

St Winefride's Catholic Primary School

Inspection report

Unique Reference Number	107331
Local Authority	Bradford
Inspection number	356141
Inspection dates	11–12 April 2011
Reporting inspector	Joan McKenna

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	460
Appropriate authority	The governing body
Chair	Mr Anthony Carroll
Headteacher	Mrs Maureen Cairns
Date of previous school inspection	13 November 2007
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Introduction

This inspection was carried out by four additional inspectors. Seventeen parts of lessons were observed taught by 16 staff. Some shorter visits to classrooms were made and observations of other activities took place. Meetings were held with the headteacher, other leaders and staff, pupils, the Chair of the Governing Body and a telephone conversation was held with the School Improvement Partner. Inspectors observed the school's work, and scrutinised documents including policies, action plans, information about pupils' progress, attendance data, records of monitoring and procedures for keeping pupils safe. Responses to questionnaires returned by pupils and staff and the 153 questionnaires returned by parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the learning and progress of all pupils, including the more able, is at least satisfactory, and whether the dip in performance as indicated by the 2009 Key Stage 2 tests has been reversed.
- Whether the quality of teaching and use of assessment information are consistently good as the school indicates they are.
- Whether any aspects of pupils' personal development are outstanding.
- Whether the school's self-evaluation is accurate.

Information about the school

This is a larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals, from minority ethnic heritages and those who speak English as an additional language or who have special educational needs and/or disabilities are all below the national average. The school holds Healthy School status and has an Investor in Pupils award. There has been some disruption to leadership and governance since the previous inspection.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. A period of disruption at senior level since the last inspection resulted in an interruption to the process of improvement that the school was showing. Now that leadership is stable again, the school is continuing to improve once more.

Pastoral aspects of the school are good. Pupils are well cared for and a wide range of effective extra support is provided for those who have additional personal or learning needs. Pupils enjoy school, behave well and attend regularly. They have positive relationships with each other and their spiritual, moral, social and cultural development is good. They make helpful contributions within school and beyond it, through, for example, contributions to charities.

Pupils' academic achievement and their learning and progress are satisfactory. They enter Key Stage 1 with standards that are broadly in line with expectations and standards are broadly average across the school. At the end of Key Stage 2, standards are now higher than those seen in previous years and are now broadly average. A good curriculum promotes interesting activities, and in the Early Years Foundation Stage children get off to a good start. Teaching across Key Stages 1 and 2 is satisfactory overall. Some is good, but there are times in lessons when pupils are not given enough time to develop their knowledge and understanding through independent work rather than by listening to the teacher. Similarly, when the organisation of lessons is weaker, learning is limited. Assessment information is used to promote progress, but pupils are not always given enough precise information about how well they are doing and how to improve their work.

The headteacher, senior leadership team and middle leaders are keen to provide the best for pupils and to enable them to succeed. They check pupils' progress closely and monitor the school's work in a variety of ways. The actions taken as a result are having a positive impact and the improvements brought about are demonstrating that the school has satisfactory capacity to improve further. Outcomes from monitoring are analysed and acted upon, and they provide insights into the school's strengths and weaknesses. However, outcomes are not systematically evaluated with the rigour necessary to ensure that there is a comprehensive and fully accurate understanding of the school's performance. The majority of parents and carers are supportive of the school. However, a minority hold some negative views, and so the school is not fully engaging successfully with parents and carers as a whole.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the achievement of pupils and raise the standards they reach by:

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- ensuring that lessons are planned and organised in a way that enables the intended learning to be realised
- ensuring an appropriate balance of teacher input and opportunities for pupils to develop their understanding and skills through independent work
- ensuring that pupils have the knowledge and skills to evaluate their learning and understand what they need to do to improve it and reach their targets.
- Improve leadership and management by ensuring that the outcomes of monitoring are systematically analysed and evaluated in order to ensure a rigorous, accurate and comprehensive understanding of all aspects of the school's performance.
- Improve relationships with parents and carers by:
 - establishing effective two-way channels of communication between parents and carers and the school
 - providing more opportunities for parents and carers to become involved in the life of the school and encouraging them to take up these opportunities
 - regularly seeking parents' and carers' views and addressing issues emerging as appropriate.

Outcomes for individuals and groups of pupils**3**

Pupils are keen to learn, follow instructions and generally work hard to do as they are asked. When they are clear about what they are being asked to do, they apply themselves diligently. When tasks particularly engage their interest, or when they are given meaningful opportunities to work independently and collaboratively, their enthusiasm increases and good learning results. Learning is not as rapid when they spend too long passively listening to their teacher or when a lack of clarity about what to do or misunderstandings are not picked up by teachers. On these occasions most pupils nevertheless persevere and try hard, but a minority lose interest and concentration wains. There are pockets of good learning and progress, but overall progress is satisfactory for all groups of pupils, including for those with special educational needs and/or disabilities. The more-able pupils are now making better progress than at the time of the previous inspection. Children enter the school with mixed levels of skills, but below expectations overall. They progress well in the Early Years Foundation Stage and are working at broadly expected levels by the time they enter Year 1. Standards at Key Stage 1 have shown a rising trend, albeit with some levelling off in 2010. At Key Stage 2, levels of attainment have fluctuated in previous years but are now rising again and are broadly average.

Pupils' personal outcomes are very largely good. They cite many reasons for liking school, including interesting activities, helpful staff and opportunities to keep fit. They understand the significance of diet and exercise in keeping healthy. They feel safe and show a clear understanding of danger and what to do if they are worried about anything. Although views expressed about behaviour were mixed, pupils do behave well overall, with only few occasions when some do not conduct themselves appropriately. They say that bullying is rare and is sorted out when it occurs. Pupils respond well to opportunities to make a contribution to school life, such as by being playground buddies, librarians, school councillors and through leading activities such as fitness challenges. They plan and carry out enterprise activities to raise money for charity. The choir performs in the community

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and pupils' art work is displayed outside of school. Attendance is above average. Pupils develop a range of personal qualities that will be helpful to them in the future, but average standards in basic skills mean that they are satisfactorily prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

There are pleasant relationships evident within classrooms and adults encourage pupils to do well. Teachers work hard to make learning interesting, often providing tasks that enable pupils to work with others in pairs and in groups which increases enjoyment. Resources, including information and communication technology, are often used to promote further engagement. Teachers generally take account of the range of prior attainment when planning, especially in English and mathematics. In lessons where teaching is good, the purpose of activities is clearly explained, how to do the work well is made explicit, tasks are well-designed to meet different needs, organisation is fit for purpose and a fast pace is maintained. On these occasions, pupils learn well. However, not all lessons are of this quality. Sometimes teachers talk for too long at the start of lessons or during them, or do not ensure that pupils understand what they have to do and why. Occasionally, the organisation of lessons mitigates learning, because it is over complex or because time is not best used. There are also occasions when teachers do not adjust their lessons when it is apparent that pupils are not grasping the concepts being

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covered. The contributions of teaching assistants are mixed. The quality of marking is also variable. Some provides supportive comments and helpful guidance but not all does this. Although new systems are underway to provide pupils with more information about how well they are doing, pupils are not skilled in assessing their work or in understanding how to improve with sufficient precision. The use of targets does not have a high enough profile.

The curriculum has been reviewed and developed successfully so that it makes an interesting and relevant contribution to pupils' academic learning and personal development. There is a good range of practical activities and team work is promoted well, as seen when pupils were working collaboratively on their enterprise projects. Literacy and numeracy are developed through other subjects. Adaptations are made for pupils with particular needs. A good range of extra-curricular and enrichment activities, visits and residential experiences enhance pupils' learning.

Care, guidance and support are good. Pupils have positive relationships with adults and feel able to approach them with any worries or concerns. Extra steps are taken and to good effect to help those who have additional needs or who are experiencing difficulties for any reason. External agencies are involved where necessary to strengthen the support provided. Procedures to promote positive behaviour are effective. One child attending the nurture group, for example, said that his behaviour has improved. Likewise, strategies for promoting regular attendance have contributed to it being above average. A wide range of extra support is given to help pupils keep up and this helps to boost their performance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is a leadership structure in place that results in senior and middle leaders having clearly defined roles and responsibilities for bringing about improvement. Middle leaders play an increasingly prominent role in monitoring pupils' progress, reporting regularly to senior leaders. While there are positive elements to this devolved responsibility, it is resulting in some lack of strategic oversight. Some judgements the school makes about itself are over-generous. Nevertheless, there is a drive from the top, and this is shared by others, to improve the school. The Chair of the Governing Body has taken up post since the last inspection, and other new governors have joined the governing body. They have brought a good understanding of education and of governance. As a result there is an appropriate balance of support and challenge. Safeguarding has a high priority and arrangements to keep pupils safe are robust. The school works in good partnership with external organisations and agencies to widen pupils' experiences and to meet their

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personal needs. Efforts to promote community cohesion are satisfactory. Action to promote equal opportunities and to prevent discrimination within the school is successful. No group of pupils is underperforming relative to others, for example. However, the school has had less success in uniting all parents and carers behind it.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	4
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage provides well for children joining the school. Warm and friendly relationships are quickly established with children. Adults help children become familiar with routines and expectations, and reinforce these sensitively and effectively. As a result children settle in well and gain in confidence and independence. They develop appropriate social skills, learning to take turns and cooperate with others. Exciting and meaningful contexts for learning are created, such as when activities build on a visit out of school. Opportunities are taken to reinforce language, communication and number skills through both specific and routine activities. There is a good balance of adult-directed and child-initiated activities. One-to-one support is effective and children are regularly reminded about their targets, which helps them to focus on their learning. Group work is usually well-organised. The staff work well as a team and the leader has a good understanding of what further developments are needed. The parental support worker has been deployed to liaise with parents and carers of children in the Early Years Foundation Stage and this is a priority for further development. In the past, not all assessments made have been fully accurate. However, children make good progress overall, reaching attainment that is broadly in line with expectations from starting points that are generally below.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Around a third of parents and carers returned questionnaires outlining their views of the school. The majority of these are positive, especially in regard to pupils enjoying school and the extent to which pupils are kept safe. However, a relatively larger proportion, albeit still a minority, expressed some negative views. Of the comments accompanying questionnaires, almost four times as many expressed negative views than positive. Concerns covered a wide range of issues, but the most common ones related to communication with them, the leadership and management of the school and the way behaviour is promoted and bullying handled. These issues were investigated. The evidence indicates that apart from in its relationships with parents and carers the school is effective in all areas. There are, however, areas in which its practice could be better as indicated throughout the report. The school has other information which paints a more positive picture of the views of parents and carers than these questionnaires reveal. Nevertheless, the headteacher and the governing body are keen to improve relationships with parents and carers and to increase their involvement and are considering steps to take to promote this more effectively

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Winefride's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 153 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	41	82	54	7	5	2	1
The school keeps my child safe	56	37	91	59	5	3	1	1
My school informs me about my child's progress	47	31	85	56	9	6	8	5
My child is making enough progress at this school	44	29	77	50	22	14	7	5
The teaching is good at this school	40	26	87	57	9	6	7	5
The school helps me to support my child's learning	34	22	86	56	17	11	9	6
The school helps my child to have a healthy lifestyle	34	22	99	65	12	8	5	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	25	85	56	13	8	8	5
The school meets my child's particular needs	42	27	83	54	15	10	7	5
The school deals effectively with unacceptable behaviour	29	19	80	52	19	12	11	7
The school takes account of my suggestions and concerns	29	19	71	46	24	16	15	10
The school is led and managed effectively	33	22	70	46	16	10	23	15
Overall, I am happy with my child's experience at this school	49	32	77	50	17	11	7	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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. Ofsted 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



13 April 2011

Dear Pupils

Inspection of St Winefride's Catholic Primary School, Bradford, BD6 1SR

Thank you for being so very friendly when my colleagues and I inspected your school, and for showing us your work. We enjoyed meeting you and talking with you.

We judge your school to be satisfactory. It has some good features. Adults care about you and look after you well. As a result you feel safe in school and able to talk with adults if you have any worries. You all get on with each other and you behave well. You make a good contribution to your school through the many responsibilities you take on, and contribute to the community outside of school, through, for example, your charity fund-raising. Your attendance is above average. The school makes good efforts to provide interesting activities for you, including visits out of school. This helps you to learn better because you find it fun. Most of you work hard most of the time. Children in the Early Years Foundation Stage get off to a good start. You are making satisfactory progress in Key Stages 1 and 2 because teaching is satisfactory. By the time you leave school you are reaching similar standards to those reached across the country.

Your headteacher and other staff want to improve the school for you. There are some things we have asked them to concentrate on to help them do this. We would like them to take action to help you achieve better by making sure that all lessons are as good as the best ones and by giving you all detailed information about how you are doing, how to improve your work and how to reach your targets. We have asked your school's leaders to check carefully the information about how well the school is doing, so they understand the very best steps to improve it further. We have also asked them to take further steps to work closely with your parents and carers.

You can help by continuing to work hard and attending regularly. I send you and your teachers very best wishes for the future.

Yours sincerely

Joan McKenna

Lead inspector

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