

INSPECTION REPORT

**Saint Peter and Saint John Roman Catholic Primary
School**

Salford

LEA area: Salford

Unique reference number: 105964

Headteacher: Mrs Margaret O'Brien

Lead inspector: Stafford Evans

Dates of inspection: 20th - 23rd September 2004

Inspection number: 267922

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	136
School address:	Mount Street Salford
Postcode:	M3 6LU
Telephone number:	0161 8344150
Fax number:	0161 8397980
Appropriate authority:	The governing body
Name of chair of governors:	Canon A. McBride

Date of previous inspection: December 2002

CHARACTERISTICS OF THE SCHOOL

Saint Peter and Saint John's is situated near the centre of Manchester. A significant number of pupils come from homes that are economically and socially disadvantaged. The percentage of pupils who receive free school meals, at 51 per cent, is nearly three times the national average. Eight per cent of pupils are from ethnic minority backgrounds; most speak English as an additional language. Four per cent of pupils are refugees or asylum seekers. Eighteen per cent of pupils are Travellers. There are 7 per cent of pupils on the register of special educational needs. This is below the national average. No pupil has a Statement of Special Educational Need. The school is smaller than most schools nationally. The decline in the number of pupils who attend the school has stopped. The number on roll is now rising. The school is in an Education Action Zone and part of the Excellence in Cities initiative. It is also involved in the Leadership Development Strategy in Primary Schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Mr S G Evans	Lead inspector	Special educational needs Mathematics English Information and communication technology Geography History Physical education
11450	Mr L H Kuraishi	Lay inspector	
21020	Mrs T J Galvin	Team inspector	Foundation Stage English as an additional language Science Art and design Citizenship Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Saint Peter and Saint John's provides a good standard of education. It gives satisfactory value for money. Pupils achieve very well in English, well in mathematics and satisfactorily in science by the time they leave the school. The teaching and learning are good. The school is well led and soundly managed. The school's provision for pupils' personal development is good. This means that pupils leave the school with good social skills despite many of them entering school at a level that is well below that expected.

The school's main strengths and weaknesses are:

- the headteacher, ably supported by the deputy headteacher, provides good leadership of the school;
- provision for the inclusion of all pupils in the life of the school is very good;
- children in the Foundation Stage are given a good start in school;
- pupils' behaviour is good and they have good attitudes to learning;
- pupils' attendance rate is well below the national average;
- higher attainers in science underachieve;
- the school provides a high level of care for its pupils;
- management roles of key staff are unclear;
- the day-to-day administration and control of the school's finances are unsatisfactory.

The school has made good improvement since the time of the last inspection two years ago. Standards achieved are higher. The raising of standards was the key issue identified in the last inspection. The quality of teaching and learning is better. This was another key issue identified in the last report. Teaching and learning are now good compared with satisfactory at the time of the last inspection. Assessment procedures, and the use teachers make of the results of pupils' assessments, are much improved in the Foundation Stage, English and mathematics. This ensures that another key issue has been tackled successfully. There has been satisfactory improvement in the organisation and management of learning in the mixed-aged classes.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	D	D
Mathematics	E*	E*	D	D
Science	E*	E*	D	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is good. Inspection evidence indicates that the current Year 6 attain standards that are in line with the national average in English and below the national average in mathematics and science. In comparison with similar schools, standards are well above average in English and above average in mathematics and science. By the time they leave the reception class, most children reach the expected standard in personal, social and emotional development and in physical development. Despite good progress, standards are below

national expectations in all the other areas of learning. Pupils in Years 1 and 2 make good progress in relation to the standards they attained previously. By the end of Year 2, standards are above average in English and mathematics and below average in science. Throughout the school, higher attaining pupils are capable of doing better in science. Traveller pupils achieve well in all subjects. Ethnic minority pupils, including those who speak English as an additional language, achieve similarly to their classmates. Pupils identified as having special educational needs achieve well. By the end of Years 2 and 6, standards in most aspects of information and communication technology (ICT) are in line with nationally expected standards. Pupils achieve well in ICT.

Pupils' personal development is good. This is because provision for their moral and social development is very good and good for their spiritual and cultural development. The attendance rate is unsatisfactory and a significant minority of pupils are frequently late.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. Procedures for assessing pupils' work, and the use teachers make of the information, are good in the Foundation Stage, English and mathematics, but unsatisfactory in science. The weakness in science is in the work planned for higher attaining pupils. Teachers have high expectations of pupils. They manage pupils' behaviour very well. Good use of skilled support staff ensures that pupils who need help in lessons receive it and therefore make good use of their time. Pupils identified as having special educational needs are taught well. Pupils who speak English as an additional language are also taught well. Effective provision to support Traveller pupils ensures that their learning is good. The teaching of the basic skills of literacy is very good, and of numeracy it is good. Teachers plan the development of literacy skills satisfactorily in other subjects, but numeracy skills are developed unsatisfactorily in other subjects. Teachers use computers satisfactorily to help pupils learn in some subjects, but its use is not widespread.

Curriculum provision is satisfactory. The school enhances pupils' learning through a good range of extra-curricular activities. The care pupils receive is good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. There is a new headteacher who started three weeks before the inspection. The headteacher provides good leadership. She has a very clear vision of what sort of school it should be and how to bring this about. There is a very good team spirit and an atmosphere in school that makes it a good place to come to learn. The leadership of staff to whom roles have been delegated is good. The management of the school is satisfactory, but with some important weaknesses. Management roles and responsibilities are not clearly defined. This means that the headteacher and deputy headteacher have responsibility for too many aspects of management within the school. Also, the administration and management of the school's finances are unsatisfactory. The governance of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school. They expressed no concerns about any aspect of its work. The school enjoys very good relationships with parents, who provide satisfactory support. Pupils think very highly of the school. They say they like school very much

and that they are treated fairly and with respect. They are secure in the knowledge that they can approach an adult in the school if they need help.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards achieved by the higher attainers in science;
- improve the attendance and punctuality of the significant minority of pupils who are frequently absent and/or late;
- clarify the roles and responsibilities of the senior management team and subject coordinators;
- improve the administration and control of the school's finances.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** throughout the school. The standards pupils attain are above average in English and mathematics by the end of Year 2. By the end of Year 6, standards in English are average and below average in mathematics. In science, pupils attain standards that are below average by the end of Years 2 and 6.

Main strengths and weaknesses

- Children in the Foundation Stage make good progress.
- Pupils achieve very well in English.
- Pupils, including those identified as having special educational needs, achieve well in mathematics, ICT and history.
- Higher attaining pupils underachieve in science.
- Pupils who speak little or no English when they enter the school, including pupils newly arrived in England, make good progress.
- Traveller pupils achieve very well in English and mathematics.
- Although pupils achieve well in most aspects of ICT, they underachieve in control technology work.

Commentary

Foundation Stage

1. From a low starting point, children, including those with special educational needs, achieve well in all areas of learning. By the time they leave the reception class, most children reach the expected standard in personal, social and emotional development and in physical development. Despite good progress, standards are below national expectations in communication, language and literacy, mathematical and creative development and in knowledge and understanding of the world.
2. Children who learn English as an additional language achieve well. This is because the quality of teaching is good and there is a strong emphasis on developing the communication skills and English vocabulary of all children.

Years 1 and 2

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.9 (14.2)	15.7 (15.8)
Writing	14.5 (12.3)	14.6 (14.4)
Mathematics	16.3 (15.4)	16.3 (16.5)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils achieve well in relation to their capabilities by the end of Year 2. Inspection evidence indicates that standards are above average in English and mathematics. This is a significant improvement compared with recent national test results, including the 2004 test results. This is because the quality of teaching and learning is better. Also, a very important factor is the improvement in the provision for children in the Foundation Stage in the last two years. This means that pupils enter Year 1 attaining standards significantly higher than they used to attain. In Years 1 and 2, they continue to make good progress, which results in the high standards. In comparison with similar schools, pupils attain standards that are well above the national average. This reflects the standards attained in the 2003 and 2004 national tests in comparison with similar schools. Pupils achieve well in ICT and standards are in line with national expectations.

Years 3 to 6

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.3 (24.2)	26.8 (27.0)
Mathematics	25.9 (22.4)	26.8 (26.7)
Science	27.7 (24.9)	28.6 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

4. Inspection evidence indicates that, by the end of Year 6, standards are average in English and below average in mathematics and science. This represents very good achievement in English and mathematics in relation to their prior attainment. In science, they achieve satisfactorily, except for higher attaining pupils whose achievement is unsatisfactory. This is because as Year 2 pupils they do not cover the necessary work to attain a level higher than expected nationally. This has a knock-on effect throughout Years 3 to 6. Despite good progress in Year 6, higher attaining pupils have too much ground to make up and thus do not attain as highly as they should.
5. There has been good improvement since the last inspection. Standards are higher because of the good teaching in Years 3, 4 and 5 and the very good and sometimes excellent teaching in Year 6. In comparison with similar schools, the current Year 6 pupils attain standards that are well above average. This is reflected in the 2004 national test results in comparison with similar schools.
6. In ICT, standards are improving and there has been satisfactory improvement since the time of the last inspection. Standards are in line with national expectations except in control technology where standards are well below national expectations. The reason for low standards in control technology is the shortage of equipment for pupils to learn the necessary skills. Standards in other subjects, by the end of Years 2 and 6, are in line with national expectations. It is not possible to judge improvement since the last inspection because standards in subjects other than English, mathematics, science and ICT were not reported.
7. Inspection evidence shows that the pupils of all ages who learn English as an additional language and Traveller pupils achieve well in relation to their earlier attainment and capabilities. The children who have recently joined the school in the nursery quickly gain in confidence and join in with activities, such as counting. As they move through the

Foundation Stage they take part equally in all the activities and succeed in the same work as their classmates. The school's 2004 national curriculum test results for Year 2 and Year 6 pupils confirm the inspection judgement that Traveller pupils and pupils who learn English as an additional language achieve well. The achievement of pupils with special educational needs is not significantly different from that of their classmates. They make good progress in lessons and in relation to the targets in their individual education plans. This is because they are taught well and receive good support from teaching assistants.

8. There is recorded variation in standards achieved by boys and girls from year to year. Girls have achieved better than boys. However, the gap has narrowed so that there is now no appreciable difference.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes and behave **well**. The rates of attendance and punctuality are **unsatisfactory**.

Main strengths and weaknesses

- Provision for pupils' moral and social development is very good and good for their spiritual and cultural development.
- Relationships are good throughout the school.
- Pupils are keen to learn and very interested in all the activities that the school provides.
- Pupils' behaviour is very good in Years 1 and 2 and it is often exemplary in the Years 5/6 class.
- There has been good improvement in cultural development since the time of last inspection.

Commentary

9. Pupils' relationships with each other and with staff are good. Most pupils participate with keenness and interest in their lessons. Adults expect pupils to behave very well and this helps to ensure that behaviour is good in lessons and about the school. Year 2 pupils are very attentive listeners and their behaviour is sometimes excellent, for example in literacy lessons. Pupils in the Years 5/6 class often demonstrate excellent levels of concentration and application to their work. They set a very good example for other pupils to follow in their attitudes and enthusiasm for all the activities that the school offers, such as after-school clubs. These very high standards are not so evident in the lower and middle classes in Years 3 to 6, where behaviour varies between good and satisfactory.
10. Incidents of bullying, racism or other harassment are rare. Pupils insist that bullying is not a problem in the school. There was one exclusion last year. This is not significantly different to that found in many schools nationally. Parents say that the school helps their children to become mature and responsible.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White - British

No of pupils on roll
110

Number of fixed period exclusions	Number of permanent exclusions
1	0

White - Irish	8	0	0
Black or black British Caribbean	3	0	0
Black or black British-African	4	0	0
Chinese Asian or Asian British - any other Asian background	4	0	0

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

11. The school's Christian, caring ethos underpins its very good provision for pupils' social and moral development. The headteacher is a very good role model for staff and pupils to follow in the care and consideration that she shows towards people. Personal development and citizenship are promoted well through lessons in personal, social and health education and the contributions that pupils make to a range of charities. There is very good provision for social development. For example, at playtimes the enthusiastic learning mentor effectively manages a wide range of equipment and a variety of games. Support assistants ably help him in this work at lunchtimes. As a result, pupils are very keen to participate. Boys and girls, and pupils from different cultural backgrounds enjoy playing together as friends. There is a good buddy system, in which Year 6 pupils look after younger ones. The school is in the early stages of developing a school council. Pupils are courteous, polite and keen to show their reliability when given jobs to do.
12. The school promotes pupils' spiritual awareness well through religious education and the opportunities it provides for special class services in the school and at the Cathedral, such as the Easter Cantata. In a Year 2 history lesson, pupils listened with awe and respect when a person with visual impairment talked to them about reading and writing Braille. Pupils' knowledge and appreciation of different cultures was reported to be satisfactory at the time of the last inspection and it is now good. It is developed successfully through many subjects such as art and religious education. Therefore, pupils learn about what has shaped and influenced the multicultural society in which they live. The school enriches pupils' cultural understanding through visits, for example to the theatre, art gallery and museums. Good account is taken of the feasts, festivals and celebrations of other religions as well as those pertinent to Christians.
13. Children join the nursery with low social skills, but by the time they enter Year 1 the majority of children reach the nationally expected standard in personal, social and emotional development. Staff give children lots of praise and encouragement and this raises children's self-esteem and gives them the confidence to learn.
14. Attendance and punctuality are unsatisfactory, but improving. Attendance levels are well below the national average. Unauthorised absences are below the national average. A significant number of pupils regularly arrive late. There is evidence that those pupils who do not attend school regularly fail to meet their expected targets.
15. The majority of pupils enjoy coming to school. Rewarding pupils and classes for good attendance encourages pupils to come to school on time. Pupils take a keen interest in checking on their class attendance rates each week.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	9.1

Unauthorised absence	
School data:	0.1

National data:	5.4
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National data:	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**, with a significant amount of very good lessons. There is **satisfactory** curriculum provision, with **good** provision for learning in the Foundation Stage, English and mathematics. The school provides a **good** level of care for its pupils. Links with parents are **satisfactory**.

Teaching and learning

Teaching and learning are **good**. The procedures for assessing pupils' work are **satisfactory**.

Main strengths and weaknesses

- The teaching and learning are good in the Foundation Stage, mathematics and ICT. They are very good in English.
- There are good procedures for assessing pupils' work in the Foundation Stage, English and mathematics.
- Work in science is not matched accurately enough to meet the needs of higher attaining pupils.
- Teachers give pupils an equal chance to do well in lessons.
- Teaching assistants provide good support to help pupils learn more effectively.
- Some teachers make unsatisfactory use of computers to help pupils learn in lessons other than ICT.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	13	8	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

16. There has been good improvement in teaching and learning since the time of the last inspection. The very good teaching in English and the good teaching in mathematics ensure that pupils achieve well. Teachers' planning is good. They use a range of good teaching methods. These include whole-class teaching, group and individual work. Time is managed well in most lessons. Little or no time is wasted because lessons are well organised, correctly resourced and pupils are clear what is expected of them. Teachers make good use of skilled support staff to help pupils learn. Pupils say that learning is fun and the lessons are interesting. One of the main reasons for this is that teachers are enthusiastic about their teaching and constantly encourage pupils to do their best. This leads to good achievement. Most teachers manage pupils' behaviour very effectively. The strength of their behaviour management strategy is the very good relationship between staff and pupils. Teachers make good use of homework to extend pupils' learning.
17. Teaching in English is very good because teachers teach the basic skills of reading and writing very well. They have high expectations of what they want pupils to achieve. This is

reflected in the good standard of pupils' presentation of their work. In Year 6, very secure subject knowledge and an excellent understanding of what pupils know, can do and understand underpin the very high quality of teaching. The quality of the marking in Year 6 is very good and good throughout the rest of the school. This ensures that pupils and teachers know what needs to be done to improve the work.

18. Teaching for children in the Foundation Stage is good and this has a positive effect on their learning. Staff manage children's behaviour very well. Their very good relationships with the children, clearly established classroom routines and good organisation of resources all underpin the staff's approach. Staff frequently praise children's efforts and achievements and this fosters children's confidence and learning. Staff teach basic skills very well, with high expectations of what children can achieve. There are good assessment procedures for tracking children's progress which staff use successfully to plan the next steps in their learning. Support staff are deployed effectively in lessons and make a positive contribution.
19. In ICT, teaching and learning are good and pupils make good progress in lessons. Teachers build on pupils' previous learning satisfactorily. Secure subject knowledge underpins the teaching. Pupils are very interested, concentrate well and follow instructions promptly because of the good teaching. They are motivated well by the work they are given. This extends their computing skills and builds their confidence in the subject. Teachers make good use of skilled support staff to enhance pupils' learning. However, there is not widespread use of computers in lessons other than ICT to enhance pupils' learning.
20. Teaching and learning in science are satisfactory. Teachers have high expectations of what average and lower attaining pupils can achieve so these pupils achieve well. However, in Years 1 and 2 the work for pupils is not planned at a high enough level. In the lower and middle classes in Years 3 to 6 the use teachers make of the assessment of pupils' work is not effective. As a result, in these classes teachers do not modify the work so that it is hard enough for the older, higher attaining pupils. Pupils' progress improves rapidly in the Years 5/6 class because of the consistently good quality teaching. However, the progress that higher attaining pupils make is not sufficient to compensate fully for the shortcomings in the teaching in previous years.
21. Teachers give all pupils an equal chance to do well in lessons. Pupils with special educational needs are taught well and teachers make good use of pupils' individual education plans. The school takes care to ensure that all pupils are fully included in all lessons and have equal access to the National Curriculum. The needs of pupils who have social and emotional difficulties are dealt with sensitively. As a result, pupils quickly respond to the caring and secure learning environment. This ensures that they learn as well as their classmates. The teaching for the few pupils who learn English as an additional language is good. These pupils make good, and sometimes very good, progress in lessons. One of the main reasons for this is that teachers use the same good procedures that the school has for all pupils to check and review the progress in English of these bilingual pupils. The teachers effectively use the information from the checks to group the pupils by ability and to plan the next step in their learning. Teachers and support staff are very sensitive to the special needs of Traveller pupils. Care is taken to ensure that they receive work to compensate for their absences from school. Also, the local education authority support teacher ensures that the parents of Traveller pupils

understand how best to help their children learn. This is done by home visits and supporting the pupils in school.

The curriculum

The curriculum provides **satisfactory** opportunities to learn. The school provides **good** opportunities for pupils to enrich their learning. The accommodation and resources are **good**.

Main strengths and weaknesses

- Curriculum provision in the Foundation Stage, English and mathematics is good.
- Provision for pupils identified as having special educational needs is good.
- Planning for the higher attainers in science is unsatisfactory.
- There are too few opportunities for pupils to develop numeracy skills in subjects other than mathematics.
- Provision for personal, social and health education is good.

Commentary

22. The school covers the statutory curriculum in all subjects and has made satisfactory improvement since the last inspection. In English, pupils have good opportunities to learn through good use of interesting and varied approaches to writing. Teachers have a well-planned curriculum for the teaching of reading and there are plenty of planned opportunities to develop pupils' speaking and listening skills. In mathematics, pupils learn through a good balance of mental calculation and written work involving practical, investigative and problem solving activities. The weakness in the mathematics curriculum is that pupils do not consolidate their learning in numeracy by using their skills sufficiently in other subjects. The curriculum for children in the Foundation Stage provides a good balance between directed tasks and opportunities for children to learn independently. Practical first-hand experiences support progress well in each of the six areas of learning appropriate for this age group.
23. The science curriculum is satisfactory, but with an important weakness. Pupils learn through a satisfactory balance of experimentation and factual work. However, provision for the higher attainers is ineffective. This results in underachievement by a majority of higher attaining pupils. In ICT, planning in line with the national guidelines ensures that pupils cover the full programme of study at the right level. However, the shortage of equipment for pupils to learn the necessary skills in control technology adversely affects curriculum provision. The school plans for other subjects satisfactorily. Pupils' learning is made more interesting by visits, including residential visits, visitors to the school and clubs for pupils. A good number of pupils participate in these clubs and this has a positive effect on their enthusiasm for school. It also develops pupils' very good social skills and relationships. Parents have a high regard for the amount of activities the school provides outside lessons.
24. The curriculum is well designed to ensure that all pupils receive similar experiences that meet their needs. Teachers ensure that the curriculum is relevant and sensitive to the needs of pupils from ethnic minorities, including the few who speak English as an additional language, and Traveller pupils. The school makes good inclusive provision for pupils with special educational needs. They have complete equality of opportunity and full access to the National Curriculum alongside their classmates.

25. The provision for personal, social and health education is good. There are many good incidental opportunities for pupils to gain an understanding of how to behave in various circumstances, both in school and in the wider community. These help pupils develop very good relationships and to respect the differences between people. The school has a good programme for personal, social, health education and citizenship, and pupils achieve well in these aspects of the curriculum. The school prepares pupils very well for their next stage of education. Year 6 pupils benefit from the very good provision provided by the school's links with the local Education Action Zone. Through these links, pupils benefit from joint initiatives with the secondary school and other schools in the area. Specialist teachers from the secondary school teach Year 6 pupils, for example in physical education.
26. There are sufficient staff who have good qualifications and experience to teach the curriculum. The accommodation is safe, attractive and well resourced, enabling the full curriculum to be taught. In the Foundation Stage, outdoor areas are planned and resourced satisfactorily. Every effort is made to ensure that the accommodation is accessible to all.

Care, guidance and support

Procedures for ensuring pupils' care, welfare, health and safety are **good**. Pupils form trusting relationships with staff and receive **good** advice and guidance. The school informally seeks and acts on pupils' views.

Main strengths and weaknesses

- The school is a safe place where all pupils feel valued.
- Children have very good relationships with adults in school.
- All pupils receive good levels of support.
- Induction arrangements for pupils joining the school are very good.

Commentary

27. The school monitors health and safety well. Informal risk assessments of the premises are undertaken regularly but are not rigorous enough. Teachers and support staff promote hygiene and healthy lifestyles as part of the curriculum. The good care taken by the premises staff ensures that the buildings are clean, safe and free from hazards. Staff are trained in first aid and parents are confident that a qualified person will look after their children if there is an accident. The school is well placed in providing easy access for people with physical difficulties. The headteacher has received formal training in child protection and the school complies fully with the child protection procedures recommended by the local authority.
28. Parents are happy with the care and support provided for their children. Teachers and the newly appointed learning mentor ensure that vulnerable children are totally included in the school life. All pupils know that help is available in cases of need. Staff value all pupils and their opinions are informally invited and taken into consideration when formulating school policy. The school is in the early stages of establishing a school council. Teachers know and respect pupils and respond to personal and academic needs well. Progress in most subjects is assessed regularly and pupils receive good guidance on how to improve. Induction procedures are very good and parents are pleased with the arrangements for settling new children in the school.

Partnership with parents, other schools and the community

The school has **satisfactory** links with parents. The local resources are used **well** to enhance pupils' learning. Partnerships with other schools are **good**.

Main strengths and weaknesses

- Parents have very high opinion of the school, but they seldom take part in school life.
- Parents help their children with homework.
- Significant numbers of parents do not bring their children to school on time.
- The school works closely with other schools and colleges.

Commentary

29. Parents are extremely happy with the work of the school. They think that Saint Peter and Saint John's is a good school. They particularly appreciate the leadership of the newly appointed headteacher, the quality of the teaching, the range of activities on offer and the fact that their children are expected to work hard. The school works very closely with other schools and makes every effort to involve parents in school life.
30. The governing body seeks parents' views informally and deals promptly with any concerns. A small number of parents respond well by supporting school initiatives and by helping their children at home. There is no parents' association and there was distinct absence of parents from school during the inspection week. A significant minority of parents do not ensure that their children attend school regularly or get them to school on time.
31. There are good opportunities for parents to meet teachers, but some parents lack sufficient confidence to come into school to help support their children's learning. Parents are invited to activities provided by the school, including opportunities to discuss their children's progress. The good links that the school has with parents meet with limited success in involving them in their children's learning. Teachers inform parents at an early stage if there are any concerns about a child's learning. Parents receive regular newsletters and the quality of the school prospectus and governors' annual report to parents is satisfactory, but some information required by law is not included. Pupils' annual progress reports are of good quality.
32. The school has established a very successful partnership with the local Cathedral. The school welcomes the local community into the school and provides its buildings and grounds for use for social and educational activities, but only a handful of organisations use the facility. The school uses a range of visitors from the community to enhance pupils' learning. The links with the local secondary school are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the headteacher is **good**. The management of the school is **satisfactory**. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher is dedicated to bringing about high standards and achievement.
- There is excellent inclusion of Traveller pupils.
- The senior management team is a very recent development and not yet fully effective.

- The management role played by leaders of subjects other than English, mathematics, science and the Foundation Stage is unsatisfactory.
- Governors have a good knowledge and understanding of the strengths and weaknesses of the school.
- The day-to-day administration and control of the school's finances are unsatisfactory.

Commentary

33. Leadership has improved from satisfactory to good since the time of the last inspection. The recently appointed headteacher, ably supported by the deputy headteacher, is dedicated to improving standards and achievement in all areas of school life. There is a tangible sense of purpose to raising standards and commitment to strong Christian values. The headteacher sets the tone for these values in the care and mutual respect that she shows for all members of the school community. As a result, staff include all pupils fully in every aspect of school life. The involvement of Traveller pupils is outstanding. This is nurtured through the very good relationship that staff have with parents from the Traveller community and it leads to the parents' strong support for academic achievement and the good achievement of Traveller pupils.
34. The management of the school is satisfactory. The school tracks individual pupils' attainment and progress very effectively in English and mathematics but not in other subjects. It monitors carefully how specific groups of pupils perform in English and mathematics, for example pupils who learn English as an additional language, Traveller pupils and pupils identified as having special educational needs. The members of the senior management team are very supportive of the headteacher and they provide satisfactory leadership. The team has only very recently been established and the roles and responsibilities of each member of the team have not yet been clearly set out. The headteacher and deputy headteacher currently have a heavy workload and the delegation of responsibilities to other staff is unsatisfactory.
35. There are good procedures for supporting newly qualified teachers and other staff new to the school. The school is reviewing its procedures for leading and managing all subjects. There is very good leadership and management of the Foundation Stage, English and special educational needs and good leadership and management of mathematics, science and of ethnic minority and Traveller provision. In the other subjects, including ICT, the responsibilities that are expected when managing a subject have not been carried out. One of the reasons for this is that the school has rightly made the raising of standards in English and mathematics its main priority.
36. All the teachers, under the guidance of the headteacher and deputy headteacher, have worked hard this term to create the school improvement plan that is still in its early stages. The plan is a satisfactory document that identifies the areas that the staff want to improve in order to raise standards. The priorities are soundly based on an analysis of the school's performance. However, it contains too many initiatives for staff to complete in a year and no outline planning beyond this. The criteria for checking the success of the initiatives are not precise enough or costed in sufficient detail.
37. Governors are very supportive of all that the school does and they challenge decision-making when the need arises. There is a good system of committees for overseeing the different aspects of school life. The chair of governors makes a significant contribution to their work and to maintaining the effective partnership that has been established between

governors and staff. Governors are committed to promoting the inclusive ethos of the school. Some of the required information that should be reported to parents is omitted from the school's prospectus and the governors' annual report to parents.

38. The unsatisfactory attendance rate of some pupils poses a problem for the school and is a barrier to these pupils' effective learning. In the few weeks since her appointment the headteacher has initiated a system of rewards to try to improve the attendance rate. Further work needs to be done to relate unsatisfactory attendance records to the attainment of pupils. The learning mentor, who is funded by the Excellence in Cities project, plays an important part in tackling attendance problems through the work that he undertakes with disaffected pupils.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	521,287
Total expenditure	514,565
Expenditure per pupil	4,020

Balances (£)	
Balance from previous year	-12,741
Balance carried forward to the next	-19,463

39. The management of the school's finances is satisfactory overall, but there are weaknesses in the day-to-day management of the finances. The school purchases the services of the local education authority finance department for the administration of its budget. The deficit carried forward is sanctioned and monitored by the local education authority. The deficit is due to a decline in pupil numbers and plans for the school to pay it back are dependent on reversing the decline. The school seeks to ensure that the services it receives are provided at the best value. It uses the specialist staff from the Ethnic Minority and Traveller service well to give extra support to Traveller pupils and the few pupils who learn English as an additional language. The headteacher is to undertake personnel and finance training in the next few weeks.
40. Structures and procedures for the day-to-day administration and control of the school's finances are unsatisfactory. The school administrator does not have the required expertise to input data onto the computer so the school employs someone after school each week to carry out this work. The arrangement is inefficient. The shortcomings in these procedures and systems are identified in the most recent auditor's report. The school is in the process of remedying the shortcomings. The school is very well funded and gives satisfactory value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good**.

Commentary

41. The Foundation Stage is a strength of the school. From a low starting point on entering the nursery, children achieve well in all areas of learning. Children who learn English as an additional language and Traveller children achieve at the same rate as their classmates. This is because of the good and sometimes very good teaching. By the time they enter Year 1, most children reach the nationally expected standard in personal, social and emotional development and in physical development. Despite making at least good progress, standards are below national expectations in all the other areas of learning. Staff give a lot of time to the development of specific vocabulary for each area of learning and the everyday vocabulary of all children. However, the narrow range of vocabulary of a significant minority of children adversely affects the standards that they reach. Also, the unsatisfactory attendance of some children adversely affects their learning.
42. The school teaches nursery and reception children together in a Foundation Stage unit. As a result, children's learning is enhanced considerably by the sharing of staff expertise, teaching and resources. A significant strength in the teaching is that teachers and support staff work successfully together. Leadership of the Foundation Stage is very good and the management is good. The co-ordinator uses her very good teaching expertise and knowledge of the curriculum to lead the Foundation Stage staff very well. Staff have very good relationships with parents so they readily and effectively support their children in the classroom at the beginning of the day and with their homework. Parents are happy with the very good arrangements for settling children into school. The school has made good improvement in the provision since the time of the last inspection.

Personal, social and emotional development

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Very good relationships between adults and children underpin the very effective learning.

Commentary

43. Children achieve very well by the time they leave the reception class and most children reach the nationally expected level. Staff give this area of learning a high profile and children's social skills improve rapidly. Teaching is very good. Staff are very caring, supportive and friendly. Therefore, children's confidence increases to a good level and they have good attitudes to their work. Staff encourage children to reflect upon their actions and relationships with each other. As a result, children develop a good awareness that some actions are right and some are wrong. Their behaviour is good. Most children take turns, share equipment and work sensibly together as friends.

Communication, language and literacy

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- There is very effective teaching of reading and writing.

Commentary

44. Teaching is very good and children achieve very well. Despite their very good progress, children's standards remain below the nationally expected level by the time they leave the reception class. Staff promote children's writing skills very well across all the areas of learning. For example, children record their names on a whiteboard when they enter the classroom, some write at the expected level about the model spiders they have made and the bulbs they have planted. Also, staff have high expectations of what children can achieve. As a result, many reception children begin to spell and write simple words and sentences correctly. All children read with increasing confidence and use a range of strategies to tackle effectively the unfamiliar words they meet in books.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve very well in number work.

Commentary

45. Teaching is good. Staff have high expectations of what children can achieve in number work, so they give children challenging work. Therefore, children of all abilities achieve well and many reception children reach the nationally set standards in number work. Nursery children begin to recognise numbers to five. Reception children accurately count, order and write numbers from zero to ten, and higher attaining children beyond this. Despite this, children reach standards that are below the nationally expected level for mathematical development. This is because their ability in other areas of their mathematical development is not as good.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Staff provide a wide range of interesting experiences.
- Children's spoken language is not always extended as well as it could be.

Commentary

46. Teaching is good and children achieve well by the time they leave the reception class. Despite the good achievement, they reach standards that are below the nationally

expected level in knowledge and understanding of the world. Staff reinforce children's learning effectively through practical activities, very attractive, interesting displays within the classroom and visits, for example to a farm and zoo. Therefore, children achieve well in practical science, for example when they plant bulbs, taste pizza ingredients and sandwich spreads linked to their work on the senses. However, staff do not always give the children enough time to reflect upon their ideas and express themselves clearly when they work in small groups. Therefore, on these occasions the learning of some children is satisfactory rather than good or better.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Staff successfully use outdoor activities to extend children's physical skills.
- Resources are not always planned and organised effectively.

Commentary

47. Teaching is good so children achieve well and reach the nationally expected level in physical development by the time they leave the reception class. Staff use a wide variety of activities within the classroom to promote children's control of finer movements, such as with pencils, paint brushes and scissors. They use the outdoor activities well to extend children's control of larger movements, such as on the climbing frame and wheeled toys. However, some of the resources that staff provide outdoors, for example for structured play, are not always of good quality or set out attractively. As a result, on these occasions children show less interest in them and their learning is satisfactory rather than good or better. During the inspection, the inclement weather adversely affected outdoor play provision.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Children achieve well in artwork.

Commentary

48. Teaching is good. Many reception children reach nationally expected standards in artwork. The pictures displayed around the classroom show that children use a variety of materials, draw and mix paints to good effect. For example, they created good quality pictures of flowers and butterflies. They paint self-portraits that show good attention to detail. Despite the good achievement, standards remain below national expectations by the end of the reception class. This is because their ability in other areas of their creative development is not as good, for example when they act out a role in organised play situations, such as in the playhouse.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- All pupils achieve very well by the time they leave the school.
- The subject is taught very well.
- The leadership and management of the subject are very good.

Commentary

49. Inspection evidence indicates that standards attained by the end of Year 2 are above average in reading and writing. This is a significant improvement compared with recent national test results, including the 2004 results. This is because the quality of teaching and learning is better. In Year 2 it is now very good, and good in Year 1. Also, a very important factor is the improvement in the provision for children in the Foundation Stage in the last two years. This means that pupils enter Year 1 attaining standards significantly higher than they used to attain. In Years 1 and 2 they continue to make good progress, which results in the high standards. In comparison with similar schools, pupils attain standards that are well above the national average. This reflects the standards attained in the 2003 and 2004 national tests.
50. By the end of Year 6, inspection evidence indicates that standards attained are in line with the national average. This represents very good achievement in relation to pupils' prior attainment. This is because when the Year 6 pupils were in Year 2 they attained standards that were well below average in writing and below average in reading. In comparison with similar schools, the current Year 6 pupils attain standards that are well above average. Standards now, and those attained in the 2004 national test, are higher than in recent years because of the very good and sometimes excellent teaching in Year 6. The pupils who are currently in Year 6 also benefited from this very high quality teaching when they were in Year 5.
51. Ethnic minority pupils achieve very well. This is reflected in the 2004 national test results when they all attained the nationally expected standard. The few pupils who speak English as an additional language achieve very well because the teachers match the work to their learning needs. The Traveller pupils also achieve very well. In the 2004 national test they attained at least the nationally expected level. Teachers and support staff are very sensitive to their special needs. Care is taken to ensure that they receive work to compensate for their absences from school. Also, the local education authority support teacher ensures that the parents of Traveller pupils understand how best to help their children learn. This is done by home visits and supporting the pupils in school. Pupils with special educational needs make very good progress because of the suitability of work they are given and good additional support from teaching assistants.
52. There is some variation in standards achieved by boys and girls from year to year. By the end of Year 6, girls have attained higher standards than boys in most recent years. The gap is now closing and inspection evidence indicates that there is no significant difference in the attainment of boys and girls. By the end of Year 2, there is no discernible trend in reading, but girls have attained higher than boys in writing. Over recent years the gap has narrowed and inspection evidence indicates that there is no significant difference between the attainment of boys and girls.
53. Standards in speaking and listening are average by the end of Years 2 and 6. Most pupils speak confidently and have a satisfactory vocabulary for describing their ideas and experiences. They listen carefully to their teachers and to other pupils when they speak. Staff teach the correct subject vocabulary in English and other subjects. They also help pupils to extend their vocabulary by planning time very effectively for pupils to discuss their ideas in pairs during introductions to lessons.

54. In Years 2 and 6, most pupils write confidently, structure their writing clearly and punctuate it correctly. Standards of spelling are satisfactory. Year 6 pupils choose words carefully to create a particular effect. Teachers teach the basic skills of writing very well. They have high expectations of what they want pupils to achieve. This is reflected in the good standard of pupils' presentation of their work. In Year 6, very secure subject knowledge and an excellent understanding of what pupils know, can do and understand underpin the very high quality of teaching. The quality of the marking in Year 6 is very good and is good throughout the rest of the school. This ensures that pupils and teachers know what needs to be done to improve the work. Teachers make satisfactory use of ICT for pupils to word-process their writing.
55. Pupils enjoy reading and most pupils have competent research skills for finding information from books because this is taught well. Many higher attaining pupils read accurately and with understanding. The basic skills of reading are taught very well, particularly during the introductions to the literacy and group reading lessons. Teachers plan the work well for these lessons. Teachers assess regularly and accurately the achievements and progress that pupils make in reading in these lessons. This ensures that teachers plan work at the right level for individual pupils. Pupils make good progress in reading as they move through the school. A weakness for a small minority of pupils is that they do not use the strategies they learn in lessons effectively when they read independently. This slows down the progress of some lower attaining pupils because they do not fully understand the text. Teachers use homework effectively to extend pupils' learning.
56. The leadership and management of the subject are very good and have brought about good improvements in the subject since the last inspection. The subject leader has overseen a rise in standards and an improvement in the teaching and learning. There is regular and rigorous monitoring of pupils' work and teaching and learning. Weaknesses are identified accurately and remedied effectively. The co-ordinator is a very good role model for staff and pupils because of her high quality teaching skills.

Language and literacy across the curriculum

57. Teachers provide a satisfactory range of opportunities for pupils to develop their language and literacy skills in other subjects. Pupils' satisfactory standards of writing are reflected in their use of literacy skills in other subjects. There are good examples in science, history and ICT. Teachers also use pupils' reading skills well to research information.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well by the time they leave the school.
- Teaching and learning are good.
- The leadership and management of the subject are good.
- The development of mathematics across the curriculum is unsatisfactory.

Commentary

58. By the end of Year 2, inspection findings indicate that standards are above the national average. This is an improvement compared with recent years, including the 2004 test results, when standards have fluctuated between very low and average. They were average in 2004. Standards are very good compared with similar schools. This is reflected in the standards attained in the 2003 and 2004 national tests. Standards show good improvement compared with those attained at the time of the last inspection, two years ago. This is because the quality of teaching and learning is better. In Year 2 it is now very good, and good in Year 1. Also, a very important factor is the improvement in the provision for children in the Foundation Stage in the last two years. This means that pupils enter Year 1 attaining standards significantly higher than they used to attain. In Years 1 and 2 they continue to make good progress, which results in the high standards.
59. Inspection evidence indicates that standards are below average by the end of Year 6. However, this represents very good achievement in relation to their prior attainment. This is because when the Year 6 pupils were in Year 2 they were in the bottom 5 per cent of schools nationally. In comparison with similar schools, the current Year 6 pupils attain standards that are above average. Standards are higher than at the time of the last inspection because of the very good teaching in Year 6. The pupils who are currently in Year 6 also benefited from this high quality teaching when they were in Year 5. Standards are also higher than the 2004 national test results. This is because in that group of pupils there were 40 per cent who had special educational needs in mathematics. This is very significantly higher than usual.
60. Ethnic minority pupils achieve well. This is reflected in the 2004 national test results when they all attained the nationally expected standard. The few pupils who speak English as an additional language achieve well because the teachers match the work to their learning needs. The Traveller pupils achieve very well. In the 2004 national test they attained at least the nationally expected level. Teachers and support staff are very sensitive to their special needs. Care is taken to ensure that they receive work to compensate for their absences from school. Also, the local education authority support teacher ensures that the parents of Traveller pupils understand how best to help their children learn. This is done by home visits and supporting the pupils in school. Pupils with special educational needs make good progress because of the suitability of work they are given and good additional support from teaching assistants.
61. In the Year 6 national tests, there is some variation in standards achieved by boys and girls from year to year. However, this is not significant as there is no discernible trend. By the end of Year 2, girls have consistently attained higher than boys. Inspection evidence indicates that the gap has narrowed and there is now no significant difference in the attainment of boys and girls.
62. Teachers use a range of good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities that ensure the whole mathematics curriculum is covered. Teachers have secure subject knowledge and so most pupils who are capable of attaining highly are given hard enough work. Teachers manage pupils' behaviour effectively because they have very good relationships with the pupils and make good use of agreed school procedures for dealing with pupils who show signs of misbehaviour.
63. The way teachers assess pupils is good. Teachers use the results of pupils' assessment well to match work accurately to their varying needs. The marking of pupils' work is good.

This means that pupils are clear about how to improve their work and the work given to pupils is set at the right level. Teachers make good use of homework to extend pupils' learning.

64. An important factor in the improvement of standards since the last inspection is the good leadership and management of the subject. There is good monitoring of teaching and learning by the headteacher and representatives of the local education authority. As a result, expectations of what pupils can achieve are higher and teachers' planning is more effective. A weakness in the way mental calculation was taught has been identified and remedied. Pupils now develop their mental skills well in order to work out problems quickly and accurately.

Mathematics across the curriculum

65. Most pupils have adequate mathematical skills to enable them to make satisfactory progress in other subjects. However, teachers provide an unsatisfactory range of opportunities for pupils to practise and develop these skills in other subjects. There is some planned development in science and in design and technology, but the sound planning within these subjects is not widespread across other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Leadership of the subject is good and standards are rising.
- Most pupils achieve well by the time they leave the school in Year 6.
- Higher attaining pupils are not achieving as well as they could.
- There is some good teaching.
- Unsatisfactory attendance is a barrier to learning for some pupils.

Commentary

66. Inspection findings indicate that pupils reach standards that are below the national average by the end of Year 2 and Year 6. There is no significant difference in the achievement of boys and girls. This is a similar picture to the school's national test results in 2003 and 2004. Standards are rising significantly for lower and average attaining pupils and for higher attaining pupils in Year 6. However, standards remain too low for the higher attaining pupils in Years 2, 3, 4 and 5.
67. Most pupils achieve well from a low starting point on entry to the school. Traveller pupils and pupils who learn English as an additional language achieve at the same rate as their classmates. Throughout the school, the unsatisfactory attendance of some pupils adversely affects their progress and therefore the standards they reach in science.
68. The Year 6 test results in 2003 indicated that pupils' achievement was poor in relation to their earlier standards in Year 2 but inspection findings show a different picture. In fact, the evidence shows that most pupils now make good progress. This was reflected the 2004 test results. In Year 6 there has been a marked improvement of over 30 per cent at the expected Level 4 in the test results for science in the last two years. This is because of the good quality teaching by the subject co-ordinator who teaches these pupils.
69. A contributory factor to the good progress of most pupils is that teachers give a lot of time to practical, investigative science and they apply the work well to pupils' everyday experiences. Therefore, from Year 3 upwards most pupils know why a test is fair and older pupils form conclusions from their results. However, the pupils do not make choices about the equipment they use or devise their own investigations. Pupils have a satisfactory level of knowledge and understanding of living things, materials and forces. They use their literacy skills well in science and their use of numeracy is satisfactory. Pupils' computer skills are underused.
70. The progress of the higher attaining pupils varies as they move through the school, but it is satisfactory in Year 6. In Years 1 and 2 the teacher does not teach work at the higher level. Therefore, higher attaining pupils are already underachieving when they enter Year 3. This underachievement continues in the lower and middle classes in Years 3 to 6 because the assessment of pupils' work is unsatisfactory. As a result, in these classes teachers do not modify the work so that it is hard enough for the older, higher attaining pupils. Pupils' progress improves rapidly in the Years 5/6 class because of the consistently good teaching. However, the progress that higher attaining pupils make is not sufficient to compensate fully for the shortcomings in the provision in previous years. In Years 3 to 6 pupils with special educational needs are not always asked to work with enough independence. On these occasions their achievement is satisfactory rather than good.
71. Teaching is satisfactory. In half of the lessons seen teaching was good. In the good lessons, teachers have high expectations of what average and lower attaining pupils can achieve so these pupils achieve well, especially in Year 2. In most classes there is good, firm, yet friendly management of pupils that results in good behaviour and no interruption in pupils' learning. Most teachers use discussion effectively to challenge pupils' scientific thinking and check and develop pupils' understanding. Therefore, pupils work together well by sharing their ideas in order to solve the problems that teachers set for them. Pupils say they enjoy science.

72. The good leadership of the subject co-ordinator, supported effectively by the local education authority, has brought about good improvement in the subject since the time of the last inspection. Management of the subject is satisfactory and most of the weaknesses identified in the last inspection have been remedied. The school has identified the need to raise the standards attained by the higher attainers and are in the process of implementing their plans. Improvement since the previous inspection is satisfactory. Science has had a lower profile in the school because it has rightly made the raising of standards in English and mathematics its main priorities.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils make good progress in lessons.
- Pupils' control technology skills are very weak.
- Teachers make good use of laptops in lessons.
- The use of ICT across the curriculum is unsatisfactory.
- The leadership and management of the subject are unsatisfactory.

Commentary

73. Standards are improving and there has been satisfactory improvement since the time of the last inspection. Standards are in line with national expectations except in control technology. In control technology, standards are well below national expectations. Pupils produce their best work using word-processing programs. For example, pupils in Year 2 write simple sentences using a wide range of word-processing tools. They assemble text well to list their likes and dislikes. Year 6 pupils' use of programs for multi-media presentations and of the Internet is also of a good standard. There is no significant difference in the attainment or achievement of any group of pupils.
74. Teaching and learning are good and pupils make good progress in lessons. Secure subject knowledge underpins the teaching. This means that the teachers give clear instructions and the pupils know exactly what they have to do to improve their work. Teachers use the correct terms for the subject. They circulate around the class to support and monitor pupils' work. They are then in a position to identify errors quickly or to help when pupils are hesitant. There is good management of pupils' behaviour that results in good behaviour and little interruption in their learning. Pupils are very interested, concentrate well and follow instructions promptly because of the good teaching. They are motivated well by the work they are given. This extends their computing skills and builds their confidence in the subject. Teachers have a satisfactory knowledge of what pupils know, can do and understand. They use this information satisfactorily to plan work for pupils. However, the well-planned systems for tracking pupils' progress as they move through the school are so far ineffective because they are very recent.
75. In the absence of a computer suite, teachers make effective use of laptops to help pupils learn in class. There is also effective use made of skilled support staff to enhance pupils' learning. Planning in line with the national guidelines ensures that pupils cover the full

programme of study at the right level. The reason for low standards in control technology is the shortage of equipment for pupils to learn the necessary skills.

76. There is no designated leader for the subject, adversely affecting its management and monitoring of standards. However, the headteacher ensures that statutory requirements are met. Staff work very closely together to ensure that there is adequate provision for ICT.

Information and communication technology across the curriculum

77. Use of ICT in other subjects is unsatisfactory. ICT is used well to help pupils learn in a few other subjects, but this is not widespread enough to strengthen pupils' learning. Examples of good use were:
- Year 6 used computers in art and design to generate pictures in the style of Matisse;
 - Years 3/4 word-processed work about myths and legends;
 - Year 6 produced autobiographies as part of their English work.

HUMANITIES

78. It is not possible to make a judgement about the school's provision for **geography**. This is because the school does not teach geography this term. Therefore, no lessons were seen and insufficient work was available for inspection.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- There is some good use and development of literacy skills.
- The good teaching and learning include good use of first-hand learning experiences.
- There is no designated leader or manager of the subject.

Commentary

79. Pupils' attainment in history is in line with national expectations. Pupils of all abilities make good progress and achieve well by the time they leave the school. History was not inspected during the last inspection and so the amount of improvement the school has made cannot be measured. Ethnic minority pupils, including those who speak English as an additional language, attain and achieve similarly to their classmates. This is also true for Traveller pupils.
80. Teachers make good use of literacy to enhance pupils' learning. For example, there is a good emphasis given to the use of key words associated with the topic the pupils study. This increases pupils' vocabulary and range of writing. Year 2 pupils completed good written work about the Victorians. This followed a visit to a museum that provided pupils with a first-hand learning experience. Years 5 and 6 produced a good quality multi-media presentation of key facts about the Second World War. The presentation was put together from good notes that pupils had made from researching the topic. They showed a good understanding of some of the events in the Second World War.

81. In a very good Year 2 lesson, the teacher used a visitor to the school very effectively to help pupils learn about and understand the contribution Louis Braille made towards improving the lives of blind people. This was part of a very well planned series of lessons. Through a very good question and answer session, pupils extended their understanding very effectively about what life is like for a visually impaired person. This understanding formed the basis of very good research into the life of Louis Braille and pupils were very highly motivated by the experience to want to learn. Pupils' literacy skills were also developed well when they composed good written questions to put to their visitor. The success of the use of first-hand learning experiences is clearly shown in the pupils' enjoyment of the subject.
82. The headteacher ensures that statutory requirements are met for the subject. The senior management team monitors lesson planning satisfactorily. However, there is a lack of leadership for the subject to ensure that the good practice observed during the inspection is widespread. Also, the use of ICT to help pupils learn in history is unsatisfactory. The lack of a designated leader means that the quality of education and standards are not monitored.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. There was insufficient evidence to make a judgement of provision in **design and technology, music, art and design** and **physical education**. In **art and design** and **design and technology**, one lesson was observed in each subject. Work in these subjects was sampled through examining displays around the school, discussion with teachers and pupils and examining a small sample of sketchbooks. The evidence shows that the required curriculum is in place for both subjects. In design and technology, evidence from the Years 3/4 lesson indicated that pupils work at the expected level. They produced satisfactory designs for making a monster that was to include a pneumatic system to move part of the model. They discussed their ideas and co-operated well together. A display of shadow and glove puppets made and designed by Year 2 pupils indicates that standards are at the expected level. The finished products are very individual and the glove puppets are well made.
84. Year 6 pupils say they enjoy art and design and they appreciated the visit that they made to a local art gallery. This enhanced and extended their learning about the work of L.S. Lowry. They remember the paintings they saw very well. They gave accurate details about L.S. Lowry's life and the lives of other famous artists that they have studied, such as Van Gogh. The pastel drawings of daffodils on display in Year 2 are of a good standard. Pupils' learning is enhanced by the way that the work is linked to literacy and science. The self-portraits seen in Year 6 are at the expected level. However, in the lesson seen in Years 4/5 the standard of drawing was below the expected level. High quality clay creations on display around the school were produced when pupils worked with a visiting specialist.
85. In **music**, no lessons were seen and no written or recorded work was available. The school has recently purchased satisfactory guidelines for teachers to support them in their lesson planning. The school provides extra tuition in recorder and clarinet.
86. In **physical education**, no lessons were observed. Teachers' satisfactory planning indicates that pupils cover all the required areas of work in physical education. Pupils enjoy the subject and benefit from a good range of extra-curricular activities.

87. The leadership and management of all these subjects are unsatisfactory because the responsibilities that are expected when managing a subject have not been carried out. Teachers record what pupils do, but have no system for assessing effectively pupils' achievement. One of the reasons for this is that the school has rightly concentrated on putting in good systems for assessing standards in English and mathematics as its main priority.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. No judgement can be made about provision in the subject because no lessons were observed during the inspection, but inspectors spoke with pupils and staff. Citizenship is not taught as a separate subject but as part of personal, social and health education. Pupils achieve well. They develop confidence, responsibility and good relationships with each other. Boys and girls in Year 6 say that they enjoy running the school's buddy system in which they help younger pupils at playtimes. This helps to develop the pupils' sense of community and citizenship. The personal, social and health education lessons play a major part in helping pupils to consider a healthy lifestyle and to develop positive attitudes to school life. There is good leadership and management of the subject and effective guidelines to help teachers when planning lessons. The school has recently joined the Healthy Schools initiative and is at the early stages of developing a school council.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).