - making sure class teachers set work that is at the right level of challenge for all pupils, and especially the more-able pupils and learning proceeds at a consistently good or better pace
 - implementing strategies to narrow the gap in the performance of boys and girls in writing
 - increasing expectations for all pupils to write imaginatively and for the quality of presentation of their work
 - providing more opportunities for pupils to use and apply their basic mathematical skills to solve problems in real-life practical situations
 - secure a consistent approach to marking and making sure all pupils are fully involved in evaluating their own achievement and identifying where they can improve.
- Improve the impact of leaders on achievement by ensuring that:
 - assessment data are accessible and used to set suitably high targets for classes, individuals and staff
 - all leaders with management responsibilities develop a clear understanding of pupils' performance in their areas of responsibility so that inconsistencies in teaching are removed
 - governors play a greater part in analysing key performance data to secure an accurate picture of the pupils' achievement so that they are able to support and challenge leaders more effectively.

Inspection judgements

The achievement of pupils

requires improvement

- Given the individual starting points to school, pupils' achievement should be better. It therefore requires improvement. In Key Stage 2, progress is not fast enough, particularly in Years 3 and 4 and is very dependent on the quality of teaching. This holds back attainment and, despite progress accelerating in Year 6, standards are only average at the end of Year 6.
- Children start school in the Early Years Foundation Stage with levels of development that match expectations for their age. Good progress occurs throughout the Early Years Foundation Stage and Key Stage 1 and standards at Year 2 are above average. The results in the Year 1 screening test in 2012 assessing the pupils' understanding of the sounds that letters make (phonics) were higher than the national results. This reflects good teaching of phonics and prepares pupils well for reading and writing.
- Too few pupils at Key Stage 2 make more than expected progress and this underachievement has been present since 2011. Senior leaders have been too slow to address this. However, they are now taking actions to improve it. School tracking information indicates that achievement of the pupils in Key Stage 2 is currently rising and progress accelerating. This is confirmed by lesson observations, hearing pupils read and scrutiny of work. Across the school, attainment is above average in reading. In writing, standards lag behind reading. In Key Stage 2, they are close to average with girls doing noticeably better than boys. Most pupils are very articulate and have a good command of standard English. These qualities are reflected in the good standards in reading but are not transferred to the results in writing.
- Progress in mathematics is better than writing and improving but has some way to go to achieve the pupils' potential. Analysis of pupils' work in Key Stage 2 indicates that pupils are not challenged enough to apply their basic numeracy skills to solve mathematical problems. This reduces the progress of all, but particularly the more-able pupils.
- School leaders are committed to equal opportunities and prevention of discrimination. Their commitment is demonstrated in the success of supporting disabled pupils and those with special educational needs so that they make good progress towards their individual targets.
- In Year 6 in 2012, the few pupils eligible for the pupil premium, including those known to be eligible for free school meals, reached lower standards compared to other pupils in the school and compared to similar pupils nationally in both English and mathematics. Action to target these pupils is accelerating progress and the gap in attainment is narrowing.

The quality of teaching

requires improvement

- Teaching requires improvement because there are too many variations in its quality; this reduces the impact of teaching on learning, particularly in lower Key Stage 2.
- In some lessons, the pace is too leisurely and pupils are not productive enough. At times, expectations are too low and tasks do not extend pupils enough and the more-able in particular can mark time. While there are excellent examples of pupils presenting their work with pride and care, analysis of pupils' books shows that expectations for doing this are not consistent and some work is untidy and does not do justice to the pupils' efforts.
- The teaching of spelling and grammar is effectively organised and improves pupils' confidence in their writing. Initiatives such as the 'Crime week' entice pupils and in particular boys to write. Such opportunities to write imaginatively are too few to secure the best outcomes. Likewise, teachers do not provide pupils with enough opportunities to use and apply their mathematical skills regularly enough in real-life practical situations in other subjects.
- There are examples of good and outstanding teaching. In the Early Years Foundation Stage teaching is good with outstanding features. A very good balance is struck between enabling children to make choices about what they learn with good quality, focused teaching of basic

skills. In Key Stage 1, some innovative practices to planning enable pupils to develop their ability to work without too much adult support. This builds on the good start in the Early Years Foundation Stage and adds to the pupils' enjoyment of learning.

- In Key Stage 2, the best lessons are planned with a clear purpose which is communicated precisely to the pupils. Questioning is of high quality and skilfully leads pupils on to exploring and extending their existing ideas. In a very good mathematics lesson in Year 5, pupils worked hard to explore probability through a range of practical tasks, carefully devised to stretch every child and to drill home key mathematical vocabulary.
- Throughout the school, teaching assistants make a positive contribution to the education of all pupils including disabled pupils and those with special educational needs.
- While marking occurs regularly across the school, the quality of comments and expectations for pupils to respond varies. At its best, pupils are given time to reflect on how well they have done and encouraged to correct their work. Pupils are aware of the process of evaluating how well they are achieving and their targets to improve. In some classes, this process is superficial and does not match the excellent methods used in others.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to their learning and thoroughly enjoy school. One parent stated that their child wants to come to school even when they are ill! This enthusiasm for school is one reason why attendance is consistently well above average.
- Pupils are mature and confident and a strong moral code underpins their actions. Behaviour is good and at times exemplary. Most pupils and parents feel that bullying of any sort is rare and the school deals with any rare incidents quickly. Pupils of all ages play together cooperatively outdoors benefiting from a wide array of play resources available.
- The majority of parents feel their children are well cared for and safe at all times. Pupils are very aware of how to stay safe and look after themselves. They talk of the risks of social network sites and understand the importance of eating sensibly and taking regular exercise.
- The school council enables pupils to influence the decisions that affect them. Older ones help younger ones and are proud to organise playtimes as part of the Play Squad. The willingness of pupils to take responsibility reflects a keen sense of accepting their role in keeping the school a safe place to learn and play.
- Spiritual, moral, social and cultural development is nurtured very effectively. Their work in music, arts and sport, along with links with schools abroad and visits to places of worship widens their understanding of modern society and its culture. Social and moral development is promoted well through opportunities to learn about local heritage and global issues. Pupils are very aware of the reasons behind poverty. They willingly raise funds for others less fortunate than themselves, for example for children in an orphanage in Malawi.

The leadership and management requires improvement

- The headteacher, deputy headteacher and governors understand that achievement requires improvement. Important steps are being taken to rectify weaknesses but have been in place for a relatively short time and have not yet secured consistently good progress across the school.
- Over the last two years, robust systems for assessing and tracking pupils' progress assist staff in identifying where pupils are falling behind or could be better. Data about progress are not always concise or accessible enough, however, to set suitably high targets for pupils' achievement or the performance of staff. Although the quality of teaching is regularly checked, the inconsistencies in progress at Key Stage 2 are not yet fully removed.
- Teamwork is well established and communication between staff is good. Procedures to manage teacher's performance, linked to regular training are improving teaching. Inconsistencies in its quality, however, remain. Some staff, on management scales of pay do not contribute enough to checking on the impact of teaching on learning. Currently, the process of doing this is very

dependent on the headteacher, her deputy and one other senior leader.

- An imaginatively designed curriculum harnesses the pupils' natural curiosity and good understanding of the wider world. Many exciting opportunities inspire learning, for example, science weeks, religious education weeks and involvement in sports and arts. Pupils across Key Stage 2 are fortunate to attend residential educational visits. All pupils have the opportunity to participate in local musical and sporting events. The curriculum does not fully meet the needs for pupils' achievement in writing and mathematics, nor for more-able pupils.
- Most parents are very positive about the school and would recommend it to others. Good communication keeps parents well informed about school events and the progress of their children. Events such as the recent open day extend opportunities for parents to learn more about how their children are taught.
- The local authority offers guidance and advice. Training is available for staff and governors. Some evaluations of the school's performance in the past did not analyse crucial data rigorously enough to alert the need for action to improve achievement.
- **The governance of the school:**
 - The governing body is very supportive. Its members regularly visit the school and get involved with staff in setting out plans for school improvement. It is not, however, sufficiently involved in analysing essential information about the school's performance to challenge staff to raise achievement. Governors are well informed about teachers' performance and the link between this and salary progression. They are increasingly able to ensure that staff are suitably rewarded, including the headteacher. Governors check that pupil premium funding is deployed effectively to reduce the gap in attainment between such pupils and others. They ensure that the school's safeguarding arrangements meet statutory requirements.

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	121568
Local authority	North Yorkshire
Inspection number	412951

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	The governing body
Chair	Canon Tony Shepherd
Headteacher	Julia Collins
Date of previous school inspection	12 November 2008
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