



St Peter's Roman Catholic Primary School

Inspection Report

Unique Reference Number 121656
LEA North Yorkshire
Inspection number 281071
Inspection dates 15 September 2005 to 16 September 2005
Reporting inspector Mr Graham Martin CfBT Lead Inspector

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

Type of school	Primary	School address	North Leas Avenue
School category	Voluntary aided		Scarborough
Age range of pupils	4 to 11		North Yorkshire YO12 6LX
Gender of pupils	Mixed	Telephone number	01723 372720
Number on roll	217	Fax number	01723 501812
Appropriate authority	The governing body	Chair of governors	Mrs Moira Howey
Date of previous inspection	19 September 2000	Headteacher	Mrs K Boyes

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average size Catholic primary school situated in Scarborough. The majority of pupils are white European but the number of pupils from minority ethnic heritages is increasing. A very small number are at the early stages of learning English. The number of pupils claiming free school meals is below average, as is the proportion of pupils who have learning difficulties and/or disabilities. Attainment on entry to the reception class is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school has some outstanding features and it provides good value for money. Inspectors agree with the school's own view of its effectiveness. There are outstanding features in the personal development of pupils, such as their behaviour and their enjoyment of learning. Pupils who find learning difficult achieve very well because they receive good support and guidance from adults. Pupils achieve their potential and standards are above the national average at Year 2 and Year 6. Teaching and learning are good overall and sometimes outstanding. Better use could be made of assessment to further raise standards of writing. Provision for the children in the reception class is good, leading to above average standards by the end of the reception year. Good improvement in information and communications technology (ICT) skills is not yet in use across the full range of subjects. The headteacher leads the school well and enjoys good support from the staff and the governors. Together, they have a clear idea of what action needs to be taken to continue the improvement made since the last inspection, giving the school good capacity to improve.

What the school should do to improve further

Inspectors found nothing in the school that was inadequate. Further improvement could be achieved by:

- Continuing with the work to use assessment to raise standards of writing.
- Providing opportunities for pupils to use their ICT skills in other subjects.
- Continuing with the work to develop the richness of the curriculum.

Achievement and standards

Grade: 2

Inspectors agree with the school's judgement that standards are above average and achievement is good. Children start school with broadly average standards. They make good progress and, by the end of the reception year, many achieve the levels expected for children this age whilst some exceed these levels. Pupils continue to make good progress throughout the school and the 2005 test results show that by the time they finish Year 6 they reach above average standards in English, mathematics and science. This strong picture is well illustrated by the fact that the school achieves above average standards within the North Yorkshire Local Authority, which itself achieves standards that are above the national average overall.

Standards in English have improved particularly well in the past three years, although assessment could be better used to raise standards in writing still higher. The school recognises this and is developing robust strategies to bring about improvements. The school sets challenging targets in English and mathematics for its Year 6 pupils and is largely successful in achieving these.

Pupils with learning difficulties and/or disabilities make very good progress. Standards in ICT were judged to be below national expectations at the time of the school's

previous inspection. Now standards in ICT match nationally expected levels, owing to good improvements in teaching and resources. Overall, pupils enjoy their work and achieve well.

Personal development and well-being

Grade: 1

This is an outstanding feature of the school's work. Pupils enjoy their learning immensely and their behaviour is excellent. Their attendance is better than the average found nationally. Positive attitudes mean that, by Year 6, pupils are confident and eager learners who take pride in their achievements. The very good relationships in the school lead to an atmosphere of trust and confidence that reflects the school's Catholic Christian ethos. Pupils agree that their school provides them with security and the skills and confidence to be excellent learners. Parents value the school's work to support the educational and emotional needs of their children.

Pupils' spiritual, moral, social and cultural development is good. Spiritual development has been strengthened since the last inspection, giving pupils a better insight into the world and its wonders.

Pupils recognise their responsibilities as citizens and members of their community, reflected in their work to help with the improvements to the school play areas. The school council takes an active lead in such work, setting good role models for other pupils in the conduct of their business and their co-operation with adults.

Pupils know the advantages of living a healthy lifestyle. Although they question the banning of sweets from their school, they understand and respect the reasons. They say that they are learning to enjoy the alternative healthy eating options provided, such as fresh fruit for pupils in the reception and Key Stage 1 classes.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall and often outstanding. As a result, pupils learn and achieve well. A recent teaching focus has been on setting learning targets for writing, to help all pupils to achieve their full potential. This work is beginning to raise standards. The school recognises that it needs to check how well teachers are using target setting and to share the best practice for greater impact.

The headteacher and senior staff check teaching and learning carefully, so that the quality of both is sustained. The school shares its good practice well to ensure that expectations are maintained. The good teaching by adults who help slower learners results in very good progress for these pupils.

The quality of relationships among adults and pupils is reflected in the pupils' outstanding attitudes to learning. Teachers show a high degree of empathy for pupils as partners in learning, giving them time to grow in confidence. Good opportunities

to use literacy and numeracy across the curriculum enable pupils to develop the basic skills needed for their future economic well-being.

Curriculum and other activities

Grade: 2

Inspectors agree with the school's judgement that it provides a good curriculum. The previous inspection found weaknesses in ICT but these have now been put right. The school is beginning to use ICT to help pupils develop their knowledge and skills in other subjects, although this work is still at an early stage. The curriculum meets all statutory requirements. It is well matched to meet the learning needs of all groups of pupils. Especially effective provision benefits the achievement of pupils with learning difficulties and/or disabilities.

Above average standards indicate strengths in the curriculum for English, mathematics and science. An innovative approach to work in other subjects is now being put into place, such as organising practical work to respond to pupils' ideas that they like to complete work without long gaps between lessons. Pupils are very enthusiastic about this. They also show great enthusiasm for the school's provision of French for pupils throughout the school. Inspectors were particularly impressed with the Year 6 pupils' French rendition of the 'Hokey-Cokey' song, with most pupils well able to tell their 'gauche' (left) from their 'droit' (right). Further enrichment of the curriculum is provided by a very good range of activities outside lessons and by numerous visitors and educational visits. Instrumental tuition adds good value to the music curriculum. Very effective programmes for personal, social and health education encourage pupils to adopt healthy lifestyles.

Care, guidance and support

Grade: 2

Inspectors agree with the school's evaluation that it provides good care, guidance and support. The school takes very good care of its pupils. Relationships throughout the school are outstanding. Pupils are very confident that if they are worried there are people to whom they can turn. The school is a very happy place and this makes learning all the more effective. Very close attention is paid to making sure that pupils are safe in all aspects of school life. Children starting school are made to feel at home right away. Parents express great satisfaction with the way the school cares for their children and keeps them safe.

Teachers know their pupils' capabilities well and as a result they provide work that closely supports their learning needs, although the setting of individual learning targets in writing is not yet as consistent as it could be. A major reason that pupils behave so well is the school's extremely positive ways of encouraging good behaviour. Pupils are greatly valued as individuals and their good behaviour is rewarded. For example, it was a delight to see the joy on the faces of those chosen to be the week's 'Finer Diners' at lunchtime as a reward for their good efforts. Pupils are also encouraged to develop a strong sense that they have responsibilities as members of a wider community and

are active in organising events to support charitable causes. The school is developing a sound range of activities to develop pupils' awareness of the world of work.

Leadership and management

Grade: 2

The school judges its leadership and management to be good and inspectors agree. The headteacher's good leadership has strengthened the school's ethos and sense of purpose. Effective delegation of responsibilities means that senior members of staff are well aware of how they can contribute to improvement and the action they need to take.

The headteacher has delegated well, so that all staff know that they have a part to play in checking the school's effectiveness. Governors make a good contribution to this process. Their knowledge of the school's work is good, enabling them to support and challenge the school effectively.

The school's self-evaluation is accurate and clearly identifies the priorities for improvement. Parents and pupils are suitably consulted about this process and overwhelmingly hold the school in good regard. An example is the way that discussions with pupils helped teachers to review the way some subjects are taught to make learning easier for them. This respect for pupils as learners stems directly from strong leadership of the school's positive ethos and its outstanding climate for learning.

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

A team of inspectors from the Office for Standards in Education (OfSTED) recently visited your school. Our job was to find out how well your school is working for you, your family and your community. Thank you for the friendly welcome you gave to the inspection team and for helping us to find out about the work that you do together.

There are many good, and some excellent, things about your school to be proud of.

These are the things that we especially liked:

- You behave extremely well and you enjoy learning very much.
- Some of you achieve very good standards of work and you all achieve at least as well as you can.
- You are all treated with equal care and respect for your needs and interests.

We have suggested a few things that will help your school to improve some more. Here they are:

- We have asked all of your teachers to help you set clear targets that you understand for improving your own writing.
- We agree with you that you could have better chances to use your ICT skills in other subjects.
- We have asked your teachers to continue with the work they have been doing with you to organise the school day in ways that will help learning to be easier and more exciting.

We enjoyed our visit to your good school very much and wish you all well for the future.