

INSPECTION REPORT

**ST PETER'S ROMAN CATHOLIC
AIDED MIDDLE SCHOOL**

Cramlington

LEA area: Northumberland

Unique reference number: 122368

Headteacher: Ms F Penny

Reporting inspector: Mr C Sander
4151

Dates of inspection: 23rd – 25th September 2002

Inspection number: 249234

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Middle
School category:	Voluntary aided
Age range of pupils:	9 to 13 years
Gender of pupils:	Mixed
School address:	Northumbrian Road Cramlington Northumberland
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend Father J Skivington
Date of previous inspection:	16 th June 1997

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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	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's is a small, voluntary aided Roman Catholic middle school for boys and girls located in Cramlington, about eight miles north of Newcastle-upon-Tyne. There are currently 159 pupils on roll, the large majority of whom have attended the nearby first school, St Paul's, and come from two local church parishes. Approximately 40 are not Catholics. There are no pupils from ethnic minority groups. The number of boys and girls is broadly similar. Standards on entry to the school and the social circumstances of the local area are broadly average. Fourteen pupils are known to be eligible for free school meals, a proportion smaller than the national average. Fifteen pupils have identified special educational needs, also below the national average, five of whom have statements, a proportion slightly above the national average. No pupil speaks English as an additional language. A small number of traveller children attend the school for different periods of time during the school year.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good quality of education. Overall, what it does well, and often very well, far outweighs what it still needs to improve. Very good leadership, consistently good teaching and sound management have successfully raised standards to a level that is well above the national average. It provides a very good range of specialist teaching for such a small school. At the same time, it very successfully fulfils its aims and mission to promote the personal development of all its pupils within a framework of Christian values. The school identifies and meets very well the individual needs of its pupils. The school receives more money for each pupil than is the case nationally because it is one of the smallest middle schools in Northumberland. A comparison of the school's significant successes and achievements confirms that it provides good value for money despite this relatively high expenditure.

What the school does well

- Standards in English and mathematics are well above average and pupils achieve well at the end of Year 6 and Year 8.
- Very good specialist teaching produces standards in French and art and design that are higher than those usually found nationally at age 13.
- Pupils' behaviour and personal development are very good.
- The headteacher's very good leadership results in consistently high expectations, rising standards and high levels of motivation.

What could be improved

- Standards in information and communication technology (ICT) throughout the school are below those usually found nationally.
- Formal arrangements to monitor, and evaluate rigorously, the work of the school and identify its longer-term targets.
- Provision for gifted and talented pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the school was last inspected in 1997. The governors' thorough action plan has dealt successfully with nearly all areas for improvement identified at that time. There has been very good improvement in many aspects of the curriculum, particularly in the provision for art and design and music where achievement is now good. Schemes of work in each subject are much better because the setting of sharper

objectives has improved the quality of teaching and learning. Assessment arrangements are now satisfactory. Where teaching and learning are very good, for example in English and French, marking is now extremely thorough. The proportion of very good teaching is higher than at the last inspection and there is no unsatisfactory teaching. Steps have been taken to improve provision for ICT but standards remain lower than those usually found nationally. Overall, standards in English, mathematics and science are higher than at the time of the previous inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
End of Key Stage 2 tests	B	D	A	A

Key

well above average A

above average average B

C

below average D

well below average E

The school's national test results in 2001 were well above average for all schools nationally and for similar schools. They were much higher than in the previous year. They were lower in 2002 but remained above average. Results were highest in English. A proportion well above the national average reached standards in English and mathematics that were higher than those expected nationally. When these pupils started at the school in Year 5, their standards were broadly average. These results indicate a very good level of achievement and are broadly in line with the school's challenging targets. The trend in results over the last five years has been ahead of the trend nationally. The steady improvement in the boys' results is an important feature of the trend of results in English. Overall, the girls do better than the boys in English but not so well in mathematics and science. These differences reflect broadly the differing standards of the boys and the girls when they start at the school. All make good progress thereafter, including those with special educational needs. Standards of work seen in English, mathematics and science are well above those expected nationally because the basic skills of reading and writing are very well taught and pupils apply their mathematical skills very well in science. Overall, standards at Year 6 and Year 8 are higher in reading than in writing, as is the case nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils want to learn and participate in lessons. They respect their teachers, work hard and most enjoy their time at school.
Behaviour, in and out of classrooms	Very good. All show a great respect for St Peter's 'golden rules' and a very genuine concern for the needs of others. Movement around school is very orderly and behaviour at lunchtime is excellent.
Personal development and relationships	Very good. There is a high level of respect for other people, and pupils readily work well with each other in lessons. Nearly all are thoughtful and are developing well as young citizens because mutual respect and a concern for the feelings of others are strong features of the life of the school. Some remain reluctant to show initiative.

Aspect	Comment
Attendance	Good. There is no unauthorised absence within an overall level of attendance that is broadly in line with the national average for middle schools.

TEACHING AND LEARNING

Teaching of pupils:	Years 5- 6	Years 7- 8
Quality of teaching	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 learning and teaching is good. The teachers use their very good subject knowledge to plan lessons very carefully. As a result, all pupils make good gains in understanding and knowledge and further improve their literacy and numeracy skills by applying them in each subject that they study. These skills are very well taught. Much emphasis is placed on improving punctuation and spelling as well as the overall organisation of written work. Consequently, many pupils achieve a good degree of accuracy and variety in their written work, they read accurately and with a very good level of understanding and many demonstrate very good skills in mental arithmetic. Nearly all follow instructions carefully, listen well and speak clearly in lessons but few ask questions or show curiosity. Many do show a readiness to take imaginative risks in art and design because the very good teaching is frequently exciting. The standard of their investigative skills in science is much improved since the last inspection. Many teachers match work very carefully to the needs and level of competence of different groups of pupils. Consequently, the needs of most pupils are very well met in lessons. Those with special educational needs are frequently very well supported by the classroom support assistants. The planned teaching of ICT skills in different subjects is unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Provision is well planned. There is a good range of specialist teaching that results in a generally consistent quality of provision. Opportunities to develop ICT skills in different subjects are too limited and there is not enough time for science in Year 7.
Provision for pupils with special educational needs	Good. Individual needs are well identified and met, including the very good management of the small number of pupils with challenging behaviour. The quality of individual education plans is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's values are explained carefully. Pupils are encouraged to think well of themselves and of others and to be ready to help one another. The example shown by adults is very high. Assembly provides a very good opportunity for pupils to reflect and a good range of visits and visitors extends pupils' cultural awareness well.
How well the school cares for its pupils	Very good. The individual needs of most pupils are well met in lessons, and arrangements to promote good behaviour are very good. The school demonstrates its care for all pupils very well through its consistently high level of expectation.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and motivates her staff very well. Priorities are well defined. Management is satisfactory overall and procedures and systems are appropriate for a small school. Subject leadership is generally good and very good in English, French and mathematics. The monitoring of quality across the school and long-term improvement planning are not rigorous enough.
How well the governors fulfil their responsibilities	Satisfactory. Very good attention is given to supporting the distinctive character and values of the school as well as statutory requirements. The governors' monitoring and evaluation of the school's performance lacks sufficient rigour.
The school's evaluation of its performance	Satisfactory. Review arrangements are generally very good. Staff meetings are used well for this purpose. The school development plan does not include explicit targets by which to measure the impact of spending and management decisions on improving standards and quality.
The strategic use of resources	Good. The application of the principles of best value is broadly satisfactory. Funds are allocated carefully to meet priorities.

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's high expectations.• How the school helps its pupils to become mature and responsible.• The good progress made by pupils.• The school's response to their concerns and questions.• The quality of the teaching.	<ul style="list-style-type: none">• The amount of homework.• Information about their children's progress.• The range of activities outside lessons.

Nearly all parents are very appreciative of what the school provides and of its achievements. The inspection team agrees with the views of parents about what the school is doing well. The setting of homework does need to be more regular but there are examples of well-planned homework in several subjects. Most reports are satisfactory. They provide sufficient detail of the standards reached and targets set. The range of activities outside lessons is satisfactory but the school does not monitor formally the pupils' rates of involvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are well above average and pupils achieve well at the end of Year 6 and Year 8.

1. Taken as a whole, standards on entry to the school are broadly average. Results in the national tests at the end of Year 6 in 2001 were well above average for all schools nationally and for similar schools. They slipped back a bit in 2002 but remained above average. Standards on entry to the school for that group were lower than those in the previous year. Overall, results at the end of Year 6 have been improving at a faster rate than those nationally and indicate a sustained pattern of good achievement.
2. The school uses the optional national tests in English and mathematics at the end of Year 8. These show that pupils make very good progress in their final year at this school.
3. In English, standards at the end of Year 8 are much higher than expected nationally. Approximately one third reach standards in both reading and writing that are approximately three years ahead of what is expected nationally. A similar proportion in mathematics achieves these high standards. More than half of the pupils achieve standards above those expected nationally.
4. The pupils do so well in these subjects because:
 - Lessons are planned very carefully so that pupils know precisely what they are going to learn.
 - The teachers use their very good knowledge of their subject and of their pupils to explain and match work very carefully to meet pupils' different needs.
 - Expectations are high and the pace of lessons is brisk, particularly in mathematics in Year 8. As a result, both the quality and quantity of written work are very good.
 - Classroom support assistants help pupils with special educational needs to understand without immediately telling them the answer. As a result, these pupils make good progress in grasping what at first appears difficult.
5. Consequently, pupils of different levels of competence in these subjects make good gains in understanding and learn to apply their skills in reading and writing well, particularly at the end of Year 8.
6. A particularly strong feature of the teaching in English is the very good link between reading and writing activities. For example, less competent pupils in Years 5 and 6 are helped to apply their knowledge of punctuation to communicate meaning with greater expression when reading aloud. More competent pupils in Years 7 and 8 study different types of text as 'models' for their own writing. Many, particularly the girls, show a high level of competence when writing in different styles and for different purposes. Opportunities for the pupils to reflect upon what they read and write are a very effective feature in the very well-planned development of their understanding.
7. Standards in reading are much higher than in writing when pupils enter the school in Year 5. The gap narrows only slightly by the end of Year 6. The optional tests in 2002 and the pupils' work analysed during the inspection illustrate considerable gains in writing skills at the end of Year 8.

8. Important reasons for this are the excellent marking and the well-planned range of different writing tasks completed by the pupils. Skilful marking establishes a dialogue with the pupils, concentrating on where the work is successful and identifying specific things that could be better. It also provides opportunities for the individual and another pupil to comment additionally on the work.
9. When pupils start at the school in Year 5, their standards in mathematics are broadly average. Most have a sound grasp of number but only a minority can talk about how they are using mathematics. Few are used to choosing how best to solve a mathematical problem. They make good gains in understanding by the end of Year 6 and excellent progress in Year 8 because they are given an increasingly good range of opportunities to apply their mathematical knowledge.
10. In an excellent lesson seen in Year 8 on the ordering and classification of numbers, highly imaginative teaching methods provided initial clues for pupils to discover the objective of the lesson for themselves. This immediately set them thinking. The extremely well-managed pace challenged them to work very hard, and allowed time for reflection about what they were doing. High expectations resulted in an equally high degree of accuracy.
11. The emphasis on requiring the pupils to think in mathematical terms produces a high degree of mental agility and confidence in the application of these skills. The well-above average standards in science benefit greatly from the mathematical confidence of the pupils, particularly in Year 8. In Year 7, the use of co-ordinates to identify a map location provides further illustration of the very good application of mathematical skills, knowledge and understanding.

Very good specialist teaching produces standards in French and art and design that are higher than usually found nationally at age 13.

12. Pupils start to learn French in Year 6. Thereafter, they make rapid gains, particularly in their spoken French. Their progress is well monitored through rigorous assessment arrangements. An analysis of their work in Year 8 shows that nearly all are working at or above the nationally expected standard. Approximately one third do even better than this and are about a year ahead of the standards expected nationally. At Year 8, all can respond to a range of questions about themselves in French, many can count confidently to 1000 and nearly all are alert to the different gender of French words, indicating this precisely in their pronunciation.
13. Very good specialist teaching is the main reason for this. Its strongest features are:
 - The extremely well-planned and well-paced lessons that require pupils' active participation.
 - The emphasis upon repetition to train pupils' memory skills.
 - The development of very well-organised sets of words and phrases that pupils use regularly in lessons.
14. Nearly all make very good progress because the scheme of work provides an increasing level of challenge as the pupils get older. Many activities require the recall of words and phrases learned previously and then make a new demand to use more sophisticated vocabulary and sentence constructions. In this way, pupils learn to build new ways of saying things. By the end of Year 8, they are starting to use the past perfect tense of verbs and construct sentences with subordinate clauses. An important

outcome of these methods is the high degree of accuracy that many achieve in spelling and pronunciation.

15. The 'bank' of words, phrases and sentences provided by the teacher creates a very useful source of reference when pupils develop their spoken and written responses. The tasks in lessons require its use so that exercise books become a regular and essential resource.
16. Activities are organised at 'basic', 'extension' and 'advanced extension' levels. Consequently, work is very well matched to the pupils' different levels of competence and this results in their very good progress in lessons and over time.
17. Many pupils achieve standards in art and design that are higher than those usually found nationally at age 13. The very good teaching places a strong emphasis upon developing their imaginations across a wide range of materials and encourages the taking of risks in their use.
18. The vivid, expressive use of colour, the flourish as well as the care of composition and the large scale of many examples of pupils' work are all well illustrated in the displayed work, both within the art and design room and around the school. The art and design co-ordinator maintains an impressive photographic record of the pupils' work in a wide range of styles. It shows a good level of technical skill and a sensitive discrimination in the use of colour tones. Many pieces illustrate pupils working together very successfully on long-term, well-researched projects. Sketchbooks are used well to record and develop artistic ideas.
19. The good teaching of art and design is characterised by a lively enthusiasm that promotes a high degree of enjoyment. Expert subject knowledge not only meets the requirements of the National Curriculum but contributes greatly to pupils' personal development by stimulating their imaginations. The teaching of skills in both two- and three-dimensional work is a strength.
20. The good quality of teaching and learning was illustrated well in a Year 6 lesson when pupils used motifs of Indian culture to create realistic images of the life of the school. Enthusiasm, encouragement and high expectations were prevailing features of the teaching as pupils learned new artistic techniques as well as developing a personal response. Similarly, in a Year 7 lesson, pupils received very good advice and guidance from the teacher that prompted them further to improve their work as they created model dolls symbolising themselves as part of a wider community. Most pupils enjoy mixing colours and textures and confidently discuss interpretations of their work with one another.
21. At the time of the last inspection, standards and provision in art and design required some improvement. The specialist teaching ensures that standards are now higher than those usually found nationally. The overall provision is a strength of the school.

Pupils' behaviour and personal development are very good.

22. One of the features that immediately strikes a visitor is the school's atmosphere of orderly calm. St Peter's is a small school that feels like a large family. The 'golden rules' that underpin expectations of behaviour and the school's moral values are unobtrusive but very effective because they are very well understood and followed consistently by the whole-school community. The atmosphere throughout the school and the concern

for individual needs in lessons fulfil very well the mission statement and aims of the school.

23. Pupils move quietly but purposefully around the school and behaviour at lunchtime is excellent. In lessons, they are invariably attentive and their ability to concentrate throughout the hour-long lessons contributes much to the good progress that they make. Their good attitudes to school are also evident in the careful presentation of nearly all of their work as well as its completion.
24. Spiritual development is at the heart of the school's Catholic character. This extends much more widely than religious observance to embrace a strong emphasis upon reflection that makes learning more effective. This was very well illustrated in an assembly for Years 5 and 6 where the valuing of self and others, however small, was simply and skilfully explored.
25. Most pupils are developing well as young citizens, as shown in their helpful attitudes towards each other and to their school.
26. The inspection team agrees fully with the very high proportion of parents who feel that the school helps its pupils to develop as mature youngsters.

The headteacher's very good leadership results in consistently high expectations, rising standards and high levels of motivation.

27. The headteacher leads by example, showing a very strong commitment to include and value all pupils and staff. Her good communication skills convey consistently high expectations that provide a very secure foundation for pupils' personal development. High expectations are set, shared and well supported through brief but very effective meetings and in writing. As a result, there has been good improvement since the last inspection, standards are continuing to rise and the rate of exclusions is very low indeed.
28. There is very good leadership in many subjects. This has led to greatly improved schemes of work that provide much stronger foundations for planning than was the case at the time of the last inspection. The teaching of art and design and music is now very good because specialist teachers have been recruited in these subjects. In some cases, for example in science, design and technology and music, subject leadership is by part-time staff but their contribution is very well managed by the headteacher. As a result, standards are higher than those usually found nationally at Year 6 and Year 8.
29. Good teamwork is a hallmark of St Peter's, both within and beyond the school. The links with the first school, St Paul's, are excellent and the headteacher has shown very good leadership in their shared development, including teachers working at the Catholic first school for some of their time. Relationships within and beyond the school are excellent and all are keen to succeed and do still better. These very good features owe much to the spirited and positive leadership of the headteacher.

WHAT COULD BE IMPROVED

Standards in information and communication technology (ICT) throughout the school are below those usually found nationally.

30. Overall, provision was barely satisfactory at the time of the last inspection. It was unsatisfactory in Years 7 and 8 and there was no policy for the teaching of the subject throughout the school.
31. Improvement was slow in the period immediately after the last inspection. More computers have been purchased this year and a new resource centre, that includes further ICT facilities, will open in January 2003. The 1:5 ratio of computers to pupils is now above average. A scheme of work is in place and each class has an ICT lesson each week. All teaching staff have received training in the use of computers.
32. Despite these improvements, standards remain below those that pupils are expected to reach at the end of Years 6 and 8 because these improvements in provision have not yet had an impact.
33. An important reason why standards remain below those usually found nationally at the end of Years 6 and 8 is that there is no indication in teachers' planning about how the knowledge, skills and understanding of ICT will be applied and developed in the schemes of work for other subjects. There are occasions when spreadsheets are used in science to draw graphs but there is no evidence that ICT is used to capture, monitor or analyse data.
34. The aims and objectives in schemes of work for different subjects do not include reference to ICT. Overall, the range of opportunities to develop the important thinking skills of analysis and prediction is poor. Teachers do not identify how the use of ICT skills can raise standards and improve further the quality of learning in different subjects. They do not identify opportunities to enrich the quality of learning further through the imaginative use of ICT resources.
35. In a Year 8 lesson seen during the inspection, pupils made satisfactory gains in knowledge about the use and misuse of data in an activity about loyalty cards. Standards were below those expected nationally because pupils were insufficiently familiar with some of the basic commands within programs. Additionally, many of the girls lacked the confidence to try out routines on their own. Several struggled to choose the correct icons within the program; only about one third of the pupils produced a version of a loyalty card by the end of the lesson.
36. There is currently insufficient time for the ICT co-ordinator to monitor standards in lessons and there are no samples of work available to teachers by which they can evaluate the standards and progress of their pupils, measured against expectations nationally.

Formal arrangements to monitor and evaluate rigorously the work of the school and identify its longer-term targets.

37. There is a good level of general awareness about what the school does well and where it might improve further. In particular, there are well-planned opportunities for teachers to reflect upon the effectiveness of their work. The headteacher's daily bulletin and the agendas for staff meetings support these arrangements well.

38. The immediate progress of the school, including the setting of statutory targets, is also well reviewed, particularly through the annual school improvement plan. Priorities are well judged and the necessary action and personnel responsible are both indicated, together with a general costing and timescale. The plan provides a straightforward agenda for action. However, the intended impact on standards and the quality of provision are not defined. There is not enough indication of how improvements will be monitored and the associated time costs.
39. The criteria against which progress will be evaluated are frequently too general. For example, the target to implement the National Literacy Strategy at Key Stage 3 refers to 'a well-planned, delivered and accessed Key Stage 3 English curriculum which continues to support high pupil attainment'. Reference is made to the Optional National Tests as a further indicator but there is no reference to specific, intended improvements in standards.
40. Expenditure is planned in line with improvement priorities. There is not a lot of room for manoeuvre in spending the basic budget. The new resource centre and improved ICT facilities therefore represent a particularly significant investment in improved provision. There is no indication of how the impact of these new facilities and resources on standards and quality will be measured. Consequently, it will be difficult for governors to evaluate whether they provide value for money.
41. The school roll is projected to fall further over the next few years. Planning for this is therefore an important priority. The local education authority has provided financial projections to help governors do this. The impact of any further reduction in numbers on the quality and range of the curriculum and on the size and composition of classes has not yet been modelled. Because the framework of the school improvement plan does not extend beyond this, it does provide a clear picture of how the school intends to manage these likely future reductions in pupil numbers.
42. Consultations this year with the Catholic first school, St Paul's, indicate that the headteacher has started to plan ahead. The direction the school wishes to take is clear because its aims are strongly held. Its intended destination is unclear because longer-term objectives are not defined.
43. The monitoring of some other aspects of the school's work is also unsatisfactory. The overall standards in mathematics are well above average and pupils achieve well, particularly in Year 8. However, there are no planned opportunities to monitor standards and quality in Years 5 and 6. The funding for classroom support assistants derives solely from pupils' statements. This provides a good level of direct help to pupils with special educational needs. However, there are no planned arrangements to monitor and evaluate the impact of this provision on pupils' rates of progress.
44. The progress of individual pupils is well monitored in teachers' mark books. In English and French, such record keeping is exemplary and target setting is well established. The analysis of test data over time is unsatisfactory because not enough attention is given to monitoring the progress of different groups of pupils within each year group. There is a generally good understanding of different performance by gender but the progress of the more competent, competent and less competent pupils is not precisely analysed.

45. An important consequence of current arrangements in the use of data is that governors have insufficient evidence upon which to act as the school's critical friend and evaluate the impact of their policy decisions on standards.

Provision for gifted and talented pupils.

46. Unlike many secondary schools, St Peter's does not receive any additional funding to meet the needs of gifted and talented pupils. In response to the government's guidelines, a co-ordinator has been appointed and a group of pupils identified.
47. Within available resources, the school has supported these pupils' involvement in activities outside school but their needs are not defined within schemes of work. Consequently, there are missed opportunities to extend and challenge them in lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. St Peter's is a good school that already meets the needs of all its pupils well. In order to become still better, the governors, headteacher and staff should:

(1) Raise standards in information and communication technology by:

- (a) identifying expected National Curriculum standards in the schemes of work for each Year;
- (b) making full use of the National Strategy for ICT in Years 7 and 8;
- (c) promoting greater confidence amongst the girls in the use of ICT hardware and software;
- (d) identifying in schemes of work for each subject how the knowledge, understanding and skills of ICT will be applied and extended;
- (e) monitoring the quality and standards of pupils' work through the observation of lessons;
- (f) agreeing the expected impact on standards and the quality of learning of the recent expenditure on additional ICT resources and facilities; and
- (g) setting targets for improvement over a four-year time-scale.

(Paragraphs: 30 – 36)

(2) Establish formal arrangements to monitor and evaluate rigorously the work of the school and identify its longer-term targets by:

- (a) developing a planning cycle beyond the current one-year arrangement;
- (b) making precise in the school improvement plan the intended impact of policy decisions and actions on standards and quality;
- (c) expressing these intended outcomes in suitably measurable terms;
- (d) developing a more systematic analysis of data and using it for management action;
- (e) including a statement of the expected standards in each unit within schemes of work;
- (f) involving the governors more directly in monitoring identified areas for improvement; and
- (g) establishing a planned, annual programme for co-ordinators to monitor the standards and quality of teaching and learning in their areas of responsibility.

(Paragraphs: 37 – 45)

(3) Make effective provision for gifted and talented pupils by:

- (a) recognising and providing for their additional needs in schemes of work and lesson plans;
- (b) setting challenging targets that match their additional gifts and talents;
- (c) revising the policy and practice for homework to match their additional needs;
- (d) co-ordinating provision across the school to ensure effective monitoring and evaluation of provision and standards; and
- (e) extending further the range of enrichment opportunities beyond school.

(Paragraphs: 46-48)

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	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	9	5	0	0	0
Percentage	5	25	45	25	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	Y5 – Y8
Number of pupils on the school's roll	159
Number of full-time pupils known to be eligible for free school meals	14

Special educational needs	Y5 – Y8
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	6.7
National comparative data	6.3

Unauthorised absence

	%
School data	0.0
National comparative data	0.4

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	14	15	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	13	12	14
	Total	26	24	27
Percentage of pupils at NC level 4 or above	School	90 (74)	83 (68)	93 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	13	12	13
	Total	25	24	26
Percentage of pupils at NC level 4 or above	School	86 (n/a)	82 (n/a)	90 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
151	1	0
0	0	0
8	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

0
0
0
0

0	0
0	0
0	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y5 – Y8

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	16.22

Education support staff: Y5 – Y8

Total number of education support staff	6
Total aggregate hours worked per week	88

Deployment of teachers: Y5– Y8

Percentage of time teachers spend in contact with classes	77.0
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Average teaching group size: Y5 – Y8

Key Stage 2	18.6
Key Stage 3	21.9

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	464,977
Total expenditure	446,772
Expenditure per pupil	2,834
Balance brought forward from previous year	-882
Balance carried forward to next year	21,036

Recruitment of teachers

Number of teachers who left the school during the last two years	2.7
Number of teachers appointed to the school during the last two years	2.7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
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	159
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	49	6	2	0
My child is making good progress in school.	46	45	3	0	6
Behaviour in the school is good.	37	52	5	1	5
My child gets the right amount of work to do at home.	14	44	29	8	6
The teaching is good.	48	42	2	0	7
I am kept well informed about how my child is getting on.	25	43	24	4	4
I would feel comfortable about approaching the school with questions or a problem.	62	30	6	1	0
The school expects my child to work hard and achieve his or her best.	68	30	2	0	0
The school works closely with parents.	28	49	15	6	1
The school is well led and managed.	68	30	2	0	0
The school is helping my child become mature and responsible.	54	40	2	1	2
The school provides an interesting range of activities outside lessons.	21	49	20	5	5

Several parents expressed the view that thirty-eight pupils in one class in Year 6 might affect standards. The numbers on roll and the level of income linked to this mean that the school cannot afford two class groups in all years. Only in two lessons, physical education and religious education, are the thirty-eight pupils taught together and, on those occasions, there are two teachers. The inspection team found no evidence that the current arrangements are affecting standards adversely but the school does need to monitor the situation to confirm that this is the case throughout the coming year.