

St Cuthbert and The First Martyrs' Catholic Primary School

Inspection report

Unique Reference Number	107335
Local authority	Bradford
Inspection number	377571
Inspection dates	2–3 February 2012
Lead inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Clare Bussingham
Headteacher	Angela Phillips
Date of previous school inspection	25 September 2008
School address	Scotchman Road Manningham Bradford BD9 5AT
Telephone number	01274 543445
Fax number	01274 408234
Email address	amphillips@stcuthberts.bradford.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Melvyn Hemmings
Mark Colley

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 16 lessons or parts of lessons taught by nine teachers. They held discussions with the Chair of the Governing Body, staff, groups of pupils and a local authority representative. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 174 parents and carers were scrutinised.

Information about the school

St Cuthbert's is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs is above average, as is that of pupils from minority ethnic groups. Increasing numbers of children are starting school in the Nursery and Reception classes at an early stage of learning to speak English. The school exceeds the current government floor standards, which set minimum expectations for attainment and progress. It has gained a variety of awards, including the Activemark, and has Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- St Cuthbert's is a good school. It provides a friendly and stimulating setting for learning, in which pupils are treated as unique individuals.
- Pupils' achievement is good. They make good progress through the school and attain above average standards in English and mathematics by the end of Year 6. Pupils are confident readers and have good oral communication skills. Writing is a weaker aspect of their performance in English, with sentence structure often lacking accuracy. Pupils have well developed mathematical calculation skills, which they apply proficiently to solve a wide range of number problems.
- Good quality teaching ensures that pupils are engaged in their activities and are motivated to do well. There are examples of outstanding practice. Teachers have high expectations of pupils' performance and their behaviour and this makes a positive contribution to the progress they make. Not all teachers use assessment information effectively to set precise next steps in learning for individual pupils. Opportunities for pupils to evaluate how they could improve are limited in Key Stage 1 and lower Key Stage 2.
- The behaviour and safety of pupils is outstanding. Parents, carers, staff and pupils are extremely positive about this aspect of the school's work. Pupils show high levels of self-discipline in classrooms and around school. They are very polite and considerate to others. Attendance is high. All groups of pupils feel safe in school at all times.
- The astute leadership of the headteacher has been central to the school's good improvement since the previous inspection. The governing body and staff share her ambitious vision for taking the school forward and a strong team ethos is evident. Some middle leaders are inexperienced in monitoring and evaluating the quality of teaching and learning and this limits their contribution to some aspects of school improvement. The curriculum promotes pupils' spiritual, moral, social and cultural development in an outstanding manner.

What does the school need to do to improve further?

- Raise attainment so that it is consistently above average, particularly in writing, by:
 - improving pupils' skills in writing accurately constructed sentences
 - ensuring that all teachers use assessment information effectively to set precise next steps in learning for individual pupils
 - increasing opportunities for pupils to evaluate how well they are doing and what they need to do to improve.
- Ensure that all middle leaders are skilled in monitoring and evaluating the quality of teaching and learning, so they can play a full part in driving improvement.

Main Report

Achievement of pupils

Pupils achieve well in the Early Years Foundation Stage. Their skill level on entering school is generally below that expected for their age. They make good progress because of consistently good teaching. Adults work effectively as a team to meet children's individual needs, providing challenging activities that successfully capture and maintain their interest. Strong emphasis is rightly placed on developing their language skills, which is important, as increasing numbers are joining school with little spoken English. The outside area is used well to build upon learning that has taken place indoors. This was evident when children were outside acting out the 'Grand Old Duke of York' as part of their topic based on the nursery rhyme. There are many opportunities for children to make choices for themselves, which contributes to their development as independent learners.

Pupils maintain their good progress through the rest of the school. As a result, they attain standards that are above average in English and mathematics by the end of Year 6. Good emphasis is placed on developing pupils' skills in linking letters and sounds. This makes a significant contribution to their attainment in reading, which is above average at the end of Key Stage 1 and by the time they leave school. This emphasis was seen to good effect in a lesson for pupils in Year 2 in which they made good progress in identifying and saying words correctly with the letter combinations 'oy', 'ea' and 'aw'. Pupils enjoy books, reading fluently and with good expression. Pupils' attainment in writing is not as strong, being broadly average. They write imaginatively in a variety of styles, including narrative and poetry, but their sentences lack accurate spelling, grammar and punctuation. Pupils have good mathematical calculation skills and are adept at applying them to solve a variety of real-life number problems.

In their responses to the questionnaire, almost all parents and carers agreed that their children were making good progress at the school. This is an accurate view. There is no significant difference between the achievement or the quality of learning of different groups. Pupils with special educational needs, disabled pupils and those at an early stage of learning English are identified early and given well-targeted extra support to make sure they make the same progress as that of other pupils.

Quality of teaching

Teachers have good subject knowledge that enables them to explain and demonstrate new ideas clearly and confidently. They provide activities that build upon prior learning, so that pupils' knowledge, skills and understanding are promoted in a systematic manner. Questioning is used well to probe pupils' understanding and to take their learning forward. Teachers use assessment information well to set work that matches the ability of different groups. In the best lessons, learning is personalised by teachers setting precise targets for improvement for individual pupils. Not all teachers are adept at doing this. There are limited opportunities for pupils to evaluate how well they are doing and what they need to do to improve, particularly in Key Stage 1 and lower Key Stage 2. Well trained teaching assistants are deployed effectively to support all pupils, especially those who are disabled and those with special educational needs. In the Early Years Foundation Stage, they make a valuable contribution to the progress made by pupils who are at early stage of learning to speak English.

Outstanding teaching was characterised by imaginative teaching strategies that generated high levels of enthusiasm and independence, ensuring that pupils made rapid progress. This was exemplified in a literacy lesson for pupils in Year 5, in which they were developing their skills in creating a dramatic sequence in a pirate adventure story. Teaching contributes positively to pupils' spiritual, moral, social and cultural development. Teachers have high expectations of pupils' behaviour and ensure they have a thorough understanding of right and wrong. The many opportunities to be involved in paired and small group activities effectively promote pupils' social development. The curriculum is planned well to develop pupils' literacy and numeracy skills in subjects other than English and mathematics. Almost all parents and carers feel that their children are taught well at school. This is an accurate view. One comment is typical of many, 'I have two children attending St Cuthbert's. They are both doing really well and their teaching is good.'

Behaviour and safety of pupils

Pupils, parents and carers overwhelmingly say that behaviour is excellent and has been over time. One parent and carer comment is typical, 'The school is very friendly and safe and children behave very well. It feels like an extended family.' Observations in lessons and around school confirm that behaviour is outstanding. Classrooms are very friendly and calm places in which to learn and disruption to learning is rare. This makes a significant contribution to the progress that pupils make.

Pupils make an exceptional contribution to a safe and harmonious learning environment. 'We really like coming to school. Teachers make lessons fun and we want to learn.' This pupil comment is typical of many and reflects their outstanding attitudes to learning and their high attendance. Pupils have high levels of engagement, politeness and cooperation, both in and out of lessons. They are very keen to take on responsibilities, such as being a member of the school council or Eco Committee. In so doing, they very effectively promote the voice of pupils in suggesting how the school could move forward. Pupils have a thorough understanding of what might be an unsafe situation and are highly aware of how to keep themselves and others safe. The curriculum effectively develops their understanding of how to stay safe, particularly in terms of using the Internet responsibly. As a result, pupils understand the potential hazards of the Internet and are able to explain the strategies they would use to stay safe.

A few parents and carers did not agree that the school deals with any cases of bullying effectively. These views were explored by inspectors. During the inspection no instances of bullying were observed. Pupils have a comprehensive understanding of the different kinds of bullying and say that any such behaviour is rare. If it happens, they say staff deal with it promptly. Staff and governors agree that bullying is rare and that strong emphasis is given to quickly addressing any such instances.

Leadership and management

Senior leaders and the governing body have worked successfully to ensure good improvement since the previous inspection. Teaching has been improved by the provision of good quality professional development so there are now examples of outstanding practice. Pupils are given clearer guidance on how to improve and senior leaders now make a significant contribution to planning for long-term school development. The governing body is proactive in evaluating the school's performance and influencing its development. The monitoring and evaluation of the school's provision and outcomes by senior leaders are robust and provide an accurate picture of strengths and weaknesses. Some middle leaders lack experience in monitoring and evaluating the quality of teaching and learning. The school's track record since the previous inspection shows the capacity for further improvement is good.

The procedures for ensuring the safety of pupils and staff are comprehensive. Training, particularly for child-protection, is exemplary. Issues about safety are integrated effectively into the curriculum, such as how to use the Internet safely, so pupils have a strong understanding of how to stay safe. The promotion of equality of opportunity and tackling of discrimination is good. Consequently, pupils' outcomes are positive and any unevenness between different groups is minimal. Links with others, including the local partnership of Catholic Schools, contributes effectively to pupils' good achievement and progress, particularly in sport and music.

The curriculum is good and meets pupils' needs well. In the Early Years Foundation Stage there is a good balance between adult-led and activities that children choose for themselves. It is enriched by a wide range of extra-curricular activities which are well attended. Visits to places of educational interest, including the Hartlepool Maritime Museum, and opportunities to work with a variety of visitors, effectively extend pupils' skills and widen their horizons. The promotion of pupils' spiritual, moral, social and cultural development is outstanding. A good example of this was the opportunity for pupils of the Muslim faith to lead an assembly to share Islamic traditions and beliefs. Engagement with parents and carers is good and ensures that they are effectively involved in their children's learning and the work of the school.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ousted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 February 2012

Dear Pupils

Inspection of St Cuthbert and The First Martyrs' Catholic Primary School, Bradford, BD9 5AT

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a good school and that:

- your achievement is good and you attain above average standards in English and mathematics by the end of Year 6
- you learn a lot in lessons and feel safe in school, as indicated in your questionnaires
- the curriculum is planned well to provide interesting activities, including educational visits such as to Hartlepool Maritime Museum
- your behaviour is outstanding and you have very good attitudes to learning
- you enjoy school, as is shown by your high attendance
- the way the school promotes your spiritual, moral, social and cultural development is outstanding.

What we have asked your school to do now is to:

- improve your ability to write accurately-structured sentences
- make sure that all teachers give individual pupils precise targets for improvement
- provide more opportunities for you to evaluate your work and decide what you need to do to improve
- ensure that all leaders are skilled at checking the quality of teaching and learning.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.