

# INSPECTION REPORT

**Ss PETER & PAUL CATHOLIC PRIMARY  
SCHOOL**

Yeadon, Leeds

LEA area: Leeds

Unique reference number: 108017

Head teacher: Mr John Cockcroft

Reporting inspector: Mrs Pat Kime  
25350

Dates of inspection: 29<sup>th</sup> – 30<sup>th</sup> January 2002

Inspection number: 197971

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

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## INFORMATION ABOUT THE SCHOOL

|                              |   |
|------------------------------|---|
| Type of school:              | Infant and junior                           |
| School category:             | Voluntary aided                             |
| Age range of pupils:         | 4 to 11                                     |
| Gender of pupils:            | Mixed                                       |
| School address:              | Crofters Lea<br>New Road<br>Yeadon<br>Leeds |
| Postcode:                    | LS19 7HW                                    |
| Telephone number:            | 0113 2503540                                |
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| Appropriate authority:       | The governing body                          |
| Name of chair of governors:  | Mr G Hall                                   |
| Date of previous inspection: | October 1997                                |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |               |                      |
|--------------|---------------|----------------------|
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| 31718        | Mrs D Shields | Lay inspector        |
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## **REPORT CONTENTS**

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>                  | <b>4</b>  |
| Information about the school                          |           |
| How good the school is                                |           |
| What the school does well                             |           |
| What could be improved                                |           |
| How the school has improved since its last inspection |           |
| Standards   |           |
| Pupils' attitudes and values                          |           |
| Teaching and learning                                 |           |
| Other aspects of the school                           |           |
| How well the school is led and managed                |           |
| Parents' and carers' views of the school              |           |
| <br>  |           |
| <b>PART B: COMMENTARY</b>                             |           |
| <br>  |           |
| <b>WHAT THE SCHOOL DOES WELL</b>                      | <b>9</b>  |
| <br>  |           |
| <b>WHAT COULD BE IMPROVED</b>                         | <b>16</b> |
| <br>  |           |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>18</b> |
| <br>  |           |
| <br>  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>             | <b>19</b> |

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Ss Peter and Paul Catholic Primary School is an average sized school. Its pupils, all of whom are from Roman Catholic families, come from a wide area that, taken overall, is socially and economically advantaged. The 208 boys and girls in Key Stages 1 and 2 are taught in eight classes, varying in size from 20 to 35 pupils. There are a further 35 children in the Foundation Stage. They are taught in two reception classes. The pupils are nearly all white and of UK heritage. There are no pupils for whom English is an additional language. The proportion of pupils entitled to free school meals (3 per cent) is considerably below the national average. When children start reception only around 60 per cent have benefited from pre-school education. Their attainment on entry varies but, taken overall, it is broadly average. The school has identified 21 pupils (9 per cent) as having special educational needs. This percentage is below the national average. However, a higher than average proportion (7 pupils) carry statements of special educational needs. Nearly all the pupils who start the school in reception stay to the end of Year 6.

### **HOW GOOD THE SCHOOL IS**

This school does very well by all its pupils. Its success is built on a strong sense of the school as a community and a dedication to nurturing pupils' all round development. The school provides a good quality education in a very caring atmosphere; every pupil is valued and is brought on very well both personally and academically. Pupils achieve high academic standards and they grow into very mature youngsters who really want to learn. These strengths are the result of the good teaching, the very good education for personal development and the head teacher's very effective leadership. The school gives very good value for money.

#### **What the school does well**

- Academic standards are high. Pupils' results in the national tests in English, mathematics and science are consistently well above average at the end of Key Stage 2. Standards are above average in several other subjects.
- The teaching is good. Staff expect the pupils to achieve the best they can.
- The school provides well for pupils who have special educational needs so they do as well as they can.
- All pupils follow a broad and rich curriculum.
- The provision for personal development is very successful and pastoral care is of a very good quality. As a result, pupils develop a high level of maturity. They have very good attitudes to learning, they are very well behaved and they have very good relationships with the staff and their classmates.
- The head teacher leads the school very effectively.

#### **What could be improved**

- The partnership between the governing body and the head teacher, the work of the governing body, and the efficiency of planning for the school's further development.
- There is no library for the pupils in Years 3 to 6.
- Children in the reception classes have few opportunities to learn outdoors.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. Since then it has improved at a good rate. All the key issues for action have been dealt with at least adequately.

- The improvement in standards in design and technology has been good.
- Work is better planned in geography and physical education. In physical education the improvement has been good.
- The necessary improvements to the accommodation have been effected.
- There has been substantial improvement in the work of the governing body, though more remains to be done.

Some matters that were not key issues have also improved.

- Standards are higher than in 1997 in physical education.
- Pupils' attitudes, behaviour and personal development are better than in 1997.
- The provision for pupils' cultural development has improved.

Furthermore, results in the Key Stage 2 national tests\* have been well above average for the last four years and standards in history remain above average.

\* These are the tests often referred to as SATs

## 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         | A             | A    | A    | A               |
| mathematics     | A             | A    | A    | A               |
| science         | A             | A    | A    | A               |

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

- These test results show that Ss Peter and Paul's pupils consistently reach high standards. This has been the case for the last five years. The **Key Stage 2** test results were well above average in 1997, the year of the last inspection. Since then standards in all three subjects have risen in line with the national trend of improvement.
- This means that **pupils achieve very well** at this school. They start with broadly average levels of attainment and, by the time they leave, they have reached well above average standards. They do so well because they are taught well all through the school, they are undertaking the right work, and the school helps them to develop very good attitudes so they make the most of their education.
- Pupils in **the present Year 6** are working at well above average standards for their age in English and mathematics and at an above average standard in science. They are likely to meet the school's high targets set for the 2002 tests.
- The **Key Stage 1** test results have varied more over the last four years but, taken overall, they have been above the national average. In 2001 they were well above the national average in reading and mathematics and above average in writing. In this key stage the

teachers assess pupils' attainment in science. The results of these assessments were above the national average in 2001.

- Pupils in **the present Year 2** are working at an above average level for their age in reading, writing and mathematics. Their attainment in science is well above average.
- Children gain ground well in reception and they are set to comfortably meet the targets for their age by the **end of the reception year**.
- Standards in information and communication technology (ICT) are average in both key stages. In **other subjects** standards of the work seen were above average by the top of the school in art and design, design and technology, history, and physical education. They were average in music. No geographical work was seen.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good; pupils enjoy school and their very positive attitudes underpin their academic success. They are eager to learn, they take their work very seriously, and they always try their best. A lot of pupils join in activities outside lessons. |
| Behaviour, in and out of classrooms    | Very good; this is an improvement and it makes a significant contribution to the school's very good atmosphere for learning and to the quality of relationships.  |
| Personal development and relationships | Very good; pupils develop into very thoughtful, caring and responsible youngsters who contribute willingly to the life of the school community. Relationships between staff and pupils and among the pupils are very good.                          |
| Attendance                             | Very good; attendance rates are well above the national average.  |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching    | Good      | Good        | Good        |

*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 has been maintained since the last inspection. The lessons seen and the work in pupils' books show that the teaching is good.
- Pupils learn at a very good rate because they are taught a good curriculum well throughout the school and they apply themselves very well to their lessons.
- There are three key strengths that are evident in virtually all the teaching.
  - a) teachers expect a lot of pupils; they pitch work at a demanding level and they are determined their pupils will succeed;
  - b) teachers maintain very good discipline in a friendly atmosphere; and
  - c) teachers use the support staff well so they contribute significantly to pupils' learning.
- English is taught well. In all the 'literacy hours' seen the quality of teaching was at least good. Taken overall, the teaching of mathematics and numeracy skills is good, particularly in the number aspect of the subject.
- In the most effective lessons teachers make the work interesting, they match work closely to pupils' different levels of attainment, and they challenge them all to push on in their learning and to think at a high level. They keep pupils entirely concentrated on the work in hand.

- When teaching is less effective it is usually because lessons move along at a slower pace and, as a result, pupils do not apply themselves so intensively to their work.
- The school meets all its pupils' learning needs well. Those who need a bit of extra help are targeted for support, those with special educational needs benefit from extra help and special programmes of work, and the highest performing pupils are challenged well.
- The lack of a library for Key Stage 2 pupils hinders the development of independent learning skills.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Good; pupils benefit from a broad and rich curriculum in which work in different subjects is linked well. The curriculum fully meets the national requirements; it gives appropriate emphasis to literacy and numeracy and it is enlivened with a good range of visits and visitors. The provision for personal, social and health education and the education for citizenship are very good. All pupils have equal access to what the school offers. |
| Provision for pupils with special educational needs   | Good; these pupils get the help they need and are fully included in class lessons. Consequently they make very good progress in learning in view of their difficulties.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The school gives high priority to pupils' personal development and is very successful at nurturing pupils spiritually, morally, socially and culturally. The effectiveness of this provision is seen in the pupils' maturity, their values of care and respect, the quality of relationships, and the very high standards of behaviour.  |
| How well the school cares for its pupils  | Pastoral care is very good with exemplary arrangements for child protection. All staff respect the pupils and are concerned for every pupil's well-being. The school goes to great lengths to ensure pupils get the help and support they need, for instance by providing a counsellor. Teachers keep a very good check on pupils' learning in English and mathematics. This information is used very well to set targets for pupils' achievement.    |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect  | Comment  |
|---|--|
| Leadership and management by the head teacher and other key staff | The head teacher leads the school very effectively. He has a clear vision for the school's future, leads by example, consults widely, and successfully promotes good teamwork. He is behind the school's very good ethos in which there is a very high quality of care combined with a strong focus on achievement. The senior teachers make a good contribution to the school's very caring ethos and to its smooth running but there is scope to develop their leadership and management roles further. Subject leaders generally make a good contribution to the high standards pupils achieve. |
| How well the governors fulfil their responsibilities              | Satisfactorily; governors are committed to the school and they know enough about how it is doing; they generally recognise where its strengths lie and what needs to be improved. Membership of the  |

|  |  |
|--|--|
|  | governing body has stabilized but work remains to be done, by governors and the head teacher, to achieve an appropriately open and confident working partnership.  |
| The school's evaluation of its performance | Good overall; the very good evaluation of how well pupils are doing is used to set learning targets. The school accurately identifies things that could be improved and tackles them effectively. However the planning for future development lacks coherence and clarity. |
| The strategic use of resources             | Very good; patterns of spending and the deployment of staff are very well considered and money is spent on things that make a difference to pupils' learning. The principles of best value are applied very well.  |

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

| <b>What pleases parents most</b>   | <b>What parents would like to see improved</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>• The teaching is good and their children are expected to work hard and do their best.</li> <li>• Their children like school.</li> <li>• The school helps their children become mature and responsible.</li> <li>• They find the staff approachable.</li> </ul> | <ul style="list-style-type: none"> <li>• The range of activities outside lessons;</li> <li>• The school's partnership with parents; and</li> <li>• The information they receive about how their children are getting on.</li> </ul> |

Nearly half of the inspection questionnaires were returned and 22 parents attended a meeting with the Registered Inspector. These parents have a positive view of the school. The inspectors endorse parents' view of the school strengths but there is no evidence to justify parental criticisms. In fact the school's partnership with parents is very good. The school makes very good efforts to communicate with parents, to consult them, and to keep them informed about school life and their children's progress. There is a satisfactory range of extra-curricular activities.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Academic standards are high. Pupils' results in the national tests (SATs) are consistently well above average at the end of Key Stage 2. Standards are above average in several other subjects.**

#### SATs results

1 The school has a record of sustained high attainment in the national tests for Year 6 pupils. For the last five years pupils' results in these tests have been well above the national average in all three subjects tested, English, mathematics and science. Information is available to compare the school's results in 2001 with those achieved by pupils in similar schools. Ss Peter and Paul's pupils' results were well above the average for similar schools. Furthermore, the pupils' results were higher than would be expected in view of their results in the Key Stage 1 tests four years earlier. This shows the pupils made very good progress in their learning and built very well on their previous achievements. This represents very good achievement.

#### Standards in English, mathematics and science

2 Pupils are gaining ground in their learning at a very good rate in both key stages and the standards they attain represent very good achievement from their starting points. The key factors underpinning high standards are:

- teachers' high expectations that lead to work being pitched at high level;
- the effective implementation of the national strategies for literacy and numeracy;
- the way average and higher attaining pupils are pushed on; and
- the support given to the lower attainers and pupils with special educational needs that brings them on well.

3 Standards in the present **Year 2** are above average in English and mathematics and well above average in science.

4 The Year 2 pupils' standard of **reading** is above average for their age. The vast majority of them are reading at least at the level expected for their age (National Curriculum Level 2) or are on course to achieve this standard by the end of the year. Around a third have reached Level 3. Standards of **writing** in Year 2 are equally high for the pupils' age. Their teacher has very high expectations of what they can achieve and sets work that challenges all the pupils and allows the higher performers to go as far as they can. Almost all the Year 2 pupils are already working at the level expected by the end of the year and a good proportion are set to reach Level 3. The pupils plan their written work well, they write confidently and their work shows imagination. The higher attainers have a good understanding of punctuation. For instance, they use inverted commas correctly to indicate direct speech. They develop characters well in their stories and they are good at using language for effect. For example, one wrote of the Loch Ness Monster, 'It was crying. Everybody else held up an umbrella because he had such big tears'. The vast majority of the Year 2 pupils have satisfactory spelling and handwriting but none are joining their letters. In their writing about the Big Bad Wolf they were asked to present him as a 'good' character. Most of the pupils sustained this view and took account of the likely audience. A typical example was, 'Wolfy is a very good wolf to help those pigs but those pigs scared the lovely, helpful wolfy'.

5 In **mathematics** almost all the Year 2 pupils are working at least at the level expected for their age with around three-quarters very confident in their mathematical knowledge and understanding at this level. A good proportion are set to reach an above average level by the end of the year. Most of the pupils work with numbers up to 100, they have a good understanding of the significance of the position of a digit in determining its value (place value) and they apply this well to tens and units and to addition of money. They understand the process of multiplication and use this well to multiply by 2, 5, and 10.

6 In **science** the majority of the Year 2 pupils are working at an above average level for their age. They are set to reach National Curriculum Level 3 or are already working at this level in their studies of life processes and living things and in work on physical processes. The pupils reach a high level for their age in the skills of scientific enquiry and this underpins their achievement in other aspects of the subject. For example, in their work on forces and movement they undertook experiments to find out why the same force resulted in different vehicles travelling different distances.

7 The present **Year 6** pupils are attaining well above average standards in English and mathematics. In science their work is of an above average standard.

8 The Year 6 pupils are nearly all **reading** at least at the level expected for their age (National Curriculum Level 4) and a good proportion are well set to reach Level 5. They enjoy reading; they select books by reading the ‘blurb’, and on the recommendations of their classmates, and they tackle quite lengthy books with confidence. They have a good understanding of what they read and the higher attaining pupils are beginning to ‘read between the lines’. They are all developing preferences for particular authors and genres or styles of books, such as fantasy, adventure and humour. The pupils’ research skills at using books for independent research are below average. They find information in books efficiently, for instance when a set of books on a particular topic is provided in the classroom. However, they do not understand how to use a library classification system precisely enough to locate books that would be likely to contain the information they seek. Standards of **writing** in Year 6 are comfortably above average. The vast majority of these pupils are set to attain at least Level 4 and over half have a chance of reaching Level 5. The higher performing pupils are already working at this level. Most of the pupils have achieved a good standard of handwriting and punctuation for their age but standards of spelling are not quite as high. The pupils organize their written work well into paragraphs and they develop ideas well. For example, they capture their reader’s interest with lively openings and sustain it through to a climax and a satisfying resolution and they develop action well as their stories unfold. Many use a wide vocabulary and have a well developed ability to use language to achieve effects and mood, as in the following examples.

‘The house had a certain eerie feel and my first night’s sleep had not gone well.’

‘Then with one mighty swing of his arm he threw the rope to the stranded children.’

9 In **mathematics** standards are highest in the number and algebra aspect of the subject and least high, though satisfactory, in the use and application of mathematical knowledge and understanding. More than half the Year 6 pupils have a real chance of reaching Level 5 and only a very few are likely to fall below the average standards by the end of the year. All the pupils have a confident understanding of ‘place value’ and use it at least adequately when working with numbers from thousands to three decimal places. Many revealed a very good understanding of the relationships between numbers when they place decimals in order of value and investigate the relationships between kilometers, metres, centimetres and millimetres.

10        In **science**, as in mathematics, standards are not so high in investigative and enquiry than in the other aspects of the subject. Almost all the Year 6 pupils are working at the level expected for their age and the higher attaining pupils are very confident in their knowledge and understanding at this level. The pupils have a good knowledge of habitats and how animals adapt to them and they understand the interdependence of animals and plants. They have a good knowledge of light and how it travels and how mirrors can be used to bend it.

## Standards in other subjects

11 The work seen in art and design, design and technology, history, and physical education was of an above average standard.

12 In **art and design** the Year 6 pupils have produced paintings in the style of Turner, after studying his work. These are of a good standard and they capture the essential character of the artist's style well. They show a good ability to match colours carefully and accurately and good mastery of a range of brush techniques to achieve a variety of effects with paint. The work of the higher attaining pupils gives good attention to perspective. The pupils have also produced pencil sketches of sportspeople. These sketches capture a sense of movement well and pupils have used shading. The Year 5 pupils' weaving is imaginative and shows a good understanding of the relationships between different artistic elements, such as pattern, texture and colour. The Year 1 pupils have worked out of doors to produce good quality collages of leaves, after studying the work of Andy Goldsworthy. The photographs of their work show that they used colour sensitively and recognized the variety of shades of one colour that are seen in autumn leaves.

13 In **design and technology** the Year 5 pupils were designing and making costumes for an African figure. Their work in all elements (designing, making and evaluating) was of a good standard. The Year 2 pupils' puppets of characters from various traditional tales are made to a very high standard. The pupils have produced highly individual work and have finished them well with interesting patterns and decorations.

14 In **history** the Year 6 pupils produce booklets about the historical periods they have studied. These reveal good knowledge and understanding of key events and characters and of life in different historical periods, showing that above average standards have been maintained since the last inspection. Most of the pupils have used the Internet effectively for research. Their work is thorough and very well presented and organised. Some is of a very high standard and reveals that the higher performing pupils have a good ability to undertake work over an extended period of time and to work independently.

15 In **physical education** the Year 6 pupils have good games skills for their age. They have developed good techniques in passing, stopping, dribbling and shooting.

### **The teaching is good. Staff expect the pupils to do as well as they can.**

16 The high standards that pupils achieve in many subjects are, to a great extent, the result of consistently good teaching and the teachers' high expectations of what pupils can do and of their attitude to learning and their behaviour. The teachers establish and maintain an orderly working atmosphere and very good relationships with their pupils. They generally pitch work at a demanding level and make sure that all the pupils keep up and master the key points and they push the higher attaining pupils on. Work builds well on what pupils have already learned. This is aided by two key factors. Firstly, the very good check that staff keep on pupils' progress in English and mathematics. Pupils' individual learning targets are based on regular assessments and day-to-day checks on their learning. Most teachers use these targets well to motivate pupils and to help them know what they need to do to improve their performance. Secondly, the teachers generally have good knowledge and understanding of the subjects they teach. This is particularly true of English and mathematics; they know how to use the national strategies for literacy and numeracy effectively. As a result of these strengths pupils gain ground at a very good rate overall so that, by the time they leave the school, few pupils fall below the standard expected for their age and a good proportion attain an above average standard.

17 Pupils appreciate the good teaching, the interesting lessons, and the efforts teachers make to ensure that all pupils understand their work. They say that, 'lessons are fun', 'they (the teachers) talk to you until the penny drops' and 'no-one is left behind'.

18 A very good Year 2 English lesson, a 'literacy hour', featured many of the strengths that characterize the most effective teaching in the school. This lively lesson was based on a traditional tale. Pupils listened to the teacher read her version that depicted the Big Bad Wolf as a 'very bad' character and were then set to write their own versions of the same story but portraying the wolf as 'good'. The teacher was very clear what she wanted the pupils to learn, she set a good example of enthusiastic focus on the work in hand, and all the activities in the lesson contributed towards pupils achieving the 'learning objectives'. The task led most of the pupils into working at a level over a year ahead of what would be expected for their age. The teacher very effectively focused the pupils' attention on the features of the writing that developed the wolf's character. For instance she asked them, 'What words have I used to make you think he's bad?'. This helped them to begin to appreciate how language can be used persuasively. She read the story extremely expressively so that the pupils' attention was immediately captured. They were so interested and so keen to answer their teacher's questions that some could hardly contain themselves, but when they set to their own writing an industrious calm descended and they all applied themselves determinedly to their work. The teacher expected all the pupils to try hard. For instance, if they were unsure how to spell a word, they had to 'have a sensible try' before seeking adult help. While the pupils were writing the teacher kept an alert eye on their progress and stepped in judiciously to give timely challenge or support. As a result, pupils reviewed and improved their work. For example, one boy changed 'I don't like pigs' to 'I don't like eating pigs' as he realized the former was unclear and open to misinterpretation in the context of the story.

19 In a design and technology lesson in Year 5 pupils made good gains in learning because the lesson was very well planned, and the teacher had clear and appropriate learning objectives that aimed to move the pupils' skills forward in all elements of the subject (designing, making and evaluating). She provided good opportunities for them to develop these skills. The pupils worked on textile design in the context of making costumes for an African figure. They were interested in the work because it was closely related to their study of Kenya in geography. They concentrated well and tried hard to produce good quality work. They used the good range of resources provided to produce interesting and vivid patterns. They developed their practical making skills as they cut out their prints and they evaluated their work well as they went along.

**The school provides well for pupils who have special educational needs so they do as well as they can.**

20 Pupils with special educational needs get the extra help they need to cope with the work and to join in lessons with their classmates. Staff formulate good quality individual education plans that give good guidance to teachers and support staff about the extra work and help these pupils need. Pupils who are finding it hard to learn are quickly picked up and placed in one of the many groups that are targeted for additional support. In class lessons there is a good level of support for these pupils, and class teachers are alert to their learning needs and provide suitable work for them. These pupils are taught well in class lessons and in their groups and they make very good progress in learning in the light of their difficulties. Pupils who have behavioural difficulties follow effective programmes that help them learn to deal with anger and to develop greater self-control.

**All pupils follow a broad and rich curriculum.**

21 The curriculum in the reception class provides a rich range of opportunities for these young children to develop in the nationally recommended areas of learning (personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development). The staff provide a good balance of activities, including a good range of worthwhile activities for pupils to select from as well as more structured sessions of class teaching followed by work in small groups. The children have good opportunities to develop independence and to learn through practical activities as well as getting a good start on early reading, writing and mathematics.

22 In Key Stages 1 and 2 pupils cover a broad range of work in considerable depth. This was seen particularly in science and history. Teachers make good links between subjects that help make the work meaningful to the pupils. For example, the Year 5 pupils' work in geography, art and design, and information and communication technology was all related to their study of Kenya. In their weaving in art and design, they learned about the use of pattern and colour in African designs. Year 2 pupils have made puppets of characters from the traditional tales they have studied in English. Pupils benefit from a good range of educational visits and visitors that enrich the curriculum and bring learning to life. Teachers use resources well to interest pupils in the work and to support their learning. For example, a study of transport is backed up by a classroom display of an excellent range of artefacts.

23 The school makes good efforts to ensure that all pupils benefit from the curriculum it offers. For example, pupils who need extra help are quickly identified and put on special support programmes and good quality individual education plans are drawn up to ensure pupils with special educational needs are properly provided for.

**The provision for personal development is very successful and pastoral care is of a very good quality. As a result, pupils develop a very good degree of maturity. They have very good attitudes to learning, they are very well behaved and they have very good relationships with the staff and their classmates.**

24 The strengths in this aspect of the school's provision and pupils' standards have a very positive effect on academic achievement because they underpin pupils' very good learning; pupils are happy at school, classrooms are orderly and pupils want to achieve well.

#### The provision for pupils' personal development

25 The school makes very good provision for pupils' spiritual, moral, social and cultural development and for personal, social and health education (PSHE) and education for citizenship. This provision is rooted in the school's Catholic ethos and is very effective; it makes a strong contribution to pupils' development into mature, responsible and very caring youngsters.

26 The school does a lot to promote pupils' spiritual development. It offers pupils a clear set of values and beliefs to guide their behaviour. Pupils have very good opportunities to learn about the lives of inspirational people, such as Dr Barnardo, Hellen Keller, Lord Baden-Powell and Mother Teresa, who have achieved a great deal, often against the odds. The school helps them to appreciate the significance of faith to the followers of various world religions as well as learning about the Christian faith and the Roman Catholic tradition. The pupils learn about the value of each individual as a result of the way they are valued, respected, and treated by the staff on a day-to-day basis and the ways in which their self-esteem is developed. For instance, in an assembly about 'special people' for reception children and pupils in Years 1 and 2, they were told 'you're special because you're you'. This understanding is developed further as pupils consider the needs of those less fortunate than them,

respond compassionately, and raise funds for charities. Pupils have good opportunities to appreciate the expression of the human spirit in a range of artistic endeavour, notably in music and art and design.

27 The school promotes sound values and the staff set a very good example for pupils. The pupils have many opportunities to consider the rights and wrongs of various issues and to explore moral concepts, such as truth and justice, at a level appropriate to their age. For example, when Year 2 pupils were discussing the Big Bad Wolf, the teacher drew them into discussion about how bad he was; was he just a little bit bad or really very bad? The Year 4 pupils have learned about world leaders and discussed whether or not they are good leaders. The Year 6 pupils debated the social and moral issues involved in a planning decision and the effect it might have on the environment and on people's lives.

28 Pupils' social development is promoted in many ways. Teachers provide many opportunities for pupils to work co-operatively and to contribute to class life. As they move up the school pupils take increasing responsibility and make a greater contribution to school life. Educational visits, including a residential, help pupils to develop independence. The staff help pupils to build relationships and to resolve conflicts constructively. Good behaviour is rewarded right from the start and pupils know that their teachers value good social attitudes as well as academic achievement. Pupils have very good opportunities to develop confidence through performance both in school events and in making presentations to their classmates.

29 Pupils have a very good range of opportunities to meet people from a variety of cultures and to appreciate different cultural traditions and the school promotes racial equality well. For instance, pupils meet students from all over the world who are studying at Leeds University. They study a wide range of works of art and listen to music from several traditions, including African songs. The school has links with a school in Swaziland that extends pupils' awareness of the similarities and differences in everyday life in different countries. Multi-cultural education is planned into the curriculum in most subjects. This is a good improvement since the last inspection. The programme of educational visits provides pupils with a rich experience of local and British culture.

30 The school has a good programme for PSHE. This helps pupils to develop confidence and a sense of responsibility, to learn the importance of relationships and what it means to make a contribution to the life of the community, and to understand what makes for a healthy lifestyle. Visitors are used well to enrich this provision, especially during the 'Health for Life' fortnight.

### Pastoral care

31 Staff and governors pay very good attention to health and safety matters and the arrangements for child protection are exemplary.

32 The deputy head teacher has responsibility for much of the provision for the pastoral care of pupils and she carries this out well. She makes a very good contribution to the school's very caring ethos and to the quality of day-to-day care and she is alert to the particular needs of individual pupils.

33 The staff know their pupils well and go out of their way to help them and to promote an atmosphere in which all pupils are respected and fully included and relationships are of a very good quality. Staff reward positive attitudes and behaviour as well as academic achievement, with a mention in the weekly assembly and an entry in the 'Gold Book'; this recognition is highly valued by the pupils. The pupils appreciate their teachers' care, support and guidance. For instance they say that 'the teachers listen to you and they are kind'. All staff have a high level of concern for the pupils' well-being.

34 The school makes very good use of external sources of support and guidance for pupils. For example, staff seek expert advice regarding pupils' special educational needs. A range of visitors contribute to the school's work to promote the pupils' well-being. For example, members of the emergency services are involved in health and safety education. Representatives of the NSPCC talk to pupils about bullying and this backs up the school's anti-bullying stance effectively. In association with other local Catholic schools the school employs a counsellor, who is available to support pupils and their families. Her role is fully understood by the pupils who have no reservations about asking for help and who feel she offers support of good quality.

#### Pupils' attitudes to learning

35 Pupils throughout the school have very positive attitudes to learning. The high rates of attendance and the good take-up of opportunities outside lessons are testament to their enjoyment of school. The older pupils explain that they 'look forward to coming to school'. Pupils want to do well and, by the top of the school, they have a mature commitment to achieving their learning targets.

#### Pupils' behaviour

36 The pupils are almost invariably very well behaved in lessons. In the playground they are considerate of each other and they mix very well; this is a good improvement since the last inspection when behaviour out of lessons was not so good. The older pupils respond very well to the way they are treated as mature young people and they take their responsibility to set a good example very seriously.

#### Pupils' personal development and the quality of relationships

37 Pupils achieve very high standards in their spiritual, moral, social and cultural development. They are developing sound values that guide their behaviour and they all have a clear understanding of the difference between right and wrong. They are very caring and respectful of each other and, as they get older, they develop a good degree of empathy for others. For example, they suggested that the school could be improved by better access for disabled people. By Year 6 pupils consider moral dilemmas and social issues very thoughtfully. For instance, they weighed the arguments for and against a controversial proposal for development in the local area, taking account of the likely impact on all members of the community. Crucially, they are mature enough to revise their opinions in the face of new and convincing evidence. Pupils learn about democracy in action through the annual school parliament.

38 Throughout the school pupils take a reasonable degree of responsibility for classroom jobs and act as 'monitors'. The Year 6 pupils undertake several tasks that contribute to the smooth running of the school, for example supervising behaviour on the corridors and being playtime 'buddies', helping the younger ones to play co-operatively. Pupils develop a good degree of independence. For example, they organize events to raise funds for charitable causes. The pupils are considerate, thoughtful about the needs of others and unobtrusively helpful.

39 Pupils appreciate a wide range of achievements from a variety of cultural traditions for example, in the arts. They know about several aspects of life in other countries. For instance, in science, the Year 3 pupils have learned about foods from Nigeria, Sweden, Mexico and India. They have a balanced view of the developing world. They recognise that they can learn from other cultural traditions.

40 The school's ethos and the example set by staff are very effective in promoting positive relationships. Staff and pupils get on very well together and there is a good level of mutual respect. Pupils learn from the way the staff treat them and, as a result, they co-operate very well in group activities in lessons and in less formal situations, such as at lunchtime and in the playground. Boys and girls work and play together harmoniously.

**The head teacher leads the school very effectively.**

41 The head teacher has a clear vision for the school. He knows how he wants it to develop and the ways in which it could improve further. He leads the school very effectively both pastorally and academically. He sets a very good example in his relationships with pupils, his concern for their well-being, and the high standards he expects of them. His leadership underpins the school's very caring atmosphere and its commitment to ensuring that all pupils achieve as well as they can. He has established systematic procedures for consulting staff and he values their contributions. He sets appropriate targets for staff and he has introduced good systems to enable subject leaders to make a difference to pupils' achievement. He has secured commitment from the staff who are a cohesive team with a sense of common purpose. As a result, teamwork is good, the staff have a shared view of the kind of school Ss Peter and Paul should be, everyone knows what is expected of them and staff are consistent in their dealings with pupils and their expectations of them.

**WHAT COULD BE IMPROVED**

**The partnership between the governing body and the head teacher, the work of the governing body, and the efficiency of planning for the school's further development.**

42 The governors are committed to the school and to doing the best for the pupils. At the time of the last inspection the governing body's work was suffering because of difficulty retaining governors and most of its members were new and lacked experience of school governance. Since then there has been a period of stability and several governors have benefited from training provided by the local education authority.

43 There has been considerable improvement in the work of the governing body and governors have been particularly active in pursuing improvements to the accommodation and in health and safety matters. Governors are sufficiently aware of what the school achieves. However, for governors to make a full contribution to the school's work and its continuing development, further improvements are needed in communication and in the working partnership between the governing body and the head teacher.

44 Some aspects of the governing body's working methods are too informal and this undermines communication. For instance, although the 'sub-committees' report verbally on their work to the full governing body, written minutes of their meetings are not routinely available to all governors.

45 The relationship between the governing body and the head teacher has improved but is still characterized by a degree of caution and a lack of a clear, shared understanding of their respective roles and how best to fulfil them. Consequently, the partnership between the head teacher and the governing body lacks the openness and confidence needed for it to work well, even though everyone involved wants the best for the pupils.

School development planning

46 The school has a 'school development plan', the purpose of which is to steer future development and to ensure that staff and governors are clear about where the school is going and their part in moving it forward. However, this document is too unwieldy and detailed to serve its purpose effectively. The result is that it is unnecessarily difficult for staff and governors to be clear about the school's priorities for development and to measure improvements in the school's performance.

47 In addition to the school development plan the head teacher identifies 'school improvement zones'. These are appropriate areas for development but they are not closely aligned to the development plan. Furthermore, they are stated in very broad terms with little indication of what exactly is to be done and how progress will be checked and measured.

48 The clarity, coherence and effectiveness of planning for the future is undermined by having these two systems, neither of which fully meets the school's needs, operating in parallel. Since key governors and the head teacher recognise this, the time is now ripe to review and streamline the school's development planning.

### **There is no library for the pupils in Years 3 to 6.**

49 The staff try hard to overcome the effects of the absence of a library for pupils in Key Stage 2. They provide collections of books, in the classrooms, on the topics pupils are studying and they take pupils to the public library from time to time. Even so, this shortcoming has a detrimental effect on two aspects of pupils' learning:

- their research and information retrieval skills; and
- their independent learning skills.

50 The Year 6 pupils do not know how to use a numerical library classification system efficiently. They do not have the skills necessary to find a book on a particular topic in a full library. Furthermore, they do not have the opportunities that they should to exercise an appropriate degree of independence in their work, although they are quite mature enough to do so. Their research is inevitably closely prescribed by the teachers.

### **Children in the reception class have few opportunities to learn outdoors.**

51 The national recommendations for children from three years of age to the end of the reception year state that these children should have opportunities for learning outdoors. At present, the school does not provide sufficient opportunities for this. Children have sessions of supervised outdoor play using a range of wheeled toys. This contributes to the provision for their physical development. However, there are few opportunities to promote progress in the other areas of learning through outdoor activities. Plans have been drawn up to improve the outdoor facilities and they include the provision of good outdoor facilities for these young children.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve this very effective school still further, the head teacher staff and governors should:

- (1) \* Improve the partnership between the head teacher and the governing body and the planning for school development by:
  - a) working to build an effective, open and confident working partnership between the head teacher and the governing body, in which all involved have a clear understanding of their roles;
  - b) establishing appropriate communication systems to underpin the governing body's work; and
  - c) streamlining and simplifying the school's development plan and ensuring that it:
    - makes the short and medium term priorities clear;
    - gives appropriate attention to building up aspects of the school that make a difference to how well the pupils achieve; and
    - specifies how improvements are to be measured(Paragraphs 42, 43, 44, 45, 46, 47, 48)
- (2) make every effort to provide a suitable library for pupils in Years 3 to 6.  
(Paragraphs 49, 50)
- (3) \*\* provide a suitable area for reception children to learn outdoors.  
(Paragraph 51)

\* Key governors and the head teacher have recognised the need to tackle this issue.

\*\* Very good plans are in hand to provide a high quality outdoor learning environment.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

|  |    |
|--|----|
| Number of lessons observed   | 17 |
| Number of discussions with staff, governors, other adults and pupils | 18 |

### *Summary of teaching observed during the inspection*

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 4         | 9    | 4            | 0              | 0    | 0         |
| Percentage | 0         | 24        | 53   | 24           | 0              | 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 more than five percentage points.*

### *Information about the school's pupils*

| <b>Pupils on the school's roll</b>                                    | YR– Y6 |
|---|--------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 243    |
| Number of full-time pupils known to be eligible for free school meals | 8      |

*FTE means full-time equivalent.*

| <b>Special educational needs</b>                                    | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs       | 7       |
| Number of pupils on the school's special educational needs register | 21      |

| <b>English as an additional language</b>                | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0            |

| <b>Pupil mobility in the last school year</b>                                | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 2            |
| Pupils who left the school other than at the usual time of leaving           | 2            |

### *Attendance*

#### **Authorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 4.4 |
| National comparative data | 5.6 |

#### **Unauthorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 0.2 |
| National comparative data | 0.5 |

*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 1 (Year 2)*

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 20   | 21    | 41    |

| National Curriculum Test/Task Results       |          | Reading   | Writing   | Mathematics |
|---|----------|-----------|-----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 18        | 17        | 20          |
|   | Girls    | 20        | 20        | 20          |
|   | Total    | 38        | 37        | 40          |
| Percentage of pupils at NC level 2 or above | School   | 93% (89%) | 90% (89%) | 98% (89%)   |
|   | National | 84% (83%) | 86% (84%) | 91% (90%)   |

| Teachers' Assessments                       |          | English   | Mathematics | Science   |
|---|----------|-----------|-------------|-----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 18        | 20          | 20        |
|   | Girls    | 19        | 18          | 19        |
|   | Total    | 37        | 38          | 39        |
| Percentage of pupils at NC level 2 or above | School   | 90% (89%) | 93% (89%)   | 95% (86%) |
|   | National | 85% (84%) | 89% (88%)   | 89% (88%) |

*Percentages in brackets refer to the year before the latest 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 | 19   | 14    | 33    |

| National Curriculum Test/Task Results       |          | English   | Mathematics | Science     |
|---|----------|-----------|-------------|-------------|
| Numbers of pupils at NC level 4 and above   | Boys     | 19        | 19          | 19          |
|   | Girls    | 11        | 13          | 14          |
|   | Total    | 30        | 32          | 33          |
| Percentage of pupils at NC level 4 or above | School   | 91% (97%) | 97% (91%)   | 100% (100%) |
|   | National | 75% (75%) | 71% (72%)   | 87% (85%)   |

| Teachers' Assessments                       |          | English   | Mathematics | Science   |
|---|----------|-----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 17        | 18          | 18        |
|   | Girls    | 11        | 12          | 12        |
|   | Total    | 28        | 30          | 30        |
| Percentage of pupils at NC level 4 or above | School   | 85% (79%) | 91% (91%)   | 91% (91%) |
|   | 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      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 208          |
| Any other minority ethnic group | 0            |

*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            | 0         |
| 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: YR – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 11.8 |
| Number of pupils per qualified teacher   | 20.6 |
| Average class size                       | 24.3 |

#### **Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 16  |
| Total aggregate hours worked per week   | 194 |

*FTE means full-time equivalent.*

### ***Financial information***

|  |           |
|--|-----------|
| Financial year                             | 2000/2001 |
|  | £         |
| Total income                               | 503,957   |
| Total expenditure                          | 501,930   |
| Expenditure per pupil                      | 2,109     |
| Balance brought forward from previous year | 1,080     |
| Balance carried forward to next year       | 3,107     |

### ***Recruitment of teachers***

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 1   |
| Number of teachers appointed to the school during the last two years   | 2.2 |
| Total number of vacant teaching posts (FTE)  | 0   |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 1   |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 243 |
| Number of questionnaires returned | 113 |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 64             | 35            | 1                | 1                 | 0          |
| My child is making good progress in school.  | 58             | 39            | 4                | 0                 | 0          |
| Behaviour in the school is good.   | 44             | 40            | 5                | 0                 | 1          |
| My child gets the right amount of work to do at home.                              | 34             | 57            | 9                | 0                 | 0          |
| The teaching is good.  | 71             | 28            | 1                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 39             | 43            | 17               | 2                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 64             | 30            | 5                | 1                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 74             | 25            | 0                | 0                 | 1          |
| The school works closely with parents.   | 33             | 45            | 21               | 1                 | 1          |
| The school is well led and managed.  | 49             | 42            | 10               | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 55             | 44            | 1                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 30             | 43            | 23               | 0                 | 4          |