

INSPECTION REPORT

ST PETER'S RC (VA) PRIMARY SCHOOL

Low Fell, Gateshead

LEA area: Gateshead

Unique reference number: 108385

Headteacher: Mr D. J. Graham

Reporting inspector: Mrs P. A. Simpson
1515

Dates of inspection: 11-12 June 2002

Inspection number: 230602

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Dryden Road
Low Fell
Gateshead
Tyne and Wear

Postcode: NE9 5TU

Telephone number: 0191 4878233

Fax number: 0191 4878233

E-mail address: d.graham1@gateshead.org

Appropriate authority: Gateshead

Name of chair of governors: Mr J Byrne

Date of previous inspection: 08/12/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1515	Pauline Simpson	Registered inspector
9002	Derek Ashton	Lay inspector
29188	Gianna Ulyatt	Team inspector

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's Roman Catholic, Voluntary Aided Primary School is situated in Low Fell, an urban area on the outskirts of Gateshead. It serves the communities of St Peter's and Our Lady of Annunciation. There are 203 pupils (97 girls and 106 boys) on roll, ranging from four to 11 years of age. At the time of the inspection 30 children were under the age of six. There are seven classes and the school is oversubscribed. The number of pupils speaking English as an additional language is low. The number of pupils (5.9 per cent) eligible for free school meals is below the national average. The number of pupils identified as having special educational needs (13.3 per cent), due to specific, moderate or other learning difficulties or disabilities, is below the national average. There are no pupils with a Statement of Special Educational Need. Very few of the children have attended a nursery prior to entering compulsory schooling; however, children come to the school from a range of pre-school provision. The results of tests conducted when children enter the school show that attainment is below average for children of this age in basic numeracy and literacy skills.

HOW GOOD THE SCHOOL IS

St Peter's is a very effective school. Pupils achieve high standards in the core subjects of science, mathematics and English when compared to their attainment on entry to the school because teaching is good. The recent emphasis on literacy has helped to improve standards in English throughout the school. The headteacher provides outstanding leadership. The governing body contribute substantially to the effectiveness of the school and they ensure that the money the school receives is used effectively. The school provides very good value for money.

What the school does well

- In general pupils achieve high standards in English, mathematics and science, doing especially well by the time they leave school at the end of Year 6.
- Teaching is good overall and, as a result, makes a positive impact on pupils' learning.
- The headteacher supported by the active governing body leads and manages the school very well.
- The overall provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils' attitudes and behaviour are very good; this makes a big contribution to the progress they make in lessons and to their growing and mature understanding of others.
- The school cares very well for its pupils whatever their needs or circumstances.

What could be improved

- Short-term curriculum planning and the use of assessment to inform future planning in the non-core subjects of the National Curriculum.

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 December 1997. The overall improvement since then is good. Standards of attainment in science by the end of Year 6 have risen to well above average and in 2001 they were within the range of the top five per cent of schools across the country. Work is now marked consistently; it is particularly detailed in English. A short-term planning sheet was formulated following the last inspection. Literacy and numeracy planning follows the structure of the two national strategies. The short-term planning sheet is in need of review in that its format is inadequate. Several teachers have devised their own extended versions of the short-term curriculum plan. Day-to-day assessment has improved in the core subjects but there is still work to be done with regard to its use in the non-core subjects. Accommodation and building work are given very good attention as a means of improving the learning environment. An information and communication technology (ICT) suite has recently been completed. Resources have been increased for literacy and ICT work. Staff and governors have adopted a planned and systematic approach to monitoring health and safety procedures.

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	C	E
mathematics	A	A	A	A
science	A	A	A*	A

Key	
very high	A
well above average	*
above average	A
average	B
below average	C
well below average	D
	E

The information above shows that the school's national test results at age 11 in 2001 for mathematics were well above the national average and in science they were very high when compared with all schools. The English results were average. Comparison with schools of a similar type (those that have up to and including eight per cent of pupils known to be eligible for free school meals) shows that standards in 2001 were well above average in mathematics and science and they were well below average in English. The proportion of pupils that reached the higher Level 5 in English was below the national average and this reduced the school's overall performance to well below average. Several pupils in the 2001 Year 6 group were very close to the borderline between a Level 4 and Level 5 in the English tests. Taking the period 1997 to 2001 together, both boys and girls have exceeded the national average in all three core subjects. The target set by the governing body for mathematics in 2001 for the Year 6 group, of 90 per cent achieving Level 4 or above, was exceeded by one per cent. (The expected attainment of pupils at age seven is Level 2 and, at the age of eleven, Level 4). In English the target was 88 per cent; there was a shortfall of four per cent. A priority for whole-school development planning is raising standards in literacy, in particular in writing and spelling. Teacher assessments and inspection evidence show that similar high standards to those of 2001 have been achieved in 2002 in science and mathematics. In English, they have returned to being well above average and where they were prior to 2001 by the end of Key Stage 2. The school is on task to meet the challenging targets set for 2002. Nearly all of the pupils are expected to gain Level 4 or above in English, mathematics and science. About half of the 2002 Year 6 group of pupils are at Level 5 standard in English and mathematics and two thirds in science.

The school's national test results at age seven in 2001 show that the standards attained by pupils at the end of Year 2 were well above average in reading and above average in writing and mathematics when compared with all schools. Comparison with schools of a similar type shows that standards were well above average in reading and they were broadly average in writing and mathematics. Almost all of the 2002 Year 2 group are achieving the expected Level 2 or above in reading, writing and mathematics. Teacher assessments for science indicate higher standards of attainment than those of 2001. In 2001 they placed pupils as broadly average but the 2002 teacher assessments show that almost all pupils have reached Level 2 and about a third of the group have achieved the higher Level 3. Children in the Foundation Stage of the curriculum achieve by the time they reach the end of the Reception year the early learning goals with the exception of their personal and social development which is higher than expected for children of this age. The overall standards of work seen in ICT are at least average. At all ages pupils can assemble and record text, and use graphics as a means of presenting their ideas and completed work. There is more to be done with regard to controlling devices and monitoring events using computers in Years 4 to 6. This is planned for as a part of the ICT development plan.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are content and happy to be at this school.
Behaviour, in and out of classrooms	Very good. Pupils are polite and considerate to others. This is the view of almost all parents who responded to the parents' questionnaire.
Personal development and relationships	Very good. Pupils express themselves well and take on responsibilities willingly. Relationships are very good.
Attendance	In comparison with other schools the attendance rate is very high.

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.

Overall the quality of teaching is good and, as a result, makes a positive impact on pupils' learning. This is the view of nearly all of the parents who commented on the teaching in the parental questionnaire which was completed before the inspection began. The good teaching and support provided, including for those with special educational needs (SEN), has a positive impact on pupils' learning and their attitudes to school. Throughout the school very good attention is given to the teaching of basic skills. Teachers and support staff know well the needs of pupils with special educational needs and of those for whom English is an additional language. The National Literacy and Numeracy Strategies are an established part of the school curriculum with half of the teaching time devoted to this work. In the Foundation Stage assessment is used well to identify the next steps in children's learning and to plan how to help them make progress. The quality and use of ongoing assessment is good in the core subjects but assessment opportunities do not feature sufficiently in the planning of the non-core subjects. Throughout the school the management of pupils is very good. On occasions some lessons are not as well paced as they might be which results in complacency by some pupils. When the work planned was not always suited to pupils' needs or adapted to take account of this, the majority of pupils made little progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad ranging and takes account of the National Strategies for Literacy and Numeracy. All pupils have equal access to the curriculum. Pupils' personal development is promoted well.
Provision for pupils with special educational needs	Pupils with special educational needs are integrated well into all aspects of school life. They receive focused support from all staff.
Provision for pupils with English as an additional language	The range of support meets effectively individual learning needs and basic literacy skills development.
Provision for pupils' personal, including spiritual, moral, social and cultural	The overall provision for pupils' spiritual, moral, social and cultural development is a strength. The school cultivates pupils' personal development very well.

development	
Aspect	Comment
How well the school cares for its pupils	The school cares very well for all of its pupils. Procedures for monitoring attendance and behaviour are very effective.

The structure of short-term curriculum planning with the exceptions of literacy, numeracy and the Foundation Stage requires reviewing so as to meet the current needs of the whole school. Several teachers have devised their own extensions to the shorter-term planning. Assessment is not clearly linked to the short-term curriculum planning process in the non-core subjects. A good range of extra-curricular activities are provided for pupils in Key Stage 2. A detailed draft policy has been formulated by the SEN co-ordinator and designated SEN governor to meet the requirements of the revised Code of Practice for pupils with SEN, which was introduced in 2002. The school has well-established links with the communities of St Peter's and Our Lady of Annunciation, with parents and others from the community who visit the school and share their lifestyle and skills with pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher brings a clear direction to the work of the school. The staff work together as a team. There is a strong whole-school commitment to improvement; the upward trend in achievements in literacy is one example of this collective commitment. The school's values embrace inclusion and its practices promote it well for all pupils.
How well the governors fulfil their responsibilities	The governing body fulfil their responsibilities well. They help to shape the direction of the school and provide invaluable support as a critical friend. The principles of best value are applied very well.
The school's evaluation of its performance	There is rigorous monitoring and evaluation of the outcomes of entry assessments, national tests and of additional testing conducted by the school as a means of informing school improvement.
The strategic use of resources	Best strategic use of its resources is made by linking decisions on spending to priorities identified in the school development plan.

Strategic planning is not yet documented but the governors have outlined some key areas for this and joint discussions are currently taking place with the headteacher and senior staff as a part of longer-term development planning. The school has a performance management policy in place. The arrangements for performance management are linked with the school improvement plan and how it is developed. The headteacher and key staff formally monitor and evaluate the teaching and learning in the core subjects of the curriculum. They share their collective outcomes of the lesson visits with staff by informing them of the strengths and as a means of improving classroom practice where needed. Due to staffing difficulties and with the need to recruit temporary and supply teachers over the past two years there has been no formal monitoring and evaluation of the non-core subjects. From the next academic year September 2002, the school will be back to its full and permanent staffing establishment when a review will take place of the leadership of subjects. The headteacher has recently allocated specific time to those with management roles and expects creative input in return. A written record has just been completed seeking the views of curriculum co-ordinators about the value of 'release time' given to them from the classroom and to the benefits it has brought to the subject and the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Their children like coming to school. • The quality of teaching is good and their children make good progress as a result. • The school expects children to work hard. • The standards of behaviour are good. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities provided outside of lessons. • The information about work and the amount that their children are expected to do outside of lesson time.

Inspectors agree with the positive comments made by parents and partly with the second suggestion made by parents about homework. Although homework is provided on a regular basis, as listed in the yearly curriculum handbook for parents, the pupils do not record what has to be done and why. Parents therefore do not have clear understanding about what are the homework expectations from themselves and their children. Regular dialogue with parents and pupils about homework is not maintained, for example by using a home study book or a homework diary. The school provides a good range of extra-curricular activities from Year 3 upwards. This information is given in full in the curriculum information handbook that is provided for all parents at the beginning of each school year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

In general pupils achieve high standards in English, mathematics and science, doing especially well by the time they leave school at the end of Year 6.

1. It is evident from the work seen, from the lessons observed and teacher assessments for the 2002 Year 6 group that the standards this year are higher than average in the core subjects of English, mathematics and science. The progress made by pupils is good throughout the school in these subjects given the lower than expected starting point in children's basic literacy and numeracy skills on entry to school.
2. The Year 6 results in the national tests in 2001 were well above the national average in mathematics and in science they were very high when compared with all schools, placing them within the range of the top five per cent of schools across the country. The 2001 English results were average. In 1999 and 2000 the English test results were well above average. Comparison with schools of a similar type (those that have up to and including eight per cent of pupils known to be eligible for free school meals) shows that standards in 2001 were well above average in mathematics and science and they were below average in English. The proportion of pupils that reached the higher Level 5 was below the national average and this reduced the school's overall performance in English to well below average. Several pupils in the 2001 Year 6 group were very close to the borderline between a Level 4 and Level 5 in the English tests. Taking the period 1997 to 2001 together, both boys and girls have exceeded the national average in all three core subjects. The target set by the governing body for mathematics in 2001 for the Year 6 group, of 90 per cent achieving Level 4 or above, was exceeded by one per cent. (The expected attainment of pupils at age seven is Level 2 and, at the age of 11, Level 4). In English the target was 88 per cent; there was a shortfall of four per cent.
3. Teacher assessments and inspection evidence show that similar high standards to those of 2001 have been achieved in 2002 in science and mathematics. In English, they have returned to being well above average and where they were prior to 2001 by the end of Year 6. The school is on task to meet the challenging targets set for 2002. Nearly all of the pupils are expected to gain Level 4 or above in English, mathematics and science. About half of the 2002 Year 6 group of pupils are at Level 5 standard in English and mathematics and two thirds in science.
4. The school's Year 2 national test results in 2001 show that the standards attained by pupils at the end of Year 2 were well above average in reading and above average in writing and mathematics when compared with all schools. Comparison with schools of a similar type shows that standards were well above average in reading and they were broadly average in writing and mathematics. Inspection evidence indicates that almost all of the 2002 Year 2 group are achieving the expected Level 2 or above in reading, writing and mathematics. Teacher assessments for science indicate higher standards of attainment than those of 2001. In 2001 they placed Year 2 pupils as broadly average but the 2002 teacher assessments show that almost all pupils have reached Level 2 and about a third of the group have achieved the higher Level 3.
5. The different groupings in the school are achieving to the best of their capabilities in the Foundation Stage curriculum and in the core subjects. In the Reception class, the children communicated their ideas well when discussing Teddy's birthday. There are, however, variations in the standard of handwriting from letters being correctly formed and clear to those

who use upper and lower case in a single word. Language was used well when thinking about a greeting to go into Teddy's birthday card. Children have secure counting skills to at least 10 and higher-attaining children can record and count to 20. Children used simple mathematical language with confidence when singing and talking about shapes. Good progress was made when linking number and word recognition related to shapes. Because of the detailed assessment carried out in the Foundation Stage of the curriculum, planning effectively builds on children's prior achievements. The deployment of staff and the effective use of resources enable the children to learn productively. By the end of the Reception year the children reach the early learning learning goals in their communication, language and literacy and mathematical development.

6. In English, by the end of Year 2, pupils read and write for a range of purposes. They can identify correctly words that are singular or plural and they know the structure of basic grammatical sentences. For example, correct explanations were given by Year 2 as to the functions of a noun, verb and adjective. Pupils listened carefully and made relevant responses to teacher questioning. A priority for whole-school development planning is raising standards in literacy, in particular in writing and spelling. By the end of Year 6, standards are now higher than average in English. Standards have improved considerably in writing and spelling in Year 6 due to the thorough analysis made by the school to identify from the 2001 performance data where standards needed to improve. This has been supported by the implementation of a new handwriting and spelling scheme. Throughout the school very good attention is given to the presentation of written work. Information and communication technology is used on a regular basis in English to present word-processed work and illustration.
7. Standards in mathematics by the end of Year 2 are above average. Pupils can sequence numbers to 100, solve number money problems accurately using mental calculations and they use and apply mathematics in practical situations. They have a good understanding, for example, of the need for accuracy when handling money. Mathematical vocabulary was used correctly in work on the classification of shapes. Year 6 are very familiar with the ways in which numerical information is gathered, such as by counting and measuring, and that it is presented in different forms using graphs, charts and tables. At all ages pupils are aware of the value of knowing about number and number operations. As pupils gain confidence in their basic numeracy skills they are confident in tackling mathematical problems independently.
8. The 2002 Year 2 teacher assessments in science place pupils above average in all aspects of their science work. Evidence shows that almost all pupils have reached Level 2 and about a third of the group have achieved the higher Level 3. The Year 6 groups have performed consistently well in science since 1999. In 2001, over two-thirds of the group attained Level 5 in science; this was well above the national average. Inspection evidence and teacher assessments indicate that this very high standard has been sustained by the 2002 Year 6 group. Work is very well presented. Investigations are written in scientific language and observations and measurements are systematically recorded by using tables or graphs. This is a significant improvement since the last inspection when science was reported as being in line with the national average at the end of both key stages and the proportion of pupils achieving higher than expected levels was judged to be below average at the end of Key Stage 2.

Teaching is good overall and as a result makes a positive impact on pupils' learning.

9. Overall the quality of teaching is good. It is clear that the teaching makes a positive impact on pupils' learning and upon the good rate of progress that pupils make, including those with SEN, from the time they enter school. Almost all of the parents who responded to the pre-inspection questionnaire agree that the teaching is good and as a result their children are making good progress. Pupils with SEN and those for whom English is an additional language are fully integrated into all aspects of school life. In the 20 lessons observed, which were mainly English, mathematics and the Foundation Stage, as well as visits to science, ICT, history, geography, physical education and personal, health and social development, 95 per cent of the teaching was satisfactory or better, five per cent was unsatisfactory. The teaching in 50 per cent of the lessons was good and in 25 per cent it was very good. This is an improvement on that reported in 1997. The additional help provided for pupils with SEN and for those with English as an additional language means that they progress at the same good rate as their peers. The booster classes in Year 6, additional teaching support and resources for literacy are key factors in the successful raising of standards throughout the school in English.
10. In the Foundation Stage of the curriculum, children's work is assessed thoroughly using regular observations to assess progress made towards the early learning goals. Staff have a good understanding of the early learning goals and they pay particular attention to the teaching of basic literacy and numeracy skills. Teaching methods enable all children to learn effectively including close interactions as a part of personal and social development. Children are managed well with clear boundaries for behaviour established; as a result children have a good understanding of what is right and wrong. As a result of the good teaching in the Reception class and the good progress made against their prior attainments on entry to the school, children reach the early learning goals by the end of the Reception year and they achieve beyond this in their personal and social development.
11. Throughout the school very good attention is given to the teaching of literacy and numeracy. Literacy and numeracy are structured on the National Strategies and they are taught well. Literacy and numeracy skills are further developed in other subjects, for example science and ICT, where pupils present their evidence and ideas in a range of ways including word processing, drawings, measurements and graphs. In a Year 1 numeracy lesson, the interest of the pupils was maintained. Throughout the session they responded well, listening and learning from examples presented orally and when using coins to complete the task set on shopping. Very good class management in Year 2 literacy and the strategy employed to ensure that pupils were familiar with the purpose of the tasks meant that they worked hard and most completed their spellings correctly. At the end of the lesson when the teacher reviewed what had been done, all ideas were acknowledged and valued. In a Year 3 physical education lesson a competitive element was introduced as well as the need to listen to instructions carefully. In the ensuing hockey game after the first goal was scored the team were congratulated by their fellow pupils. A Year 4 English lesson gave very good attention at the outset to homework completed on spelling. Resources were used very well including the overhead projector, whiteboards and books. The Year 4 teacher's handwriting is very neat and is an excellent role model for pupils. Innovative and enterprising teaching through a re-enactment of Aztec history was met with enthusiasm and eagerness in Year 5. The plenary session at the end demonstrated that the class had acquired a detailed knowledge and understanding of life in Aztec times. Detailed planning and a range of different tasks to meet the needs and aptitudes of the varying groups in a Year 6 science lesson led to consolidation of earlier work on mini-beasts which had taken place at Dukeshouses Wood Centre. The class presented their work on classifying using branching keys and numbering keys carefully and thoughtfully.

12. Time and resources were generally used well, but on occasions some lessons were not as well paced as they might be. The quality and use of assessment is still an area that requires further improvement in the non-core subjects of the curriculum and some pupils were not always aware of the purpose(s) of the lesson. When planning was not adapted to pupils' needs and capabilities little progress was made. Very good attention is given to reinforcing the school's values through display in classrooms and in the public areas of the school. It is very well presented and celebrates pupils' work as well as being a valuable teaching and learning resource.

The headteacher supported by the active governing body leads and manages the school very well.

13. The leadership and management of the headteacher are outstanding. He places the pupils' needs at the centre of the work of the school and expects developments to have a positive impact upon the quality of education provided and school improvement. The headteacher brings a clear direction to the work of the school. The staff, including support staff, work together as a team and, as reported in 1997, team spirit is a strength of the school. All staff have a secure knowledge of their roles in day-to-day work and school development planning. There is a well-established whole-school approach to school development and improvement. The senior management team of four which comprises the headteacher, deputy headteacher and key stage leaders have a clear insight into the strengths of the school and have identified priority areas for action within the school development plan 2001-2002. These include literacy, numeracy, science, ICT, analysis of all of its performance data as a means of raising standards in the core subjects of the National Curriculum and to inform realistic challenging target setting. There is a strong whole-school commitment to the promotion of high standards.
14. The school's values embrace inclusion and its practices promote equality of opportunity for all pupils. The Mission Statement is embedded in all of its work and Christian values, attitudes, practice and knowledge are promoted so as to encourage the full and active participation of all those who participate in its work. The school has established a very good climate for learning. It provides a caring, disciplined and respectful community and as a consequence of this the school cultivates pupils' personal development very well.
15. The governing body fulfil their responsibilities very effectively. They help to shape the direction of the school and provide invaluable support as a critical friend. The governing body have established committees for curriculum and pupils, buildings, finance and general purposes and health and safety. They are very well informed by the headteacher through detailed reports to the governing body and informally. Governors visit the school on a regular basis and there is a linked governor to the core subjects of the curriculum, ICT and SEN. The curriculum committee receives formal reports from subject co-ordinators, the most recent being that of ICT developments and future action plans for ICT and a report on the statutory baseline assessments conducted in the Foundation Stage of the curriculum. Strategic planning is not yet documented but governors have outlined some key areas for this and joint discussions are currently taking place with the headteacher and senior staff as a part of the longer- term development planning process.
16. The school has a performance management policy in place. The arrangements for performance management are linked with the school improvement plan and how it is developed. There is rigorous monitoring and evaluation of the outcomes of entry assessments, national tests and of additional testing conducted by the school as a means of informing school improvement. The headteacher and key staff formally monitor and evaluate the teaching and learning in the core

subjects of the curriculum. They share their collective outcomes of the lesson visits with staff by informing them of the strengths and as a means of improving classroom practice where needed. Due to staffing difficulties and the need to recruit temporary and supply teachers over the past two years, there has been no formal monitoring and evaluation of the non-core subjects. From the next academic year September 2002, when the school will be back to its full and permanent staffing establishment, a review is planned of the leadership of subjects. The headteacher has recently allocated time to those with curricular management roles and expects creative input in return. A written record has just been completed seeking the views of curriculum co-ordinators about the value of the non-class contact time given to them and to the benefits it has brought to the subject and the school.

17. Best strategic use of its resources is made by linking decisions on spending to priorities identified in the school development plan. An audit by Gateshead County Council in September 2001 found financial systems operating in the school were managed well. The school has completed all but two of the audit recommendations. The principles of best value are applied very well, for example when seeking tenders for services and in the development of the grounds and buildings. This included the resurfacing of the playground and in the recent provision of an ICT suite. The school is resourced well and all resources are used effectively to promote good quality learning. Teaching assistants, administrative and caretaking staff are deployed extremely well.

The overall provision for pupils' spiritual, moral, social and cultural development is very good.

18. Provision for spiritual development is very good. Caring for and valuing others is a key feature of the school's corporate life. The school assemblies are the key focus for good spiritual development. Pupils are asked to comment during assembly and their views are listened to. Landmarks in their spiritual life are celebrated; for example, those pupils who had recently experienced their first Holy Communion were spontaneously applauded. Pupils are given good opportunities to sit silently and think about important features such as family life and to pray for those who are unwell. Spiritual opportunities are planned in subjects including religious education where pupils study the Catholic faith and other major religions. Pupils are encouraged to respect the similarities and differences between them. Teachers show pupils how much they value the effort of each pupil by displaying their work to full advantage. In science lessons teachers provide opportunities for pupils to marvel at the wonders of nature. For example, in experiments pupils are surprised at how liquids evaporate and how quickly mould grows. Discussions with older pupils indicate that teachers value each one as an individual and pupils feel well challenged in the work they have to do. Pupils enjoy the good relationships they have with staff.
19. Provision for moral development is very good and is fostered through the catholicity of the school. There is a clear code of conduct and the school has high expectations about the way pupils should respond to each other. Pupils are very clear about school and class rules. They move sensibly around the building and walk into the hall in an orderly manner. Pupils are encouraged to be responsible for their behaviour and know the reasons behind right and wrong actions. A system of rewards is in place and is displayed on the noticeboard for all to see. Pupils are proud when they receive them.
20. The provision for social development is good. Relationships are firmly based upon mutual respect. Teachers provide good role models. Pupils care for one another and look after younger pupils, especially when they first start school; they take care of those in distress. A school council made up of elected representatives from Years 2 to 6 enables pupils to exercise their initiative in making the school a better place. The points raised in the 'suggestion box' are dealt

with by the council and pupils are currently considering the development of the play area. Pupils are very aware of those in need and regularly organise fund-raising events to support charities. They sing to senior citizens in the community at Christmas time. Older pupils are involved in the Christian youth group, *Fanning the Flame*. There are lunchtime and after-school clubs of which the recorder, choir and netball ones enable pupils from different classes and year groups to mix together. The school takes older pupils away to Dukeshouses Wood Centre each year. This helps them to mature socially because, for some, this is the first time they have been away from home; they are expected to be quite independent and take care of themselves.

21. The provision for cultural development is good. The school makes good use of local culture and plans visits to museums and art galleries. Year 4 pupils have recently been involved in a musical based on Charles Avison's work; this took place in the local Shipley Art Gallery. A member of the local community recently brought his artwork to school for pupils to see as a part of the Easter celebrations. Year 2 pupils have visited Beamish Museum to support the history curriculum. Staff have identified the need to enhance resources so that pupils have a better range of multicultural influences in, for example, art and music.

Pupils' attitudes and behaviour are very good; this makes a big contribution to the progress they make in lessons and to their growing and mature understanding of others.

22. The school aims to foster an atmosphere of Catholic values and attitudes. It promotes a disciplined, orderly, respectful community and is successful in encouraging pupils to develop personal and social responsibility.
23. The pupils' attitudes to school and their learning are very good. They are keen to come to school and they are willing to learn. Almost all parents stated in the pre-inspection questionnaire that their children like school. The attendance rate in comparison with other schools is very high. Children in the Reception class settle well into school life. They work together well in pairs and groups, share equipment and take turns in a responsible manner. In Years 1 and 2, pupils are enthusiastic in their responses to teacher questioning. Year 3 pupils readily congratulated the winning team in a physical education lesson. When a visitor to the school spoke to Year 4 about World War II and his experiences of being an evacuee they were very attentive. The pupils were very polite and sensitive in the type of questions they put to him. Year 5 pupils were very compassionate about the plight of animals in captivity. Year 6 settle down to their work quickly. They express their ideas well and show a pride in how their work is presented. The school has a code of conduct (undated) for establishing and maintaining good standards of which it is set within the context of its Christian ethos. Its ultimate aim is to encourage the development of self-discipline and in this it is successful. Behaviour observed during the inspection in and around the school was very good. This is also the view expressed by most parents in the completed questionnaires and at the pre-inspection meeting. There have been no exclusions in the past ten years.
24. All staff consistently foster the pupils' best interests. Consequently, the pupils form constructive relationships with others. At all ages pupils are willing to engage in conversation, especially about football! Older pupils act as good role models and they look after the younger ones through the Buddy system. They enjoy responsibilities and carry them out thoughtfully, for example head boy and head girl, class prefects and school council representatives. Such opportunities help pupils to prepare for an active role as citizens. Bullying, sexism and racism are not apparent in the school but there is a policy dealing with these issues and they are discussed openly in class assemblies and feature in the Personal, Social and Health Education (PSHE) policy and scheme of work. The recently introduced initiative for pupils to set their own personal targets has enabled them to have a greater responsibility for their own learning. Visits, events

and visitors to the school, including former pupils of St Peter's, make a valuable contribution to the attitudes, values, personal and social development of pupils. The good range of extra-curricular activities, provided from Year 3 onwards, enrich personal and social development.

The school cares very well for its pupils whatever their needs or circumstances.

25. The school provides high quality support and guidance and effectively cares for its pupils in an atmosphere of Catholic values, attitudes, practice and knowledge. The school successfully cultivates an environment for learning which is based on mutual respect and consideration of others. Teachers and support staff know the children well. The procedures for monitoring attendance and behaviour are very effective and they are related well to individual achievement patterns.
26. All prospective parents are invited to tour the school, ask questions and enter their children's names for admission. All new parents are provided with a detailed 'Starting School' booklet and they are invited to meet the Reception class staff and to attend a meeting in the summer term prior to their children starting school to receive information about the school and answer their queries. Reception staff make home visits as a part of the entry profiles the school assembles. The school often receives 'Thank You' letters from parents, for example 'for giving a first class start... and providing a happy caring environment...' 'It's been a wonderful year... what is there left to say?' All parents are encouraged to contact the school if they have a concern or suggestion and most parents stated in the pre-inspection questionnaire that the school works closely with them. A timetable of forthcoming events is issued to parents in plenty of time.
27. Pupils are aware of the rules for acceptable behaviour in classes and in the playground. They know what activities are permitted at breaks and lunchtimes during inclement weather. Pupils have devised their own class rules and these are displayed prominently. The PSHE and Citizenship policy encourages pupils to play a positive role in contributing to the life of the school and wider community. They learn what it means to be a positive member of a diverse multicultural society. Pupils are involved in charity fund-raising, the planning of school events such as assemblies and open evenings. Visiting speakers from the church, police and health workers are invited to the school to talk about their roles in contributing to and maintaining a positive and supportive local community.
28. Staff and governors have adopted a planned and systematic approach to monitoring health and safety procedures. The transfer of hot food which was reported as a minor issue in 1997 has been resolved due to the establishment of a new school meals kitchen.
29. More work has to be done in regard to the use of assessment information to guide curricular planning in the non-core subjects. Procedures for assessing pupils' attainment and progress in the Foundation Stage of the curriculum and in the core subjects of English, mathematics and science are well established. Good attention is given to reaching a consensus about different levels of attainment in the core subjects of the curriculum. The school effectively builds on its assessment procedures when identifying pupils with SEN to comply with the Code of Practice and further help is provided in accordance with the school's SEN policy. The school monitors the results of its National Curriculum tests and other internal tests to help it take action to improve achievement, hence the determined focus and successful raising of standards in literacy throughout the school.

WHAT COULD BE IMPROVED

Short-term curriculum planning and the use of assessment to inform future planning in the non-core subjects of the National Curriculum.

30. The school has a common format for long and medium-term planning which identifies what should be taught and when with regard to the National Curriculum subjects and the six early learning goals of the Foundation Stage of the curriculum. The format for the medium-term plan is designed to achieve balance and curricular coverage over each term.
31. The 1997 inspection identified a key issue with regard to short-term planning: 'The school should seek to improve short-term planning so as to provide clear objectives for the wide range of ability'. A short-term planning sheet (of two pages) was formulated, giving content, learning objectives and an evaluation column. There is also a small section on it for the headteacher to make comments about the plan. The format of the plan is restrictive with regard to how much detail teachers can put into it. Some teachers word-process their entries while others are hand-written.
32. Following the implementation of the National Literacy and Numeracy Strategies there are now separate short-term plans in place which are structured on the requirements of the two strategies. This common format gives the week's objectives, the class organisation and the tasks and activities through which the objectives will be taught. The literacy plan also gives specific sections for assessment, points for future planning and texts to be used.
33. During the inspection some teachers produced additional plans to extend the whole-school short-term planning sheet. They gave additional headings, for example in science and some non-core subjects such as 'introduction', 'lesson overview', 'main activities', 'resources' and 'plenary'. Good plans focus on what the teacher will do, what the children will do, that assessment is centred on the main aspect of the lesson and is related to the key objectives in the termly planning. It was not always clear, with the exceptions of short-term planning for literacy, numeracy and the Foundation Stage, how the lessons built upon what pupils already know, understand and can do and how pupils' knowledge, understanding and skills were being extended, nor how activities were being adapted to suit groups within the class who learn at different rates or individuals who have particular needs. Some teachers gave information as to why they had made adjustments to day-to-day lesson plans.
34. The use of assessment has improved in the core subjects since the 1997 inspection but there is still work to be done to show how assessment information is used as a means of enabling the teacher to plan the next steps in non-core subjects of the curriculum. The school reviewed its Assessment Policy in February 2002. The procedures are documented clearly within the policy as to how ongoing and summative assessment is to be used and recorded throughout the school. The intended learning outcomes and how they will be assessed are documented in the planning for the core subjects, in particular for literacy and the Foundation Stage curriculum, but they are not sufficiently evident in the shorter-term curricular planning process for the non-core subjects.
35. The assessment of pupils with SEN is conducted in accordance with the school policy. Individual education plans are in place for those with SEN. Targets and skills are documented with focused activities to meet individual learning needs. The SEN co-ordinator, in liaison with the designated SEN governor, has reviewed the SEN policy and a draft policy has been formulated to meet the principles that underpin the revised SEN Code of Practice (from January 2002). All pupils have a personal profile in accordance with the target setting action plan. This

approach to the setting of personal targets and to pupil self-assessment is a very good example of them taking the initiative and responsibility for improving aspects of their own learning and personal development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. In order to sustain the many notable qualities that are a part of the school and to develop further its commitment to raising standards, to ensure that all pupils achieve their potential in all subjects and be an improving school, the headteacher, governors and staff should focus on:

- reviewing the format of short-term plans so as to provide a common format for planning which meets the circumstances of the school and includes the purpose(s) of the activities, the tasks and activities through which the objectives will be met, the intended learning outcomes, how pupils will be organised, how staff will be deployed and what resources will be used;
- providing training for subject co-ordinators so as to actively involve them in monitoring and evaluating planning and progression in the non-core subjects of the curriculum and the impact of the plans as they are put into practice in classrooms;
- fully implementing and monitoring the school's recently reviewed assessment policy in order to achieve a whole-school approach to the use of assessment to guide and inform curricular planning in the non-core subjects.

(Paragraphs 12, 29 – 34)

The school has identified in the 2001-2002 school development plan the need to extend classroom observations to all subject co-ordinators and non-class contact 'release time' has been made available for this to go ahead. Assessment, led by a member of the senior management team, is an ongoing whole-school priority in the development plan so that staff can gain a greater knowledge of pupils' achievements in all subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	5	10	4	1	0	0
Percentage	0	25	50	20	5	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	203
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.5

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
---------------------------	-----

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	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	16
	Girls	11	12	12
	Total	26	29	28
Percentage of pupils at NC level 2 or above	School	87 (100)	97 (97)	93 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	12	12	12
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	90 (97)	93 (97)	93 (93)
	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	18	14	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	18
	Girls	11	11	14
	Total	27	29	32
Percentage of pupils at NC level 4 or above	School	84 (81)	91 (85)	100 (85)
	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	12	11	12
	Total	29	29	30
Percentage of pupils at NC level 4 or above	School	91 (93)	91 (89)	94 (93)
	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	1
Bangladeshi	0
Chinese	0
White	180
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)	9
Number of pupils per qualified teacher	22.56
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	53

Financial information

Financial year	2000/2001
	£
Total income	390,584
Total expenditure	378,976
Expenditure per pupil	1,797
Balance brought forward from previous year	28,847
Balance carried forward to next year	40,455

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
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	205
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	3	0	0
My child is making good progress in school.	57	38	2	0	3
Behaviour in the school is good.	69	27	2	0	1
My child gets the right amount of work to do at home.	47	33	18	2	0
The teaching is good.	53	35	6	1	5
I am kept well informed about how my child is getting on.	43	47	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	78	10	9	2	0
The school expects my child to work hard and achieve his or her best.	74	24	1	0	1
The school works closely with parents.	51	38	7	2	2
The school is well led and managed.	57	33	3	2	5
The school is helping my child become mature and responsible.	69	26	3	0	1
The school provides an interesting range of activities outside lessons.	46	34	8	5	7