



Harrogate, St Peter's Church of England Primary School

Inspection Report

Unique Reference Number 121568
LEA North Yorkshire
Inspection number 281045
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Mr Peter Howard CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Belford Road
School category	Voluntary controlled		Harrogate
Age range of pupils	5 to 11		North Yorkshire HG1 1JA
Gender of pupils	Mixed	Telephone number	01423 569684
Number on roll	247	Fax number	01423 521080
Appropriate authority	The governing body	Chair of governors	Rev Canon A Shepherd
Date of previous inspection	9 October 2000	Headteacher	Mr Peter Raymond

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St. Peter's school is a Voluntary Controlled, Church of England school, serving the town of Harrogate. Pupils come from a wide range of social and economic backgrounds. An increasing, but still very small, proportion of pupils are from minority ethnic groups. A very small number are in the early stages of learning English. The proportion of pupils eligible for free school meals is well below average. The school identifies only a small number of pupils with learning difficulties and/or disabilities.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school has judged overall effectiveness to be satisfactory and inspectors agree. Pupils' personal development and well-being are good. Pupils enjoy school and appreciate the quality of care they receive and the way that teachers work hard to make learning enjoyable. Pupils enter school in Reception with skills and knowledge that are broadly above average. Standards and quality in the Foundation Stage are good. Pupils leave Year 6 having attained standards in the national tests in English, mathematics and science that are above average. However, pupils make progress that is no better than satisfactory and they could do better. The school's leadership and management have recently become aware of some areas of underachievement on the part of higher attainers and within Key Stage 2. However, they have not yet developed a sufficiently accurate understanding of the issues to plan effectively to address them. Despite recent improvements to its approach, strategic planning is not yet focussed on an appropriate number of the most important priorities to take the school forward. Although there is some good teaching in school, overall it is satisfactory. Teachers do not always make accurate use of assessments to plan the next steps in pupils' learning and set consistently challenging targets. The school is introducing a themed approach to the curriculum that is making learning more interesting and motivating to pupils, who appreciate the increasing range of activities offered. Improvement since the last inspection and the capacity to improve further are satisfactory and the school offers satisfactory value for money.

What the school should do to improve further

- Improve leadership and management by using analysis of performance data and other information to identify the underlying causes of weaker achievement.
- Establish a strategic plan of key priorities that focus action on improving teaching and the curriculum to raise achievement through the school.
- Ensure that all teachers make more informed use of assessments of pupil attainment to plan the next stage in learning and set challenging targets for all pupils.

Achievement and standards

Grade: 3

Pupils enter school with skills and knowledge that are above average overall for their age. As a result of good teaching and an imaginative curriculum, quality and standards in the Foundation Stage are good. At the end of Year 2, standards in reading, writing and mathematics are above average. At the end of Year 6, standards in English, mathematics and science are also above average. Although satisfactory progress is made from Years 1 to 6 overall, it is not consistent across all classes and subjects. This reflects weaknesses in teaching and the curriculum that the leadership of the school has not yet resolved. Higher attainers, particularly in mathematics, make less progress than they might because the work they are set in some lessons is too easy for them. Progress slows down at the beginning of Key Stage 2 because of less than effective

transition from Key Stage 1. In this context, targets are not sufficiently challenging to ensure that all pupils make the progress they are capable of. Pupils with learning difficulties and/or disabilities are taught effectively and make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils are very positive about school. They say, 'Lessons are interesting and fun, particularly when we do special things.' They behave well and recent changes to the curriculum are helping them sustain greater interest in lessons. Relationships are very positive. As one pupil said, 'Everyone gets on well together and everyone has chances to do things.' Pupils' spiritual, moral, social and cultural development is good. A wide range of experiences, such as learning Spanish, develops pupils' understanding of themselves and their place in the wider world. Attendance is above average. Pupils have a good sense of their own well-being. They know how to make healthy choices in the food they eat and the exercise they take. They feel safe at school. Pupils have plenty of opportunities to express their views. For example, school council suggestions have led to an improvement in lunchtime play. Special responsibilities for the older pupils, such as showing prospective parents around the school, give them an understanding of contributing to the community. Pupils have the maturity and confidence to manage the transition to secondary school well.

Quality of provision

Teaching and learning

Grade: 3

Pupils in the Foundation Stage are taught well because teaching is exciting and well organised. Pupils' good behaviour and their clear desire to learn have a positive impact on the progress they make. Teachers are open to new ways of improving their practice and this can be seen, for example, in the good use they make of new information and communication technology. The best teaching throughout the school is carefully planned and carried out at a pace that stimulates learning. However, in the transition between Key Stages 1 and 2, a lack of continuity of practice results in teaching being less than fully effective in building on pupils' prior knowledge and skills. Expectations of pupils are not always high enough and this can be seen in poor presentation of work. Teachers track pupils' progress in English and mathematics accurately but insufficient advantage is taken of this information to plan the next steps in learning. As a result, work is not always well matched to the needs of individual pupils. The level of challenge is not consistently appropriate and limits the progress of more able pupils, particularly in mathematics. Teaching assistants give effective support to individuals and groups.

Curriculum and other activities

Grade: 3

The curriculum has a satisfactory range of activities and experiences, with some strong elements. For example, a rich curriculum in the Foundation Stage helps the youngest pupils to make good progress. Throughout the rest of the school, the curriculum helps most pupils to build their skills and knowledge steadily. For some, however, the curriculum has not offered sufficient interest to motivate their learning. This year, the school has injected more excitement by providing more opportunities for extended study and linking learning in different subjects through the use of themes. For example, the recent focus on Aboriginal art demonstrates the impact of this approach on the range and quality of pupils' work. Whilst both pupils and staff have enjoyed these lessons, the school recognises the need to develop a curriculum plan that sets out a coherent programme of learning for all pupils. A sound programme of personal, social and health education supports pupils' good personal development. Activities outside lessons are very good in range and quality, with many pupils involved.

Care, guidance and support

Grade: 3

Staff take great care to ensure that each pupil is safe, happy and ready to learn and parents are right to regard this as strength of the school. Relationships between staff and pupils are good. Pupils say they feel cared for because, 'The teachers look after you if you are hurt or unhappy.' Procedures for ensuring health and safety and child protection are secure. Recent changes in the way pupil attainment is recorded provide better information about how well pupils are achieving and whether they are on track to achieve what they should. As a result, teachers are developing a better awareness of pupils' individual needs and what they should be learning next. However, this is a recent development and the use of this information is still inconsistent across the school. Support for pupils with learning difficulties and/or disabilities is sound, and targets to improve their skills are implemented consistently in lessons.

Leadership and management

Grade: 3

Leadership and management have successfully created a positive school community, which promotes the personal development and well-being of pupils very effectively. Standards, at the end of all key stages, are above average. However, progress is only satisfactory and pupils could achieve at a faster pace. Following the introduction of more informative procedures for tracking pupils' progress, school leaders are now aware of some underachievement on the part of higher attainers and within Key Stage 2. They are less successful at understanding the causes of this underachievement and as a result have not yet developed a clear strategy to secure improvement. Recently, school leaders have introduced changes to strategic planning to concentrate on fewer manageable priorities. However, the new approach is in the early stages of development and more can be done to identify the specific changes in provision needed to raise

achievement. Changes to the school's management structure are well considered to move the school forward, but the school is right to regard subject leaders' understanding of their role as an area for development. Governance is satisfactory: governors are supportive and committed to the school. However, fuller understanding on their part of the data on pupil attainment is necessary to ensure they can play their part more effectively. Parents and pupils are consulted about aspects of school life and their responses published and acted upon. There is strong support from many parents, but also a significant number express a range of concerns, particularly over the management and communication of staffing and organisational changes in school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming Mr Crowther and I to your school and being so polite and friendly. We enjoyed our visit.

The things we liked most about your school were:

- how hard all the staff in school work, how well they look after you and keep you safe and how much they want you to do well in school
- the conversations we had with you that showed us how grown up you are when you talk about school life
- your good behaviour in lessons and how hard you try with your work
- the art displays in school that show how talented you are.

We have asked the governors and all the staff in school to work together to do the following:

- make sure that they understand what is preventing some of you from learning more quickly
- make sure that they plan to make the school even better, concentrate on a few of the most important things that will lead to improvement
- make sure teachers know what all of you need to learn next and then set targets that are just right for each one of you.

We enjoyed meeting you and seeing you in your lessons and we wish you all the best for the future.