

St John The Evangelist Catholic Primary School

Beacon Road, Bradford, West Yorkshire, BD6 3DQ

Inspection dates

20–21 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school because

- After a very good start to school life in Reception, pupils make good progress. By the end of Year 6, standards are above average.
- A very caring culture promotes excellent levels of spiritual, moral, social and cultural development. These contribute to pupils' outstanding behaviour and safety.
- Teaching is usually good and at times outstanding. Pupils are inspired to learn. A good variety of experiences help pupils to learn a lot about the wider world.
- Teaching assistants make a good contribution to the learning of all pupils including those with special educational needs.
- Attendance is consistently above average and there have been no exclusions.
- The vast majority of parents rate the school very highly. They say that their children are given good support and enjoy learning.
- Excellent leadership by the headteacher secures a clear direction for the school. A new leadership team takes responsibility for many aspects of the school's development.
- Procedures to check and improve the quality of teaching are effective. Excellent partnerships with local schools contribute to these improvements.
- The governing body gives good support to the school and keeps a close eye on its performance. As a result the school is well placed to continue to move forward.

It is not yet an outstanding school because

- Some inconsistencies exist in teaching. These relate to the quality of marking and the scope for pupils to work independently.
- Not enough pupils reach high standards in reading at Key Stage 1 and in mathematics at Key Stage 2.
- The curriculum in Year 1 is not adapted to help pupils to do the best they can. This means that the very strong start in Reception is not fully carried through into Key Stage 1.

Information about this inspection

- The inspectors observed 15 lessons or part lessons taught by each teacher. The headteacher accompanied one inspector on three visits to lessons.
- Meetings were held with three groups of pupils, three governors, including the Chair of the Governing Body, senior leaders and the Early Years Foundation Stage team. In addition, a discussion was held with the staff team and the school's bursar. Telephone conversations were conducted with the school's improvement partner and also with a representative of the local authority.
- Account was taken of 12 responses that were submitted during the course of the inspection to the online questionnaire (Parent View). In addition, the outcomes of a recent survey of parents' and pupils' views were considered. The feedback from 21 staff questionnaires was evaluated.
- The inspectors observed the school's work and examined a range of documentation including the school's own records of pupils' learning and progress, monitoring and evaluation documents, records relating to the performance management and training of staff and documents relating to behaviour, attendance and safeguarding.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Bimla Kumari

Additional Inspector

Full report

Information about this school

- This is a broadly average-sized primary school.
- The proportion of pupils receiving pupil premium (those known to be eligible for free school meals or in the care of the local authority) is lower than the national average.
- Fewer disabled pupils and those with special educational needs than found nationally are supported through school action. The proportion of pupils supported through school action plus or with a statement of special educational needs is below the national average.
- The proportion of pupils from minority ethnic backgrounds is close to the national average.
- The school meets the government's floor standards, which are the minimum expected for pupils' attainment and progress.
- The school is part of the Bradford and Keighley Catholic Schools' Partnership which benefits aspects of the school's development and promotes staff training.
- Since the previous inspection, there have been some staff changes and a number of new governors appointed to the governing body.

What does the school need to do to improve further?

- Maintain the focus on raising pupils' achievement and improving the quality of teaching so that it is outstanding by:
 - reviewing the current provision for reading in Key Stage 1 to identify ways of increasing the proportion of pupils gaining the higher levels
 - enabling pupils in Years 3 to 6 to reach the higher levels in mathematics by increasing their ability to solve mathematical problems and investigations in different contexts
 - adopting a curriculum in Year 1 that retains the strengths of the Early Year Foundation Stage and eases pupils into the national curriculum
 - giving more scope for pupils to carry out independently, investigations and enquiries so that they can pursue their own ideas and interests
 - making sure that marking is consistent in offering pupils clear guidance about how to improve.

Inspection judgements

The achievement of pupils is good.

- Children in the Early Years Foundation Stage make very good progress. They develop relatively advanced skills of communication and language. Their understanding of sounds and letters and their ability to use this knowledge to read new words and write short phrases is very good. Most get along with each other well, playing, learning and collaborating together. Physical development is good with children accurately writing letters and sounds, using paintbrushes to create imaginative pictures, and gaining confidence when learning outdoors to move safely on different surfaces.
- In Years 1 and 2, progress is good but slower than in the Early Years Foundation Stage. This is because pupils starting Year 1 do not experience some of the most successful features in the Reception class such as learning through play.
- Standards at Year 2 are above national expectations overall in writing and mathematics and average in reading. Given that pupils are articulate, have a good vocabulary and enjoy books, too few reach the higher standards in reading. Pupils write well. They demonstrate pride in their work and present it well using good quality handwriting.
- At Key Stage 2, most pupils make the expected progress and an above-average proportion exceeds this. The rate of progress varies slightly between classes because of some inconsistencies in teaching. At Year 6, standards are typically above average in English and mathematics. In 2011, however, they were average due to the nature of that group of pupils. Unvalidated data show that in 2012, standards returned to above average. Too few pupils, however, achieve above-average standards in mathematics. Although pupils develop good calculation skills, they are less secure in applying this knowledge to carry out mathematical investigations in different contexts.
- In Key Stage 2, pupils read fluently with good expression and enthusiasm. Their love of reading and good understanding of books makes a significant contribution to learning in many subjects. Pupils are given good reasons to write. Their writing skills are well developed. A strong focus on accuracy in basic skills such as handwriting, spelling and grammar boosts standards.
- Pupils with special educational needs are fully included in lessons and receive support tailored to each individual. This is often from skilled teaching assistants. As a result these pupils make good progress towards their personal and individual targets. The few pupils in receipt of pupil premium benefit from additional support and resources. Any gaps in the performance of such pupils and those who do not receive it are narrowing.

The quality of teaching is good.

- The school has a caring, committed and capable team of teachers and support staff, who are dedicated to their pupils and work hard on their behalf. This is recognised by pupils and parents alike, who say that there are many strengths to teaching.
- Staff secure excellent relationships and create a safe but stimulating atmosphere in lessons which support pupils' learning. Teachers have a good knowledge of each pupil's achievement and use this well to make sure all pupils are given work that gets the best out of them.
- In most lessons, pupils are very well informed about the purpose of each lesson. This ensures that they get involved in their learning and develop an understanding of how well they have done.
- Staff use information and communication technology effectively to capture the pupils' interest and widen their experiences. Pupils develop good skills, for example, to create their own electronic presentations linked to their learning.
- Teachers and other staff provoke good quality discussions and debates with pupils to expand and develop their ideas. This was seen in an excellent Year 3 lesson in which pupils explored

the concepts behind the way light travels and creates shadows.

- Homework is regularly provided which builds close links with parents. Recent new approaches enable pupils to research their own information at home and is very popular with pupils.
- Teaching is not yet outstanding because:
 - at times learning slows as pupils listen for too long and do not get down to tasks quickly enough
 - there are inconsistencies in the quality of marking with examples where there is a lack of clear guidance to pupils about how to improve
 - teaching does not offer pupils enough opportunity to take responsibility for their own learning and develop the capacity to be independent.

The behaviour and safety of pupils are outstanding.

- Pupils are extremely eager to learn and this contributes to how well they get on with their work and the successes they achieve. They treat others with great respect and behave outstandingly well. Relationships are excellent; this is the result of the highly caring principles of the school and the very good example set by the staff.
- Pupils have an excellent understanding of different types of bullying, including cyber-bullying, and say that any incidents are very rare. They talk glowingly about the rewards they get for positive actions and also of the motivation to avoid their name being placed in the 'green book'.
- Pupils are confident to take responsibility because they are given opportunities to do so from the moment they start school. Pupils are proud of their roles as prefects, school councillors and buddies as they willingly help others.
- Spiritual, moral, social and cultural development is excellent. Pupils respond extremely well to the strong moral and social guidance they receive. They develop a keen love of life and learning through the teaching of common values and expectations. Pupils have a mature understanding of the richness and diversity of modern society.
- Pupils are introduced to ethical issues and debate through their learning in many subjects. For example, Year 6 pupils expressed mature views as to whether the character of 'Macbeth' displayed actions that were good or evil.

The leadership and management are good.

- The headteacher sensitively and skilfully guides the school in a very clear and positive direction. Every pupil counts in this school and has equal access to all that it offers.
- High-quality training, linked to the needs of staff and the school, has improved the school's performance. Excellent partnerships with schools in the locality benefit learning. They build up the skills of staff, for example, in securing the accuracy of the checks on how well pupils learn.
- Although relatively new, the senior leaders are increasingly taking on management responsibilities. They regularly check on the quality of teaching and its impact on learning. Staff and governors share an accurate picture of how well the school is doing. They know where it can get better, for example, the need to boost reading in Key Stage 1 and aspects of mathematics at Key Stage 2.
- The activities provided in lessons capture pupils' imaginations and hold their interest. All subjects are provided, including French, and there is a good emphasis given to literacy and numeracy.
- Learning is inspired by the excellent use of visits and visitors. Older pupils benefit from residential visits and all classes go to places of interest connected with their topic. A good range of after-school activities enrich pupils' learning.
- The school's approach to education is welcomed by parents. They have extremely positive views of all that it does. Regular newsletters and open days, an excellent website, and access

to assemblies enable parents to get involved in their children's education.

- The local authority offers limited support. It checks the school's annual test results and makes sure that the school is maintaining a balanced budget.
- The governance of the school
 - The Chair of the Governing Body provides strong leadership. The governing body is well organised and fulfils all of its duties. It makes sure that teachers' pay is linked to the effectiveness of teaching. The targets set for the headteacher and staff are challenging and effective in driving improvement. Procedures to keep pupils safe meet legal requirements and are regularly reviewed and updated. Governors keep a close eye on finances and make sure that spending is directed to raising achievement. For example, the effective use of the pupil-premium funding targets support for individual pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107333
Local authority	Bradford
Inspection number	403037

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Ian Partridge
Headteacher	Kathryn Spillane
Date of previous school inspection	16 June 2008
Telephone number	01274 679030
Fax number	01274 693524
Email address	office@stjohntheevangelist.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



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 and as part of the inspection.

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 educational 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 St
Manchester
M1 2WD

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

© Crown copyright 2012

