

INSPECTION REPORT

ST. PETER'S CE (VA) JUNIOR SCHOOL

Littleover, Derby

LEA area: Derby City

Unique reference number: 112921

Headteacher: Mr Shaun Miles

Reporting inspector: Mr Robert Greatrex

19924

Dates of inspection: 29th April – 2nd May 2002

Inspection number: 192397

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Church Street Littleover Derby
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J. Britland
Date of previous inspection:	3 rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19924	R. Greatrex	Registered inspector	Mathematics Equality of opportunity Provision for pupils with special educational needs Provision for pupils with English as an additional language	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
15181	M. E. Hackney	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
12326	P. Cameron	Team inspector	Science Art and design Design and technology Information and communication technology Music	How good are the curricular and other opportunities offered to pupils?
22157	M. Roussel	Team inspector	English Geography History Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's is a medium-sized Church of England Voluntary Aided junior school with 257 boys and girls on roll, from seven to eleven years of age. Most pupils enter school with above average attainment levels. There are 42 pupils on the school's register of special educational needs, a proportion below the national average. Most of these pupils have learning difficulties, four have a statement outlining their needs. Whilst the majority of pupils are white, about one fifth are from ethnic minority groups. A small number of pupils speak English as an additional language. The proportion of pupils eligible for free school meals is slightly below the national average. The number of pupils leaving and joining the school during the year is relatively low.

HOW GOOD THE SCHOOL IS

St. Peter's is getting better and better. It is a fully inclusive school that has been through many changes since it was first inspected. Both before and since its last inspection, many improvements had been made. The current headteacher has given the school renewed energy and vision. He has worked hard to make everyone feel part of the school. Pupils speak warmly of the changes he has made, of feeling they have a say in their education. Parents, too, feel things are much better. Staff are supportive and keen to improve the quality of education offered. Governors play a much greater role in shaping the future of the school. They talk of the new headteacher 'putting the fun back in school'. Even so, much remains to be done. Standards are generally above average when pupils leave, but this is no better than satisfactory progress. The quality of teaching is much better than when the school was last inspected, but the proportion of unsatisfactory teaching is still relatively high compared to schools nationally. Overall, the school gives satisfactory value for money.

What the school does well

- Teaching in Years 4 and 6 is of high quality.
- The headteacher has enormous drive and energy. He gives the school a very clear educational direction and very purposeful leadership. He has made many changes that are making a real difference.
- Governors are very effective. They work closely with the headteacher to shape the school's future.
- Pupils are increasingly happy at school. They have a real say in the life of the school, and are encouraged to think for themselves. Academically, they respond very positively to the targets they are set which help give them a clear understanding of how well they are doing and where they need to improve.

What could be improved

- There are a small number of important weaknesses in some teaching.
- Provision for information and communication technology (ICT) is poor.
- Class numbers are relatively high and there is insufficient teacher assistant support.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in March 1997. The quality of teaching is much better, though more remains to be done. The school improvement plan is a much more useful tool. Assessment is now used to set targets for improvement. Subject co-ordinators are much more effective, and staff expertise used better. Health and safety issues are carefully considered and the school has a much improved relationship with parents. Overall, the school is well placed to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	B	B
mathematics	B	C	C	C
science	C	D	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall, test results show that most pupils make good progress in English and satisfactory progress in mathematics and science, compared with all schools nationally and those similar to St. Peter's. Standards have been improving at St. Peter's at about the same rate as other schools. Targets in English and mathematics were exceeded in 2001.

Current standards are higher and improving at a fast rate. The new headteacher has recognised the need to focus on improving standards and much has been done to begin this. Assessment is used much more effectively so that staff, pupils and parents are clear how well pupils are doing and what needs to be done next. Most pupils are making good gains in learning, although this is not consistent across the whole school. Targets set for 2002 are challenging when compared to these pupils' attainment levels at the start of the year. Despite the rapid progress Year 6 are making, they are unlikely to be met.

Standards in literacy are good. Pupils make good progress in reading. They are fluent and expressive, at ease with books for pleasure and information. They write well, using a good range of styles with flair. Pupils enjoy the opportunities to express themselves and explain their point of view, for example during discussions at the start and end of lessons. Standards in numeracy are good. Pupils are quick and accurate in their use of number. Standards in science have improved recently and are satisfactory. Standards in design and technology are very good. Work is of very high quality. In geography, standards are good. In ICT they are below average, largely because pupils have not had sufficient access to computers and other equipment. This is changing now, but older pupils particularly have much to catch up. In all other subjects, standards are as you would expect.

Pupils with special educational needs make satisfactory progress overall. They do well when working with their teachers or teaching assistants. They generally make better progress when taught in their class than elsewhere. When the school was first inspected, many of the most able pupils were not doing as well as expected. Recently this has begun to change. These pupils receive much more challenging work in Years 4 and 6 and are doing well. In Year 5 they generally make satisfactory progress, less so in Year 3. Pupils for whom English is an additional language are mostly fluent in English and do well at school. Pupils from ethnic minority groups are mostly doing very well and, when compared with boys generally, Asian boys are achieving particularly high standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen and enthusiastic, with a real thirst for knowledge. When given interesting work, they rise to the challenge and try their best. They are interested in everything the school offers.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave well in lessons. When they don't, it is often because of a lack of challenge or pace. In the playground and dining hall a greater proportion are like different children-much more inconsiderate.
Personal development and relationships	Good. Girls and boys of all ages and ethnic groups get on well together. In well-managed lessons, they work together very co-operatively. Most work well with their teachers and teaching assistants. Pupils are keen to take on any responsibility and to play a role in the life of the school.
Attendance	Good. Pupils are punctual and the day gets off to a good start.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching was a weakness when the school was first inspected. It improved greatly and was satisfactory when the school was last inspected. Even so, only about three-quarters of lessons were satisfactory or better. The quality of teaching remains satisfactory overall. It has continued to improve so that about nine lessons in every ten are satisfactory or better. This still leaves a relatively high proportion, compared with the national picture, that is not good enough. More than eight parents in every ten who returned the questionnaire feel teaching is good. Pupils enjoy a relatively high proportion of very good and excellent teaching. In Years 4 and 6, and when the headteacher teaches, teaching is of a very high quality. In more than a third of lessons seen, teaching was either very good or excellent. Pupils in these classes enjoy stimulating and challenging lessons. Typically, marking is used to decide on the tasks for the next day's introduction and, sometimes, practical activities. In this way, work closely matches pupils' needs. Pupils' behaviour is very well managed so that there is a positive climate for learning and everyone feels they can have a go without the risk of derision. Pupils see mistakes as learning opportunities. They try hard and persevere to complete tasks. By the end of most lessons they have a real sense of accomplishment. Weaknesses in teaching relate to three main areas. Some lesson planning is flawed so that activities are superficial. Some lessons do not have a clear structure and pace is lost. Pupils learn little and become restless. The behaviour of pupils can be managed badly, adversely affecting the learning of all. English and mathematics are taught particularly well in Years 4 and 6. National literacy and numeracy initiatives are fully understood, tasks interesting and often-linked to learning in other subjects, extending pupils' understanding. Pupils with special educational needs are taught well by most teachers and the teaching assistants. The most able pupils are generally taught well, an improvement since the last inspection. Pupils for whom English is an additional language, and those from ethnic minority groups generally, are well taught. They respond enthusiastically and work hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects are covered with the exception of some aspects of ICT and physical education, which are missing. The school is aware of both and improvements are planned. The curriculum is carefully planned so that both classes in each year group enjoy a similar curriculum, but cohesion and progression from year-to-year is still missing. Some teaching sessions are too short. There are a good number of lunchtime and after school 'clubs'.
Provision for pupils with special educational needs	Satisfactory. Pupils' needs are accurately identified and provision is carefully planned. Tasks in class are related to their targets. Good use is made of teaching assistants to give pupils extra help. However, when pupils are taken out of class they miss their normal lessons and the extra help they are given is not part of their general work. This restricts the progress they make.
Provision for pupils with English as an additional language	Satisfactory. Nearly all pupils are fluent in English. Those that are not are given extra help so that their knowledge of English increases at a good rate and this does not restrict their general progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Praise is used well and a new reward system gives pupils encouragement to take responsibility for themselves and their actions. Pupils are given an increasing role in the life of the school. Provision for spiritual development is satisfactory, meeting requirements but rarely inspiring pupils. How pupils should behave is made clear to them by most staff. Provision for cultural development is good, carefully woven into the curriculum so that, in many subjects, pupils learn about themselves, their culture and that of others.
How well the school cares for its pupils	Good. St. Peter's is a caring school. Staff know their pupils well. Assessment and target-setting are used well so that staff, pupils and their parents know what has been achieved and have a clear understanding of what needs to be done to improve further. This is very beneficial to pupils' progress, particularly in English, mathematics and science. The discipline policy is satisfactory. Its effectiveness is reduced because a few staff do not follow or understand it.
How well does the school work in partnership with parents	Good. The headteacher has worked very hard to improve and rebuild the relationship between home and school. Links are now much more positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher offers excellent leadership. He has made a great number of necessary changes in a short space of time, whilst fully involving everyone in the process. There is a clear vision for the future of St. Peter's and a very strong focus on raising standards further. Subject co-ordinators are much more effective now. The senior management team are generally effective, their skills well utilised. There are sufficient teachers, but they are not all deployed to the maximum benefit of pupils. Teaching assistants are able and experienced, but too few in number.
How well the governors fulfil their responsibilities	Excellent. Governors play a full and active part in the school's life, and particularly in shaping its future. They strike the right balance between supporting and questioning the school.
The school's evaluation of its performance	Very good. The school has a clear understanding of what has been achieved, what is successful and what still needs to be done.
The strategic use of resources	The school always looks for value for money and applies the principles of best value effectively. Accommodation is satisfactory overall and improving. Some classes are small for the numbers of pupils in them, and this can impact upon lessons. Resources have been improved recently and are good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school is well led and managed. • Staff have high expectations of how well their children will do at St. Peter's. 	<ul style="list-style-type: none"> • A better range of activities outside of lessons. • Better information about how well their children are doing at St. Peter's. • That the school work more closely with them. • Improvements in homework.

Parents speak warmly of 'a new beginning, a fresh start', much improved since both the first and most recent inspection. They feel very positive about the new headteacher and the direction he, staff and governors are taking the school. They feel that the relationship between home and school is now going from strength to strength, that the school is beginning to work more closely with them. They have suggestions for how the school can better meet their children's needs and their own aspirations. These are listened to. The school intends widening and improving the range of activities outside of lessons. For example, parents have already started extra after school clubs, the headteacher a breakfast club. Parents are much better informed about their children's progress, particularly through target-setting. The school plans to increase the number of parents' evenings and to look to make them better meet parents' needs. Homework is set regularly, but inspectors agree that not all teachers are marking it sufficiently for either parents or their children to know how well they have done.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

What is done particularly well:

- Target-setting is used well, so that staff, pupils and parents are clear about what is expected.
- Pupils for whom English is an additional language, and those from ethnic minority groups, generally achieve well.
- In the recent past, the needs of the most able have been increasingly met in the older years.

What could be improved:

- Standards, particularly in English, mathematics and science, in Year 3.

1. Overall, pupils make satisfactory progress at St. Peter's. Most pupils enter school with good levels of attainment, make satisfactory progress and leave with good levels of attainment. Over the last four years, the school has improved at the same rate as most schools. Until the recent past, some of the most able pupils did not make progress at the rate expected of them. Consequently, their achievement was limited. This was similar to when the school was first inspected. Since September 2001, much has been done and most of these pupils, particularly in the older classes, are now making the progress expected of them.

2. At the time of the first inspection, standards were broadly average in English, mathematics and science. The most recent national tests show an improvement in English and in results overall. In both, standards are above average. In English, results have been consistently higher than the national average over the last four years. In mathematics, results have fallen over the last two years so that they are average, rather than above average. In science, results have been a little above average over this period, except in 2000 when they fell.

3. In the 2001 Year 6 national tests, most pupils reached the expected level in all three subjects. However, the proportion exceeding it was only high in English. This is a challenge for a school where many pupils enter with above average levels. About eight in every ten pupils reached the level expected in English, and over a third exceeded it. These figures are above the national average. In mathematics, about three-quarters reached the expected level, slightly above the national average, and a quarter exceeded it. In science, nine in ten pupils reached the expected level, again slightly above the national average, and about a third exceeded it. In 2001, the school exceeded its targets in both English and mathematics. Targets for 2002 are significantly higher and, evidence from inspection observation and school assessment suggests they are unlikely to be met.

4. Inspection evidence suggests that most Year 6 pupils are making very good progress in English, mathematics and science. This is largely because very good use of target setting has enabled the school to match work much closer to each pupil's ability level. All pupils are receiving very good quality teaching and showing great determination to seize the opportunity provided. Standards are rising quickly. Specific pupils who are borderline between either the expected level and the one above or the one below, have received additional teaching with the intention of enabling them to make the progress necessary to reach the higher level.

5. Standards in literacy are above those expected. Reading skills are good and pupils in Year 6 are generally fluent, accurate and expressive. Pupils are at ease with books, both for information and for pleasure. Writing skills are good and most able pupils achieve their potential by the time they leave the school. Pupils can use a wide range of skills well, including note-taking. They write with skill, care and imagination in many different styles.

6. Standards in numeracy are above those expected. Knowledge of number is a strength for most pupils, compared with other strands of mathematics. Whether in mental warm-up sessions, or general classwork, pupils display a good knowledge and the ability to juggle numbers well. They are usually quick and accurate.

7. Reading, writing and number skills are generally used well in other subjects. Cross curricular links are good and pupils reinforce these skills in many worthwhile activities in other subjects. ICT skills are also taught and practised in other subjects, but to a much smaller extent. Standards are adversely affected.

8. Pupils with special educational needs make satisfactory progress when measured against the targets in their individual education plans. Although some classes are relatively large, many of these pupils do well. They make particularly good progress when supported in the classroom, so that specific teaching to address their needs is given in the context of general classwork. They make less progress when withdrawn.

9. Pupils for whom English is an additional language make good progress. Pupils from ethnic minority groups generally make good or very good progress. Many of these pupils improve by more than two National Curriculum levels during their time at St. Peter's.

10. Recently, standards reached by the older more able pupils have improved markedly and are now good. These pupils are learning at a very good rate in Years 4 and 6 where teaching is particularly challenging. Elsewhere, they make satisfactory progress in Year 5. In Year 3, however, they often make much more limited progress.

11. Standards in science are in line with expectations, a recent improvement. Science is used particularly well in Years 4 and 6 to develop pupils' thinking skills. In design and technology, standards are well above expectations, a very good improvement since the school was first inspected. Work is of very high quality and pupils demonstrate knowledge of a very wide range of techniques. In geography, standards are above expectations. Pupils learn well through firsthand experience and links made to other subjects. Standards in art and design are in line with expectations, an improvement since the school was first inspected. Skills are used well and pupils have experience of a wide range of art from different cultures. In history, standards are in line with expectations. A range of sources are used well so that history comes alive for pupils and they learn well. In music, standards are in line with expectations, an improvement since the first inspection. Pupils have particularly good opportunities to appreciate music. In physical education, standards are broadly in line with expectations although some missing aspects of the subject limit progress. In ICT, standards are low throughout the school. This is particularly so in the eldest classes where pupils are only now starting to get the opportunities they need for direct, 'hands-on' learning.

12. About nine in ten parents who replied to the questionnaire feel that their children make good progress at school. This is a significant improvement on the first inspection.

Pupils' attitudes, values and personal development

What is done particularly well:

- Pupils have a good attitude and most behave well.
- Personal development is good and pupils are keen to take on special responsibilities.
- Relationships are harmonious between different gender and racial groups.

What could be improved:

- More needs to be done to see that lessons are not disrupted by a few pupils, and that behaviour in the playground and dining hall is improved.

13. The majority of pupils have a good attitude towards learning and they behave well. Parents agree that children like school and that their behaviour is good. Since the last inspection, pupils have maintained their positive attitudes and enthusiasm. Most pupils, including those with special educational needs, respond well to their teachers and are keen to learn. In some lessons, and particularly in Year 3, behaviour and attitude deteriorates when pupils are not well managed and teaching is slow and unchallenging. In these lessons some pupils quickly lose interest and become restless and inattentive, and this has a negative effect on their own learning and disturbs the learning of others. Where pupils are interested and involved in tasks through good quality teaching they work hard and contribute well by eagerly answering questions and joining in discussions. A good example of this was seen in a Year 4 geography lesson when pupils were considering the differences and similarities between local houses and those in India.

14. Behaviour is good overall. The school is generally an orderly environment where pupils are confident with the daily routines. Pupils in Year 6 are articulate and mature when discussing their work and responsibilities. Most pupils respond well to all adults in the school. Pupils know the school rules and their own classroom rules. Some, however, have difficulty in abiding by them particularly in the playground, dining hall and during some lessons. Most pupils listen well to their teachers and to each other, and several examples were seen of pupils spontaneously applauding another's success. In most lessons pupils concentrate well on their work, although at times some pupils lose interest and become disruptive and noisy. As when the school was last inspected, this generally follows when pupils' interest is not captured or maintained. Pupils are enthusiastic about the recently introduced award of merits for academic and personal achievements and behaviour. They enjoy keeping their own record of merits in their homework diary and working towards milestones to win badges. Pupils know the difference between right and wrong, and most behave sensibly and with self-discipline. In most classrooms, behaviour is good and pupils behave well during assemblies. There are some pupils whose behaviour quickly deteriorates outside in the playground and in the dining hall, a similar picture to when the school was last inspected. A small but significant number of pupils are often boisterous and noisy when not being directly supervised, and their inappropriate behaviour often goes unchecked. Other pupils play well together, enjoying the newly marked-out playground games and equipment such as skipping ropes and balls. Bullying or harassment are rare, and pupils know that this is not tolerated and will be dealt with firmly by the headteacher. Most pupils are polite, friendly and helpful towards visitors. During the inspection many were keen to ask and answer questions and to talk about their school. During the last academic year there have been two permanent exclusions, both for appropriate reasons and following correct procedures.

15. Relationships are good and are harmonious between the different gender and racial groups. Pupils with special educational needs are well integrated into all activities, and pupils are aware of the school's commitment to the inclusion of everyone. During most lessons pupils share resources sensibly and willingly, and in well managed lessons they are very co-operative and helpful when working in small groups and with partners.

16. Pupils' personal development is good. Since the arrival of the new headteacher, opportunities have been improved for pupils to take responsibility and to have a voice in the school community. Pupils are responding well and are proud of the school council and the opportunity to be involved in decision making and suggestions for the improvement of the life of the school. Pupils in Year 6 are particularly keen to contribute and feel they are now listened to and acknowledged as young people growing up. Pupils respond well to a range of visits to places of educational and cultural interest. Those in Years 6 are enthusiastic to take part in the residential visits which make a strong contribution to their personal and social development. Pupils in all classes are keen and confident to help as monitors and with special tasks. Playground Friends have recently been appointed from all classes. These pupils take their responsibilities seriously and provide good support and help for their fellow pupils. In most classes pupils are encouraged to use initiative and take personal responsibility for aspects of their own learning. They respond well to opportunities for investigative tasks and to researching information related to homework topics, which they share confidently with each other. This makes a strong contribution to their progress and personal development.

17. Attendance is good. There is no unauthorised absence, but a significant number of pupils take holidays during term time. Most pupils are punctual and want to come to school. Registration and lessons start on time and there is an efficient and orderly start to the day. This has a positive impact on pupils' attitudes and on their academic and personal progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

What is done particularly well:

- Teaching in Years 4 and 6, and that undertaken by the headteacher, is of very high quality.
- Pupils have good knowledge of their own learning, and generally try very hard. They are enthusiastic learners, particularly when teaching is challenging.
- Teaching assistants are able and experienced. They make a real difference to the lessons they support.

What could be improved:

- Teaching in several classes, and some support teaching. Brief and inadequate lesson planning, slow pace and inconsistent use of school and class rules are the main weaknesses.
- Pupils currently withdrawn for one-to-one intensive work would benefit more if this was in the context of their general class studies, and their class teachers had more input into what is done.

18. When the school was first inspected, the quality of teaching was a weakness. When it was last inspected, improvements had been made and the overall quality was satisfactory. Even so, only about three-quarters of lessons seen were satisfactory or better, although this included a relatively high proportion of very good teaching.

19. The quality of teaching overall remains satisfactory. A relatively high proportion of teaching, more than a third, continues to be of very high quality. This is in Years 4 and 6, and in lessons and groups taught by the headteacher. Although the proportion of unsatisfactory

teaching has continued to fall, and this is an important improvement, it is currently about one lesson in every ten, still relatively high when compared with national standards. More than eight parents in every ten who returned the questionnaire feel teaching is good, although some concerns were expressed at the meeting before the inspection.

20. Teachers' lesson planning and organisation is generally good and the improvements noted in the last inspection have been maintained. Most lessons have a clear structure and both teacher and pupils know what they are doing and why. Tasks are carefully chosen to ensure that lesson objectives are met. Much thought is given to how best to introduce and teach these tasks. For example, in a very good Year 6 lesson, tasks were broken down into short, sharp activities that kept pupils' interest and concentration. There was a real sense of achievement, of making progress in learning. Whilst planning is much better than when the school was first inspected, one or two teachers still struggle with this. Their lessons can lose sight of the lesson objective and much time can be spent on relatively trivial activities that leave pupils feeling they have accomplished very little. This can lead to restlessness, boredom and poor behaviour. There is no structure currently in the school to recognise and address this.

21. Most teachers have good knowledge and understanding of the subjects they teach. This is a real strength in Years 4 and 6. These teachers are able to approach learning using different methods until their pupils understand. Occasionally, teacher knowledge is insufficient and pupils can be taught incorrectly. Again, because teachers' plans are not seen beforehand, this is not recognised.

22. The most effective teaching, where pupils achieve most and all-regardless of ability-make the progress of which they are capable, are often those where teachers understand the value of feedback and use that can be made of marking. In these lessons, such as a very good Year 6 mathematics lesson, the teacher had modified her introduction to give additional examples and explanation of areas where marking showed some pupils had struggled to understand. Furthermore, when the tasks began, she had carefully chosen a group of pupils that she would work with to overcome a common difficulty. In these ways, teaching is tailor-made to the pupils' needs. The pupils understand the care that is being taken, realise that they are getting the support and guidance they need when they need it, and respond very positively; they concentrate hard and show a lot of effort.

23. Pupils are enthusiastic learners who respond very positively to very good teaching. When tasks are challenging but interesting, they try very hard and persevere. This is particularly so in classes where teachers have good behaviour management skills. Here, there is a very positive climate for learning which encourages pupils to 'have a go' without any fear that they will be belittled. In these classes, no one fears making a mistake. Indeed, pupils are actively encouraged to see mistakes as positive, as real opportunities to learn.

24. Particularly in older classes, English and mathematics are taught well. Good use is made of setting, particularly in Year 6 to reduce both the numbers in each group and the ability levels within the groups. The national strategies for literacy and numeracy are understood and generally applied very well. Most teachers have good or excellent subject knowledge, and this is clear in the quality of their planning before the lesson and their teaching during it. Tasks are well matched to all pupils' abilities. Where teachers establish a positive climate for learning, much is achieved.

25. Some teachers use resources very well. For example, when teaching less able pupils they recognise that many of these pupils benefit greatly from visual presentations, as well as oral discussion. Where pupils have limited vocabulary, this is particularly beneficial.

26. Teaching of pupils with special educational needs is generally good. Most teachers plan well in their general lessons for these pupils. Careful note is taken of targets in individual education plans, and tasks planned appropriately. Although few in number, teaching assistants generally make a very positive contribution. They are skilled and able. However, in some classes teachers do not use them, or volunteers, well. Typically in these lessons, these extra adults are left sitting around for relatively long periods. For example, 25 minutes of a 30 minute Year 5 ICT lesson. Pupils are often withdrawn. More thought needs to be given to how tasks can be undertaken within the classroom, so that these pupils do not miss out on the good quality teaching and learning.

27. Pupils for whom English is an additional language are well taught. Pupils from ethnic minorities, too, generally enjoy good teaching. These pupils usually show very positive attitudes to learning and respond with great interest to challenging tasks. They achieve well.

28. Teaching of the most able pupils remains a concern, as it was when the school was first inspected. Where teaching is best, these pupils are sufficiently challenged and do very well. Overall, in Years 4 and 6 they make very rapid progress, satisfactory progress in Year 5, but often unsatisfactory progress in Year 3. In an excellent Year 6 lesson, for example, they were given challenging, open-ended investigations that asked them to decide how a problem could be solved, and then use their knowledge to do so. They responded very positively, and worked very co-operatively within their groups.

29. Good use is generally made of homework. It is set consistently through the school, although some staff give little feedback to either pupils or parents afterwards. This is a justifiable concern of parents. Often homework is used to reinforce classwork, or to help prepare pupils for future lessons. Parents are encouraged to become full and active partners in their children's education out of school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

What is done particularly well:

- The curriculum is of good quality and pupils' learning is extended, particularly in Year 6.
- Pupils' cultural development is good.
- Events, visits and visitors are used effectively to extend and enrich the curriculum.

What could be improved:

- Provision for pupils' social development.
- Broader curricular provision for ICT.
- Some teaching sessions are too short for pupils to gain much.

30. The quality and range of learning opportunities are satisfactory throughout the school and in Years 4 and 6, where there is greater depth and better links between subjects, they are good. The school has developed a structured curriculum, meeting nearly all statutory requirements, and is providing more besides. However, important elements of ICT and some minor areas of physical education are missing, and this has an adverse effect upon standards. The wide range of learning opportunities meets the interests, aptitudes and particular needs of all pupils, including those with special educational needs and pupils for whom English is an additional language. Improvements noted at the last inspection, such as in the programmes of work for mathematics, have been sustained.

31. The last inspection criticised the curriculum, particularly the 'poorly-defined topic approach' and poor balance. Both have been rectified. The use of a nationally recognised scheme of work has provided a clear structure on which to develop a more balanced curriculum. Skills are methodically developed year-on-year and all subjects in the National Curriculum are included. This is an improvement since the last inspection.

32. Curriculum planning at all levels is better, most of good quality and thorough. The plans link together well and pupils' new learning in one subject will very often reinforce and practise what they have recently learnt in another. Planning includes a good evaluation of what was done last and homework consolidates and extends what pupils learn in class. Much of this development is supported by a whole school policy on marking and explicit lesson targets for pupils' learning. Some foundation subject sessions are too short for much to be achieved. The school recognises this and changes are planned.

33. Provision for pupils with special educational needs is satisfactory. Individual educational plans are now clear and well written, an improvement since the last inspection. Pupils are aware of their targets and they are applied across a wide range of subjects. Their learning is planned and reviewed on a regular basis. They generally have full access to the curriculum, except those removed from class. Adult support, although limited, is well structured. However, the unnecessary use of withdrawal means that pupils can miss important teaching points, particularly in literacy and numeracy.

34. Effective policies for sex education and drugs misuse support the teaching and learning programme in Year 6. Personal, social and health education is taught through a stimulating and varied curriculum and is included as part of weekly provision for the pupils. Good use is made of visits and visitors to enrich the curriculum. There is a good range of lunchtime and after school extra-curricular activities, though more could be done after school. Parents play a full part in this provision.

35. Provision for pupils' personal development is good. The strong sense of community and caring is pivotal. Staff value pupils' efforts and their contribution to school life. Teachers use praise well to encourage pupils to reach their personal targets. The school is an inclusive community of staff, pupils, parents and governors. The community's contribution to pupils' progress is good. People who work in the community come into school to talk and work with pupils. Parent and friends help in many ways. Relationships with partner institutions are good, with the local secondary school students working with pupils in the school. Provision for pupils' social development is satisfactory. Pupils are encouraged to take on classroom tasks and the eldest have responsibilities around the school and as playground mediators. Pupils are treated in a warm and friendly manner by all the staff and this has a positive effect on their relationships in most classes. Where it is less satisfactory is in the playgrounds and dining hall when pupils are often very boisterous and at times rough when playing with one another. This behaviour is not always managed to prevent difficult situations arising. Provision for pupils' spiritual development is satisfactory overall; however, it varies from class to class. Assemblies include an opportunity for reflection and prayer. Provision for pupils' cultural development is good. Local visits are used well and there are many visitors and experiences that inform pupils about art and design and music using a wide range of cultural influences. This broad awareness is evident in the good displays around the school which link to work in many subjects. Pupils learn about celebrations and traditions in many faiths as part of their work. Provision for moral development is satisfactory overall. It is closely linked to the school's caring ethos. The staff insist on high standards of behaviour and consideration for others at all times and this is particularly successful in the Year 6 classes. Pupils are taught what is right and to respect others and their property. All the staff provide good role models.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

What is done particularly well:

- St Peter's is a caring school where staff know pupils well.
- Target setting and assessment generally are used very effectively.
- Procedures for monitoring and supporting pupils' personal development are good, and recently introduced opportunities for responsibility and the award of merits are successful.

What could be improved:

- The revised discipline policy could be more firmly and consistently implemented in some classes.

36. The school's provision for the pastoral care and welfare of its pupils has improved since the last inspection. Procedures to promote health and safety and the general well-being of pupils, which were a cause for concern, have now been revised and improved. Regular risk assessments of the site are now conducted by governors and staff, and all concerns are well recorded and dealt with. Staff know pupils well, and they are concerned for their physical and emotional needs. Pupils with special educational needs receive satisfactory care and support from staff to enable them to make satisfactory progress and to take full advantage of all educational opportunities. Satisfactory provision is made for first aid. An accident book is kept up to date and all incidents are clearly recorded. Electrical equipment is checked regularly. Fire drills take place regularly.

37. Child Protection procedures are satisfactory and in line with local guidelines. Training is regular and appropriate. Pupils giving cause for concern are well monitored. All staff are aware of the procedures through regular meetings and discussions. Regular meetings with lunchtime supervisors are beginning to ensure that all are aware of the school's policies and procedures for the care of pupils.

38. Satisfactory procedures are followed for monitoring and promoting attendance. The Education Welfare Service supports the school well through regular visits. Parents and pupils are reminded regularly in newsletters of the importance of good attendance and punctuality. Pupils receive rewards which encourages them into a pattern of good attendance. Registers are well monitored and absence is checked each morning. This is good and helps ensure the pupils' safety.

39. The procedures for monitoring and promoting good behaviour are satisfactory. The revised discipline policy sets out a clear set of rules for pupils, a good system of rewards and sanctions and the school's expectations of behaviour. At present the revised policy is not being firmly and consistently implemented by all staff, in some classes and playtimes particularly. Following consultation and evaluation a successful merit reward system has been introduced which has made a positive contribution to pupils' personal development and achievements. A 'good work' assembly is held each week when pupils are publicly congratulated and awarded for good work, effort and behaviour. All pupils receive regular and appropriate verbal praise and encouragement from their teachers. Procedures to monitor and eliminate bullying and racial harassment are satisfactory and all incidents are well recorded. Any problems are dealt with promptly and effectively.

40. Procedures for monitoring and supporting pupils' personal development are good. The increased opportunities for pupils to take on responsibilities has made a strong contribution to their personal and social development. Through 'circle time' personal development is encouraged, and pupils in most classes are confident to share their feelings

and concerns within a safe and secure group. Teachers know pupils well and effectively help them to set their own targets for improvement and to evaluate their success.

41. Procedures for the assessment of pupils' academic progress are satisfactory overall and good in English, mathematics and science. They are much improved since the school was last inspected. Comprehensive procedures are now in place for the assessment and recording of progress in these subjects. Where data was previously collected, it is now analysed thoroughly. This leads to clear targets setting. However, the use of assessments to guide planning is less effective, due largely to some misunderstanding of how to take medium term plans and convert them into lesson plans. Although this area has improved significantly since the assessment co-ordinator took over the role, there is still more to do to achieve consistency of practice throughout the school. At the present time the subject co-ordinators see planning after a unit of work has been completed and evaluated by the teachers. This makes it difficult to monitor effectively. Pupils are given good opportunities to monitor their own achievements in comparison with their individual targets. Effective tracking monitors progress in English, mathematics and science and also monitors the individual achievement of boys and girls.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

What is done particularly well:

- The headteacher and staff are working hard to establish and further improve their good partnership with parents.
- Parents support the school well.
- Information for parents to assist them in helping their children at home has recently improved and is now good.

What could be improved:

- Annual reports could be more helpful to parents, particularly to give clearer information about progress in all subjects and targets for improvement.

42. The school is working hard to establish and extend its good partnership with parents. Since the last inspection the links with parents have improved, and parents speak favourably about the difference the headteacher has made to the school. Parents now feel welcome, and they are comfortable to approach the school to ask questions or to discuss problems. The majority of parents are happy with their children's progress and the quality of education the school provides. Parents are very supportive of their children's learning and their interest makes a strong impact on the work of the school. Parents of pupils with special educational needs are kept appropriately informed and are invited to attend all review meetings. Most parents and pupils have signed the home/school agreement. The good partnership with parents makes a very effective contribution to pupils' progress at school and at home.

43. A small number of parents help regularly in classrooms, on visits, with swimming and with extra-curricular clubs such as netball. The school values their help and positively encourages parents in this way. The Parent, Teacher and Friends Association (PTFA) is a small but very active group of parents who help to raise considerable funds each year to provide additional learning resources. The school benefited from the support of a group of Friends from the church congregation who helped to create an environmental area to enrich the curriculum. The majority of parents support their children well at home by listening to reading and helping with homework topics.

44. The quality of information for parents is satisfactory. The headteacher is working hard to improve the amount of information parents receive. Most parents feel well informed, but a significant number would like more information about progress. The headteacher has revised the format of the newsletters so they are more friendly and informative. They provide good information about events and ways in which parents can be involved. To assist parents to help their children out of school, teachers provide a useful programme of homework and a list of termly topics.

45. Parents' views are welcomed. Questionnaires have canvassed general opinions. This has assisted the school well in strengthening its partnership with parents and addressing their concerns. Homework diaries are used well. The school is currently working to improve its induction arrangements to ensure a smoother transition from the infant schools. In response to parents' concerns, the school has changed how it arranges consultation evenings. Parents are invited to attend class assemblies and productions, and these are well attended. A parents' prayer group meets in school each month.

46. Reports to parents are satisfactory and cover all subjects. Although general progress is reported satisfactorily, limited information is provided about progress in each subject, and reports contain no specific targets for improvement. A significant number of parents feel they would like more information about progress, and the inspection agrees that levels of achievements are not always clear. The prospectus meets the statutory requirements and is an attractive booklet containing very helpful information for parents about organisation and the curriculum.

HOW WELL IS THE SCHOOL LED AND MANAGED?

What is done particularly well:

- The headteacher gives the school enormous drive and provides strong leadership.
- Governors play a very full and active role in shaping the school's future.
- Everyone is working together towards their shared vision for St. Peter's and its pupils.

What could be improved:

- Closer checks need to be made that new policies and procedures are understood and consistently implemented.
- Better use could be made of the support teacher, to the benefit of far more pupils.

47. Since the last inspection, improvements made following the school's first inspection have been built upon very well. Particularly in the writing and implementation of the school improvement plan, and in the involvement of staff in subject management, improvement has been rapid and effective. Governor involvement, too, is much greater.

48. The headteacher has enormous energy and drive and a clear vision of what St. Peter's might achieve. He has worked very hard to strike the right balance between improvements that need to be made now, and steps that need to be taken to establish longer term progress. He has listened to the views of staff, pupils, governors and parents and successfully met their immediate concerns. Staff talk of the many improvements that enable them to be more effective. Pupils, particularly the eldest, feel they have a real say in their school, and that their views are welcomed and listened to. Governors have been given further opportunities to extend their roles and really play a part in the school's growth. Crucially, parents feel that they are listened to and that their views are taken into account when decisions are made. Nine in every ten who returned the questionnaire feel that the school is well led and managed.

49. Changes made since the last inspection have successfully built upon the improvements made beforehand. Much has been achieved in the last few months, much more remains to be done. The pace of change is impressive, and appropriate. The headteacher has struck the right balance between the need to improve many aspects of the school quickly and the need to involve everyone in the decision-making process. Staff speak highly of the changes made and recognise the need for them. However, some changes have been introduced that are clearly not fully understood and implemented by all staff. For example, the recently-introduced behaviour policy is effective in giving pupils targets and rewards for their own individual efforts and achievements that they enjoy and respond positively to. It is much less effective in classes where teachers do not use it consistently. In some classes, there are no clear and consistent standards required of pupils and their behaviour can be poor. Many parents share this view. It is a failing of management that this has not been resolved. Likewise, the quality of teaching, which varies greatly through the school. Much has been done and the overall quality is much better than when the school was first inspected, but about the same as when the school was last inspected. Teaching is monitored and evaluated much better, but its development is much more limited. Again, such is the variation still that parents state, as soon as they are given the name of the teacher who will teach their child in the following year they know whether their child will have a good year or not.

50. The senior management team is generally effective. They work closely with the headteacher who looks to use their skills effectively. Issues are thoroughly discussed, informed decisions made and effective action taken. In addition, the school has a number of very able staff who, when appropriate, are included in these meetings. The head recognises that these staff are very knowledgeable and a catalyst for school improvement. They are given every opportunity to make a difference. Throughout the staff, there is a shared determination to raise standards further and improve the quality of education offered. Subject management is good. Since the last inspection, much has been done to improve staff effectiveness. They monitor much more closely, discuss outcomes with headteacher, staff and governors, and are a real driving force behind many of the improvements made recently. However, whilst staff plan lessons in year groups and ensure continuity across both classes, there is no one who checks these plans and gives advice before lessons take place. Where staff struggle, or plans are inappropriate, no check is made until after the lesson has taken place.

51. The school improvement plan is a very effective tool. The views of all are considered, an improvement since the last inspection. Governors have a major role and work closely with the headteacher to formulate, monitor and review progress. Areas for improvement are clearly identified. It states what will be done, by whom and by when. Success criteria are clear. Very good plans for the development of each subject are included.

52. The aims and mission statement are good. They are clearly defined and reflected in the day-to-day life of the school, an improvement since the last inspection. They were recently revised to ensure they were meaningful aspirations that were fully inclusive. They are carefully considered when changes are made or new policies introduced.

53. Governor involvement is excellent, and much improved since the school was first inspected. Governors use their individual expertise very effectively. They manage themselves well. There is a clear structure for all their meetings so that time is not wasted. All governors have a clear understanding of their own role and where that fits into the work of the Body as a whole. Successive headteachers have increasingly given governors more involvement. Governors appreciate the recent changes. For example, they feel that their greater involvement in the life of the school and the reports they receive from curriculum co-

ordinators, enable them to make far more informed decisions. They manage the school's finances very well.

54. The headteacher sets very high standards for himself and the school. He has a very clear understanding of the potential of St. Peter's pupils, and recognises that many have not achieved as well as they should. Currently, for exceptional reasons, he is undertaking a very high proportion of teaching. Given that his teaching is of an excellent standard, this is beneficial to the pupils in the short term. However, in the longer term, it is important for the school's development that he reduces this high level of teaching.

55. Staff are generally deployed to the maximum benefit. However, one teacher is used to support pupils with special educational needs on an individual basis. These pupils make good progress in the specific activities they undertake in these sessions, but this is a very few pupils. There is far greater need for additional support more widely across the school. Furthermore, these sessions are in isolation from the pupils' general classwork and what is done is not in the context of the pupils' general learning. This limits progress.

56. Data has been used more effectively since the first inspection, and far more effectively since the last inspection. The most important improvement is that data is now used, whereas before it was merely collected. For the first time, staff are using data to make informed judgements about what pupils should achieve, and to thoroughly check how pupils are progressing. Pupils and parents are fully involved and informed. As a result, each pupil's learning in the core subjects is now much more focussed. All pupils, regardless of their ability or background, are given the support to progress.

57. Good structures and procedures are increasingly used to check standards and provision. Much is done so that what works well in the school is shared, less to ensure what does not is rectified. Policies have been revised and new ones, such as a policy on race equality, are being written in consultation with staff, parents and governors.

58. The provision for special educational needs is managed satisfactorily. Co-ordination is good, but more needs to be done to ensure that all staff skills and expertise are used to the greatest benefit. In several classes, teachers teach large numbers of pupils, including those with special educational needs, with little or no additional adult support. Where teaching assistants are available, they are generally well used.

59. Performance management is well organised and effective. Training is increasingly focussed on improving school performance. There are satisfactory arrangements in place for the induction of newly qualified teachers and teachers new to the school.

60. Financial planning is very good. Best value principles are applied well. Money identified for specific purposes is carefully spent and closely monitored. The school has actively sought additional funds from several sources, and used this money well to improve what it does for its pupils, for example the breakfast club. Governors are fully involved. A close link is made between financial planning and the school improvement plan, to raise standards and improve the quality of education offered, for example the new ICT provision. The recent underspend funded important changes and was appropriate.

61. School financial and administrative procedures are very good. Skilled administrative staff help ensure the school runs smoothly. Recommendations of the most recent audit have been implemented.

62. Most teachers are deployed well, making best use of their skills and expertise. Currently the school operates with a small number of extra teachers who are not used as effectively. The school has a small number of teaching assistants. These staff are very able and make a significant difference to the quality and pace of learning in the classes in which they work. Lunchtime staff are well managed. Play equipment is available and much is being done to give pupils a better, more positive lunchtime experience. However, expectations need to be raised about how pupils will behave, particularly in the dining hall. The accommodation is satisfactory overall, classrooms enhanced by very good quality displays. However some classrooms are small for the numbers of pupils taught in them, and this can adversely affect pupils' education. The school has already begun to improve the working environment with good plans for further developments. Again, much has been done recently to improve the quality and quantity of resources, and these are now good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To further build upon the good progress made since the last inspection, and very good recent progress, the school should:

- (1) Further raise the standard of teaching by a small proportion of teachers by:
 - providing further guidance in how to plan lessons, particularly to ensure lesson objectives are clear, tasks planned to meet them are purposeful and the structure ensures an appropriate pace is maintained;
 - ensuring the school's behaviour policy is understood and implemented.(Paragraphs: 10, 13, 14, 19, 20, 21, 23, 28, 39, 41, 49, 50, 70, 77, 78, 85 and 118)
- (2) Raise standards in ICT by providing for the full requirements of the National Curriculum.
(Paragraphs: 7, 11, 30, 60, 69, 80, 109, 110 and 111)
- (3) Provide sufficient teacher assistants to meet fully the needs of all pupils.
(Paragraphs: 26, 33, 55, 70 and 79)

Minor issues that the school may address:

- Better use could be made of the support teacher, to the benefit of far more pupils.
(Paragraphs: 8, 26, 33, 55 and 111)
- Provision at lunchtimes could be better, particularly expectations of how pupils will behave in the dining hall.
(Paragraphs: 14 and 35)
- Some subjects are taught in weekly sessions of 30 minutes. More would be gained from teaching hour sessions once a fortnight. The school is already considering this change.
(Paragraphs: 32 and 111)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	14	13	13	6	0	0
Percentage	9	27	25	25	12	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents about two percentage points. NB Five lessons were not graded, generally because the length of the observation was too short.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	257
Number of full-time pupils known to be eligible for free school meals	20

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	30	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	25	30
	Girls	23	22	26
	Total	51	47	56
Percentage of pupils at NC level 4 or above	School	82 (81)	76 (73)	90 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	28	25
	Girls	21	18	21
	Total	45	46	46
Percentage of pupils at NC level 4 or above	School	73 (77)	74 (75)	74 (84)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	14
Black – African heritage	0
Black – other	4
Indian	51
Pakistani	6
Bangladeshi	0
Chinese	0
White	170
Any other minority ethnic group	14

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	2
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	10.8
Number of pupils per qualified teacher	23.8
Average class size	32

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	74

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	433 407
Total expenditure	408 635
Expenditure per pupil	1 553
Balance brought forward from previous year	25 859
Balance carried forward to next year	50 631

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	5.0
Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	257
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	54	6	1	1
My child is making good progress in school.	30	58	5	0	7
Behaviour in the school is good.	31	55	8	0	6
My child gets the right amount of work to do at home.	20	55	19	3	3
The teaching is good.	29	58	5	1	7
I am kept well informed about how my child is getting on.	20	48	23	6	4
I would feel comfortable about approaching the school with questions or a problem.	51	37	4	2	6
The school expects my child to work hard and achieve his or her best.	42	50	5	0	4
The school works closely with parents.	20	52	21	2	5
The school is well led and managed.	46	46	3	0	5
The school is helping my child become mature and responsible.	26	54	10	0	10
The school provides an interesting range of activities outside lessons.	13	39	25	5	18

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

What is done particularly well:

- The quality of teaching in Years 4 and 6 leads to good gains in learning.
- The subject leadership and management are of a very high quality.
- Pupils' attitudes and commitment to learning in English is very good.
- Resources, especially books and provision in the school library, are of good quality.

What could be improved:

- Consistency of planning from year group to year group so that there is year on year progression.
- Better use of ICT within English, especially in the drafting and redrafting pupils' own writing.
- A sharing of good practice to ensure a more consistent quality of teaching in all classes.

64. By the age of eleven, standards reached are above national expectations and have remained so for three years. Standards are also above average when compared with similar schools. A significant factor in reaching these standards is a relatively high proportion of high quality teaching that challenges and inspires pupils to do their best always. In addition, standards are rising, due largely to the teachers' increasingly skilled implementation of the National Literacy Strategy, the clearer focus on writing and much better use of assessment to set targets for pupils and match work to their ability levels. The standards overall in speaking and listening and writing are good and very good in reading. Pupils with special educational needs are generally well supported and make satisfactory progress overall. Pupils for whom English is an additional language do well. Most make good progress and achieve well. Standards in English have improved since the last inspection.

65. By the age of eleven, pupils are fluent, accurate and expressive readers. The more able have a wide and extensive knowledge of vocabulary and show a very good understanding of character and plot development and story structure. All know how to use a library and how to access books. A notable feature is the effective way pupils make use of indexes, contents lists and glossaries in information books. This is evident throughout the school. Many pupils have their own collection of books. Pupils' know how to skim and scan to find information. They can name their favourite authors, many showing a good awareness of that author's style of writing. Reading is a regular part of everyday life at St. Peter's, and this is beneficial to standards. Pupils regularly visit the school library. They use it well, and the care they show is testament to their attitudes to reading. In addition, parents' support for their children's reading, combined with its high profile in the school, has a very positive impact upon pupils' enthusiasm and enjoyment of reading as well as standards reached.

66. By the age of eleven, pupils achieve good speaking and listening skills. Most pupils are confident, develop their ideas well, and are clear when giving their opinions. They listen carefully, respecting the opinions and contributions of their peers. Discussion is a regular part of day-to-day school life, and this has a positive impact upon standards. For example, the school council, class debates, circle time and assemblies all encourage the use of these skills. Teachers are good role models, and this helps pupils understand the conventions of speaking and listening. Teachers are quick to correct any pupil by repeating in Standard English any comments of pupils that ignore conventional speech patterns.

67. By the age of eleven, standards in writing are good overall and a significant proportion of pupils achieve above the expected level for their age. Pupils use a wide range of styles well. For example, they write play-scripts with scene plans and directions, combined with well-constructed dialogue written in script form. Standards of handwriting, spelling and punctuation are good. Many pupils, especially those of higher ability, confidently undertake independent work and are keen to move on in their learning.

68. Throughout the school, writing is used well in other subjects. For example, work in English was linked to work in science using texts describing circuits and how they work. During the inspection, a very good link was seen in Year 4. In English, pupils read stories from other cultures. The teacher had carefully chosen two texts, one linked directly to the village the pupils were studying in geography. In design and technology, pupils learn to take notes and write instructions, such as 'how to make a sandwich' and also compare a range of graded instructions for 'making a sock puppet' to identify which is the most helpful. Other writing is undertaken from the study of stories, including myths and fables. For example, Year 6 pupils have rewritten the story of Icarus, with the aim of making it more exciting. Their writing is imaginative and dramatic. Younger pupils have designed a front page of a newspaper called 'The Anglo-Saxon Daily', linked directly to their historical study. Pupils also get many good opportunities to debate particular issues, enhancing their skills in taking a position in an argument. During the inspection, some pupils looked at the issue of building a bypass. This study also gave pupils experience of comparing in a text the difference between fact and opinion.

69. Throughout the school, pupils have many good opportunities to write in a wide range of styles, and this is very beneficial to the progress they make. Some looked at a range of persuasive texts and then designed their own posters and leaflets. Others have looked at the covers of books and learned the purpose of the 'blurb'. They understand the roles of the author, illustrator and publisher. Pupils are encouraged to apply their skills in everyday life. In a book review, some Year 6 pupils found language they considered inappropriate for a book targeted at a young age range, and wrote a well-constructed formal letter to the publishers. In Year 5, pupils wrote letters to companies whom they felt did not understand the importance of 'fair-trading'. In Year 6, pupils planned a short story to use when they act as 'buddies' for the new intake of pupils. When these pupils visit the school, Year 6 pupils will read the completed stories to them. Of great benefit are opportunities pupils have to meet professional authors and illustrators. Pupils are fascinated about how they get and develop their ideas. Much good quality work follows these visits. A particular weakness in the development of writing is the limited use of ICT, particularly the use of computers for pupils to draft and edit their writing. Where good quality work exists, for example in pupils own biographies, much of this work was done at home.

70. The quality of teaching is good overall and examples of very good and in some lessons, outstanding teaching were observed. Some particularly strong features are regularly present where there is better teaching. Foremost amongst these is a positive learning atmosphere, created by the teachers' high expectations, challenge, pace and timing of the lesson. When teachers have very good subject expertise and it is applied well, lessons are generally very good. In all cases, teachers' lesson planning is firmly based on the National Literacy Strategy. Generally, learning activities are stimulating and well matched to pupils' abilities, including those with special educational needs. However, where there are particularly weaknesses, such as unclear or muddled planning, ineffective class control, low teacher expectations and ineffective use of support staff, then invariably pupils learn less. There are also too few support staff for the pupils' needs to be fully met. In a lesson on limericks, although pupils enjoyed the humorous verse, they were unable to grasp the idea because the teacher did not make the rhythmic flow of a limerick clear. Where teaching is stimulating, pupils have very good attitudes to learning and show a keenness to participate.

They put their hand up and wait, excitedly, to be invited to contribute. Relationships are particularly good, especially as pupils get older and can chat more informally with the teacher and share a joke. This is handled well by the pupils who clearly enjoy this part of lessons.

71. The curriculum is good. The school's positive response to the National Literacy Strategy is raising standards overall. The quality and use of assessment and target setting is good and very beneficial to pupils' achievements.

72. English is very skillfully managed. The subject co-ordinator is knowledgeable, enthusiastic and has worked very hard in the short time in post to raise the profile of English across the school. A thorough audit has enabled clear priorities to be set. The literacy governor is fully involved. Lesson observations have been undertaken, and this has helped ensure that the literacy strategy is followed. However, the co-ordinator only has sight of teachers' planning after the teachers have completed and evaluated their work at the end of each half-term. This limits her effectiveness, particularly to intervene where there are weaknesses.

73. Much is being done, and has been done, to improve the quality and provision of books. Book resources are now good overall. In September 2001, the school recognized the urgent need to put more resources into the library. A thorough audit identified the need to replace many books and increase the range of books in specific areas such as poetry. Funding has been increased and already made a great impact on the library stock. However, although good use is made of the library by individual pupils, there are no class library sessions because it is used so heavily for teaching groups.

MATHEMATICS

What is done particularly well:

- Teaching is of a very high standard in Years 4 and 6, and pupils in these classes learn at a very fast rate.
- The subject is well led and managed.

What could be improved:

- Better use could be made of ICT.

74. Current standards at the end of Year 6 are a little above the national average. This shows good improvement since last year, when standards were broadly average by the end of Year 6, and over the last four years, when standards have improved slower than in English and science. This is also an improvement upon standards at the time of the last inspection, when they were broadly average. As then, pupils with special educational needs make satisfactory progress. Pupils for whom English is an additional language generally make satisfactory progress. However, given their capabilities, more able pupils should have reached higher levels. Although addressed much more in the recent past, these pupils have not all made the progress they should.

75. Standards are improving generally and pupils making better progress for several reasons. Firstly, very good use has been made in the recent past of target-setting. For the first time, staff have looked at pupils' current levels of attainment and set targets for them. These targets are known by both pupils and parents. This leads to a much clearer focus on how each child is doing. Secondly, staff constantly review these targets and consider how well each pupil is doing. Where it is not as good as expected, action is taken. Better focus has been given to planning lessons, so that learning is more purposeful. Finally, greater emphasis is being placed on raising the standard of teaching and learning, although there remains much to be done.

76. Teaching is satisfactory overall. Pupils in Years 4 and 6 make very good progress in their learning and achieve well. Within these year groups, pupils consistently receive very high quality teaching. Teachers have a very good understanding of mathematics and teach basic skills confidently. Skills, such as the use of estimating to check the answer, are well taught. A purposeful and positive climate for learning is established, with all pupils encouraged to 'have a go' and 'believe in yourself'. Pupils respond positively. They enjoy the harder work. In pairs and groups, they share ideas, listen to one another and help clarify each other's thinking. Whether for the most or least able group, lesson content and how it will be taught are carefully considered so that pupils gain the maximum benefit. In an excellent lesson, the most able Year 6 pupils were challenged to think and apply what they had learnt previously to new problems. Pupils enjoyed the challenge and were engrossed in finding solutions. In a very good Year 6 lesson for the least able, the lesson content was broken up into smaller tasks that involved working alone, with a partner, a group or the whole class. No pupil became bored, learning was interesting and fun. There was a sense of lots being achieved. The teacher used visual as well as oral explanations very effectively, so that those with limited vocabulary could see as well as hear what she wanted. In all of these lessons, marking is used very effectively. Firstly, pupils are given clear feedback that explains what they have achieved and what they need to focus on next. Secondly, teachers cleverly use marking to revise their lesson introduction for the following day, and often to determine which specific pupils they will work closely with during the lesson, and the teaching points they will emphasise. In the introduction and summing-up sessions, pupils are expected to explain their thinking and working-out fully. Expectations of pupils' attitudes, behaviour and work are equally high. Teachers insist, for example, on pupils using the correct mathematical vocabulary.

77. Elsewhere progress is more limited, largely because the quality of teaching is less effective. Although the proportion of unsatisfactory teaching is much less than at the time of the last inspection, it is still relatively high. This is particularly so in the youngest year group. In several classes, the behaviour of a very small number of pupils is not handled well. Any gap between activities results in noise. Often in these classes behaviour deteriorates through the lesson, the pace of learning slows and others become restless. This impacts adversely on the progress of the whole class.

78. Overall, the numeracy strategy is used well. Most lessons are very well planned with a clear structure so that learning is at a good pace. There is a very clear understanding of what the pupils are expected to learn. Pupils know this too, and can recognise how well they are doing in these lessons. In some classes, however, the aim of the lesson is not clearly thought through and much less is achieved. Here teachers are not given the support necessary to enable them to plan as effectively. There can be some confusion, for example, about what are lesson objectives and outcomes, and how to plan for both. Within the subject, number is taught best and pupils also have good understanding of space, shape and measure. Other than in the introduction to lessons, many pupils have little experience of open-ended investigation. In the younger classes particularly, data is collected but rarely used to draw any conclusions. The meaning of data collection is consequently lost on the pupils. Assessment through target-setting is used very effectively, and is much improved from the last inspection. Even so, more remains to be done to enable staff to fully utilise the good systems and procedures introduced in the recent past. Resources are now sufficient, another improvement since the last inspection.

79. Setting is used with greater effect in some year groups than others. In Year 6, additional teachers ensure groups are smaller and consequently the pupils within them have ability levels that are more alike. Elsewhere this is not the case. Two classes are generally shared by two teachers. In order to give the class with the least able pupils more adult support, the other class is often larger. It is not uncommon for this to be in the mid-30s in a relatively small classroom. This undoubtedly affects the rate of learning adversely.

80. Use of mathematics in other subjects varies. Time lines in history and minibeast data collection in science, give pupils opportunities to see how number is used. As at the time of the last inspection, the use of ICT is very limited. Now that is largely because of the lack of equipment and the cramped conditions in some classes which make it very difficult to establish a comfortable work station. The weakness in the quality of teaching described then has largely been overcome so that, when teachers do use ICT, it is for a relevant and useful purpose.

81. Management of mathematics is good and the co-ordinator has much more opportunity to monitor standards across the school than when the school was last inspected. Governors are given regular updates, helping raise their awareness of relative strengths and areas for improvement. Staff have had the opportunity to observe good teachers and receive thorough training, although a small number need more help with planning. However, no-one monitors planning before the lesson takes place, to advise staff on how it might be improved, and this is a relative weakness.

SCIENCE

What is done particularly well:

- Standards and national test results are improving.
- The subject is well led and managed.
- The curriculum is well planned and offers staff lots of support and guidance.

What could be improved:

- Assessment information could be used better when lessons are being planned.

82. From the time of the first inspection standards were above average until 1999; there was a dip to well below average in 2000. There has been a significant improvement shown in the 2001 results, when results were average.

83. Evidence from the inspection suggests that current standards in Year 6 are above average. These pupils are all working at appropriate levels, with sufficiently demanding tasks to meet their different abilities. Particularly beneficial to pupils' learning in this year groups is the emphasis on methodical development of pupils' thinking skills during practical activities, so that they are learning to think scientifically, using a wide range of thought processes.

84. Pupils' progress in developing knowledge, skills and understanding is satisfactory overall. The teachers' planning is good and more time has been spent developing the practical investigative elements, which serves to improve scientific thinking. Investigative science activities feature regularly within the science curriculum in each year group and pupils generally predict what will happen before carrying out their experiment. All pupils, including those with special educational needs, those for whom English is an additional language and those more able, make satisfactory progress because teaching provides well for their differing needs. A range of effective questioning styles reinforces learning and assesses pupils' knowledge and understanding. Where progress is less satisfactory teacher expectation is not made clear to pupils.

85. Teaching and learning overall is good although the quality of teaching varies. Teaching in Year 6 is very good because planning ensures that pupils work through very relevant activities. The teachers are clear about what the pupils are expected to learn and use pupils' previous knowledge well during the lesson. Learning is particularly good in Years 4 and 6 where teachers have very good knowledge and understanding of science. In a very good Year 6 lesson, very good use of scientific vocabulary and clear verbal and visual explanations of the digestive system ensured clear knowledge gains for the pupils. In a very good Year 4 lesson, very good teaching ensured pupils fully understood how to group and identify garden animals and their habitats, use a database and set up a controlled investigation into ideal conditions for the animals. In these effective lessons, questions are probing, challenging pupils to use what they already know to think through problems. Resources are well used, particularly to give pupils with limited scientific vocabulary lots of visual explanation, particularly using computers and overhead projectors. In classes where the rate of learning dips, it is generally because the pupils spend too much time listening to the teacher and do not fully understand the activity they are being asked to carry out. Occasionally, teacher's scientific subject knowledge is poor and this hinders pupils' learning, or resources are not prepared well, or their use is poorly explained to the class. Assessment of pupils' work is used inconsistently. For example, only some teachers use their evaluations of what pupils have learnt in one lesson to plan the next. Better use of assessment would help identify gifted and high achieving pupils.

86. Work is generally marked well, teachers' correct misconceptions and clarify points by posing questions to answers pupils have written. This is very beneficial to the rate of pupils' learning, giving them a clear picture of what they are doing well and where they need to concentrate to improve. Targets for improving achievement in literacy are used by pupils when writing up their investigations. This is very useful and an important factor in why these targets are so effective in raising standards.

87. The curriculum is good. The nationally recognised scheme of work is used effectively, with minor changes appropriate to the needs of the pupils. Where a thorough analysis of national test results identifies weaker areas, the curriculum is modified. This is very beneficial.

88. Effective co-ordination of the subject has helped raise attainment in the 2001 national tests. The newly appointed co-ordinator is building on this work effectively. The further development of whole school assessment of pupils' work will provide teachers with a consistent view of national curriculum levels. All classrooms support the topic currently being studied with very good displays and relevant material for pupils to read, an important improvement since the first inspection.

ART AND DESIGN

What is done particularly well:

- Standards have risen since the last inspection.
- Techniques and skills are taught well.
- Monitoring of the pupils work is effective.

What could be improved:

- Developing the pupils' sketch books as a record for the whole school.

89. Standards are in line with national expectations by the end of Year 6. Some aspects of design and making are particularly good. A wide range of techniques is taught and pupils have good opportunities to consider different kinds of art and design, craft and design. Pupils, including those with special educational needs, make good progress.

90. Very good use is made of visits and visitors such as an 'artist in residence' to offer a wide range of stimulating activities to pupils. Topics on 'Journeys' incorporate Aboriginal Art, and work on 'Performance' includes a wide range of masks from other cultures. In Year 6, pupils demonstrate a broad range of skills when exploring and developing a piece of headwear which they will make. The discussion about their design, the materials, construction and methods translated into detailed working sketches was very good. The quality of display work is good in the subject, both celebrating achievement and helping set high standards.

91. The quality of teaching is good. Teachers are clear and confident in their explanations of tasks and techniques, so pupils fully understand what is expected of them. A good range of media is used effectively to support the different skills taught. Teachers manage pupils well and consistently reinforce appropriate subject vocabulary. They maintain a good pace throughout lessons and encourage pupils to evaluate their work. Throughout the school, there are visually dramatic displays showing a wide range of good quality art and design. Pupils' work demonstrates projects that have been completed with comments from teachers about important points to note about the work.

92. The curriculum is good, with a wide range of interesting and relevant activities. Work is often linked effectively to study in other subjects, for example the Aboriginal Art project. Visiting artists and visits to museums enrich pupils' artistic knowledge and understanding. Display work throughout the school is visually stimulating and informative. Improvements between the first and last inspection have been maintained.

93. Co-ordination of art and design is very good. Good use is made of the previous co-ordinator's knowledge and understanding of the subject. There is an audit of what the school does well and where improvement could still be made. For example, having looked at sketch books throughout the school, further training in their use is planned. Resources are generally very good. An area recognised for improvement is a more consistent policy for assessing work. The newly appointed co-ordinator's plans for development are appropriate.

DESIGN AND TECHNOLOGY

What is done particularly well:

- Good links are made to other subjects.
- Curriculum tasks are interesting and relevant.
- Good use is made of pupils' self-assessment.

What could be improved:

- The use of control technology and other links with ICT.

94. Standards in design and technology are above those expected nationally. This is an improvement since the last inspection.

95. Good use is made of the nationally recognised scheme of work to plan tasks appropriate for pupils' ages. There is a good balance between the design and make elements of the subjects and pupils' have a good understanding about the materials and tools they use to complete their projects. Pupils are given opportunities to develop their ideas and plan how they will work. Design sheets record how their projects develop, recording and evaluating the finished products to show the complete design process undertaken.

96. Pupils' knowledge and understanding is reinforced through effective links with art and design, ICT and science. For example, a stimulating and interesting task to design and build a powered buggy was linked to a science topic on 'forces'. Number skills were used to measure the length travelled in the experiment with appropriate accuracy. Findings were recorded clearly and detailed diagrams of the buggies were of a good standard. Year 6 work on slippers was of very good standard. Design sheets are clear and showed the work completed for the project. Final products were well constructed and tested for their 'fit for purpose'. Good artistic skills and technical data were included, showing that what pupils learn in one subject is used and applied in another.

97. The quality of teaching is good overall. Where it is excellent or very good, the direct impact on pupils' learning is considerable. Work is carefully planned and teachers are aware of how this subject can be used very effectively to support learning in other subjects such as science, literacy and mathematics. In good quality Year 4 lessons, pupils worked in groups to design pop-up books. Teachers carefully demonstrated and thoroughly explained the nature of the tasks to be undertaken. They had high expectations of pupils and set them ambitious challenges. How mechanisms can be used to make things move in different ways was well explained and demonstrated, showing the range of options available to pupils when designing their page. Pupils' social and oral skills were developed well during the discussion and decision making phase.

98. Co-ordination of the subject is good. The co-ordinator is very knowledgeable and enthusiastic about the opportunities that the subject offers pupils. Newly purchased equipment and materials should support construction and ICT control program work in the future. Staff training is relevant to the needs of staff and the curriculum. Displays around the school are excellent and celebrate pupils' achievement well. Photographic records of previous design and technology work show the consistently high achievement of pupils.

GEOGRAPHY

What is done particularly well:

- The good quality of teaching is beneficial to pupils' learning.
- Pupils are very positive and keen to learn.
- Co-ordination and management of the subject is good.

What could be improved:

- Assessment procedures could be used more consistently by staff.

99. The first time the school was inspected, standards in geography were in line with national expectations by the age of eleven. Standards have improved since then and are now above that expected of pupils of this age. This is largely because the planned scheme of work is being consistently taught throughout the school, and staff teach the subject more confidently and knowledgeably.

100. Throughout the school, standards are good. For example, in Year 4, pupils' good designs for improving their environment include the development of the school pond. Imaginative posters on keeping environments clean show good knowledge. Geographical skills are used well. Good links to other subjects enable pupils to practice the skills of one subject when learning about another. In a very good Year 4 lesson, pupils learnt to identify the main physical and human features of the area around a village and to distinguish between man-made and natural areas. Good use was made of ICT to give pupils greater insight and more information about the particular village. This included short movies that brought to life what it was to live and work there. Through the topic, a good range of work was covered, enabling pupils to build a clear picture of the village and to understand its workings. Land use

surveys undertaken were then displayed as tables and graphs. In a very good Year 6 lesson, pupils studied rivers around the world and learnt the correct vocabulary, such as source and tributary. Pupils confidently explained the meaning of terms such as 'deposit' and 'erosion.' They correctly identified features on an Ordnance Survey map and accurately recorded their location as a grid reference. In a good Year 5 lesson, pupils correctly used a key to identify map symbols and what they represented. In both lessons, pupils used maps confidently and progress in mapping skills is good.

101. Teaching overall is good and this inspires and interests pupils in their learning. Consequently they are keen and interested. Lessons move at a good rate and learning is purposeful. Relationships are good and pupils make good gains in their learning.

102. Subject co-ordination is good. The recently-appointed co-ordinator has conducted a thorough audit of curriculum and resources. This has identified areas to update or replace and appropriate changes are being made.

103. The curriculum is good. A useful portfolio gives samples of pupils' work showing the levels expected as pupils move through the school. Assessment is undertaken by end of unit tests but this has been identified as an area needing further development because the procedures for assessment are not consistently applied through the school. In addition, the subject co-ordinator focused on the need to ensure that resources are available to meet curriculum needs when required and involves looking closely at the timetable to avoid any clashes where specific resources are needed at the same time.

HISTORY

What is done particularly well:

- Work of the subject co-ordinator, especially the specific expertise in history.
- Positive attitudes of the pupils to learning.
- Quality of history displays.

What could be improved:

- Assessment strategies could be improved to give staff the clarity of information they need about their pupils in order to plan more closely for their needs.

104. Standards are satisfactory, as they were at the first inspection. Because of timetabling arrangements, only one history lesson was observed during the inspection. However, samples seen of pupils' past and present work and interviews with teachers and pupils indicate that most pupils make satisfactory progress in history. The subject co-ordinator has very good subject knowledge which is used to good effect. The scheme of work is suitable and fully covers the curriculum. At the present time, assessment is undertaken at the end of each term, but it does not enable staff to fully understanding the depth of knowledge and understanding the pupils have acquired.

105. By the time they are eleven, pupils know that the past can be divided into periods such as Ancient and Modern and understand the terms BC and AD. Most classes have timelines about the period of history they are studying. This is helpful to pupils, both in placing events within the period, and the period itself, into chronological order. In Year 3, pupils know about invaders and settlers, especially the Roman Invasion of Britain, and how a period of conquest is generally followed by a period of settlement. In Year 4, pupils understand the different life-styles of the rich and poor in Tudor England. In Year 5, pupils can explain differences and similarities between school life in the Victorian era and that of today. Using the school and church, they have a sound understanding of local history, too. In Year 6, pupils have a satisfactory understanding of the Ancient Greeks. They know the importance of the

city states and can give differences, for example, between Athens and Sparta. They know how to use the internet and CD-ROM to gather information. During the inspection, for example, they were gathering information in this way about Olympia, and also comparing schools then and now. They generally use these research methods satisfactorily. Historical study is at a good level, pupils researching how Greek life has influenced that of today through areas such as politics, drama, architecture and sport.

106. Pupils are taught well to use a range of information sources when looking at the past. From an early age they understand that some sources are more reliable than others and can explain the differences between primary and secondary sources. In a good Year 3 lesson, pupils successfully used a range of sources to find out about Viking Longboats. The teacher used a good range of sources, including a video, books and CD-ROM. Pupils enjoyed using the information sources and began to compare the information from them.

107. It is not possible to give an overall quality of teaching as only one lesson was observed. However, in talking to pupils they expressed their interest in history and were keen to talk about what they had learned in their history lessons. Clearly they have satisfactory knowledge and understanding about the periods they have studied. They have particularly clear and vivid memories of visitors, such as a Roman soldier and Viking warrior, who have given an extra dimension to their studies. Visits and events such as a 'Tudor Day' further enrich their understanding. Pupils enjoy these more practical sessions and learn much from them.

108. Management of history is good. The subject co-ordinator has undertaken a useful audit which is being used to identify areas for improvement. Plans to increase resources such as artefacts and to widen the range of information books suitable for older pupils, are appropriate.

INFORMATION AND COMMUNICATION TECHNOLOGY

What is done particularly well:

- Teaching is generally satisfactory and raising standards and pupils' achievement with limited resources and difficult accommodation.

What could be improved:

- Standards are low throughout the school, particularly in the oldest classes where pupils have had too few opportunities to use computers in the past.

109. Throughout the school, standards in ICT are well below those expected nationally. This represents no change from the last inspection findings. Where standards are better than this, it is largely because the individual pupils have access to computers out of school. Pupils of all ages are generally at the very early stages of ICT competence. For example in a Year 5 class, a pupil adding basic data could not find the file without guidance from an adult.

110. The curriculum is poor. In Year 4, relevant data sorting is carried out as part of a science lesson. The work is relevant to the topic and pupils' knowledge gains are good. However in Year 5, the spread sheet and data work activity is inappropriate and does not advance pupils' knowledge of the advantages a computer has over a more conventional mathematical activity. Pupils' do not work independently and the task carried out was menial and basic. The limited space in some classrooms makes using computers difficult. For example, Year 5 pupils are not able to see the data being entered directly on to the screen unless they place the keyboard on their laps.

111. Teaching and learning overall is satisfactory, although some lessons taken by extra staff are not. In the most effective lessons, the computer is used to support learning with appropriate tasks for pupils to carry out in small groups. The teacher is clear about the objectives and organises the pupils so that rotation is maintained throughout the session. In poor lessons, the task is not well planned or managed. Pupils listen to information on simple spreadsheets for too long and the short time spent working on the computers is not used meaningfully. The time allocated to ICT lessons is short for a skills based session with limited computer access. All staff use overhead projectors effectively, with professionally prepared transparencies, to exemplify teaching points and to support learning with visual material well.

112. Co-ordination and management of the subject is satisfactory. There is a very clear and appropriate development plan for ICT over the next two years, which includes the building of a computer suite and further teacher training. The teachers have all completed the Government training programme and use the equipment to enhance displays, worksheets and other support material for pupils. More equipment is being purchased to fill gaps in the curriculum and extend other areas that at present are not in place in the school.

MUSIC

What is done particularly well:

- Pupils enjoy music supported by specialist teaching.
- Pupils are given interesting activities.

What could be improved:

- More opportunities in lessons for pupils to create and compose their own music.

113. Standards are in line with national expectations and this is an improvement since the last inspection. In the lessons observed, all pupils, including those with special educational needs, made good progress and achieved well. When lessons are taken by music specialists, pupils learn particularly well and achieve much.

114. In the small number of music lessons seen, pupils enjoyed the music and listened attentively, answering questions well and suggesting ideas for developing the rhythm and tempo. Teachers showed good knowledge and enthusiasm. In an excellent Year 4 lesson, pupils responded to the challenges set by the teacher to share and extend their knowledge about rhythm in a series of activities that captivated and increased the pupils' aural memory well. Specific musical language to describe sound, techniques and the structure of musical arrangements is good. Pupils have good opportunities to appreciate music. They listen quietly to a good range and variety at the start and end of assembly. During singing practice with the whole school, the teachers provided very good role models, identifying the relationship between lyrics and melody in song writing and singing songs from other parts of the world. The pupils sang a wide range, including calypso and African Hymns, very well. The emphasis on pronunciation and high expectations resulted in impressive round singing.

115. The curriculum is well planned and follows a nationally recognised scheme of work. Lessons are structured so pupils develop their understanding through a variety of musical activities that combine performing, and appraising. There are good opportunities for pupils to work alone and with others. However, although pupils are given opportunities to compose and use musical instruments in lessons, they are insufficient.

116. Co-ordination is satisfactory. Guidance and support provided for staff is effective and beneficial to pupils' learning. There is a clear view of strengths and weaknesses in the subject and there is an appropriate plan for further development. Resources have improved recently and planned staff training should further support pupils' learning. New assessment

methods are too recent for a judgement to be made, although they are likely to be useful. Although they are given good opportunities, the talents of individual pupils are not methodically developed.

PHYSICAL EDUCATION

What is done particularly well:

- The work of the subject co-ordinator is effective in improving provision.
- The provision of sufficient resources to teach the subject.
- The introduction of extra curricular activities.

What could be improved:

- Timing of lesson to be more precise with a more rigorous attention paid to changing time.
- The sharing of good practice in the teaching and learning in physical education, especially in behaviour management.

117. By the age of eleven, pupils achieve standards appropriate for their age and benefit a great deal from the teaching they receive in some lessons. This is a similar judgement to the last inspection.

118. The quality of teaching is satisfactory overall. A good number of activities, including dance using a range of rhythmic music from a range of cultures and invasion games such as basketball, are skilfully used to develop pupils' talents. In a very good hockey lesson, pupils were taught to control, dribble and pass to a high standard. The teacher used good questions to challenge pupils, such as, "what constitutes a good pass, and why?" The pace of learning was good, partly because there were sufficient good quality resources. Furthermore, good strategies were used by the teacher to enable all pupils to be successful. For example, pupils who were not so confident at dribbling with a ball were first given a puck to help them master the skill. All lessons started with a good warm-up and pupils were reminded of relevant safety issues. In the most effective lessons, pupils were quiet and sensible as they undertook their activities and good routines had been established to ensure pupils knew exactly what was required with regard to behaviour, care and consideration for others. Consequently these lessons were conducted with very good and sensible behaviour. However, this was not always the case. Some teachers have much lower expectations. In these lessons, pupils were noisy, they did not listen to the teacher, showed a lack of consideration for others, and wore a range of clothes and footwear that were unsuitable. In addition, where lessons are disorganised, as much as half the time can be wasted. Pupils' attitudes to physical education lessons are generally good where the teacher has good behaviour management skills and has forged good relationships with the pupils. However, about a third of the lessons observed had unsatisfactory behaviour and, although pupils are enthusiastic about physical activities, the lack of control in these lessons does little to focus these energies.

119. Subject management is satisfactory. The recently-appointed co-ordinator has made a good start. Plans for development are appropriate. The policy for the subject has been recently revised and the scheme of work is linked to national guidance on the teaching and learning in physical education. However, a particular weakness has been identified in the scheme of work where gymnastics and dance are not taught consistently across all years. This has been targeted in the subject co-ordinators action plan as a priority for development. Parents run extra-curricular clubs for football and netball, to help widen pupils' experiences and opportunities.