

St Winefride's Catholic Primary School

St Paul's Avenue, Wibsey, Bradford, West Yorkshire, BD6 1SR

Inspection dates

13–14 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school benefits from a very strong senior leadership team, committed governors and a headteacher who is determined in her ambition to create an outstanding school.
- Overall standards have risen steadily across the school in recent years. Improvements in mathematics, reading and writing have accelerated across the school during this academic year.
- The school provides pupils with a challenging and imaginative curriculum which has generated excitement and nurtured their eagerness to learn and determination to succeed.
- Teachers manage classes well; they have excellent relationships with pupils and learning in lessons is purposeful. Teachers set ambitious targets for pupils which help to raise levels of attainment.
- Pupils are proud of their school, behave well and enjoy sharing their achievements with visitors. They have trusting relationships with adults and say that they feel safe and listened to.
- Parents are highly positive about the school. They say that they feel welcomed, that communication has significantly improved and that the school is a very safe place for their children to learn.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding because tasks in lessons are not always as challenging as they could be and do not always match pupils' different abilities.
- While the quality of data used to track pupils' progress and attainment is good, it is not centrally located or as easy to access as it could be.

Information about this inspection

- Inspectors observed 17 lessons including small-group activities, parts of lessons and the teaching of phonics (the links between letters and sounds). Three lessons were jointly observed with the headteacher and members of the senior leadership team. A lunchtime violin class was also observed.
- Inspectors listened to pupils read from Years 2, 3, 5 and 6 and held discussions with three groups of pupils from across the school.
- Pupils' work was scrutinised during lessons and separately with the headteacher.
- Inspectors took account of 33 responses to the online questionnaire (Parent View) as well as the school's own surveys of parents' views. Questionnaires completed by 45 members of staff were also taken into account.
- Meetings were held with three members of the school's governing body, including the Chair of Governors, and a telephone conversation took place between the lead inspector and the school's professional consultant.
- A meeting took place between the lead inspector and one parent.
- A number of school documents were examined; these included development plans, the school's self-evaluation, monitoring records of the quality of teaching, school data on pupils' progress, minutes of governing body meetings, records of attendance, consultant's reports, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Dave Blackburne

Additional Inspector

Deana Aldred

Additional Inspector

Full report

Information about this school

- This is larger than the average sized primary school.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is just below average.
- A small but increasing proportion of pupils are from minority ethnic groups but very few speak English as an additional language.
- The proportion of pupils with special educational needs who are supported at school action is average.
- The proportion of pupils who are supported at school action plus or who have a statement of special educational needs is below average.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school provides an on-site breakfast club which is well attended by pupils.
- Since the last inspection a number of staff have left the school and new staff have been appointed, including two newly qualified teachers and one deputy headteacher. The school's senior leadership team has been reorganised as has the governing body which has a new Chair.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - ensuring that all lessons include activities which cater for the needs of all pupils, particularly the more able
 - providing more opportunities for pupils to take responsibility for their own learning and work independently
 - continuously challenging all pupils so that they can acquire knowledge and skills to the best of their ability.
- Improve the quality of leadership and management by:
 - ensuring that all data are centrally located and accessible, thus enabling even better staff monitoring of achievement and planning of lessons.

Inspection judgements

The achievement of pupils is good

- The achievement of all groups of pupils has accelerated rapidly over the current academic year. This has been due to the introduction of an innovative range of new actions and teaching programmes which have excited pupils and motivated them to learn to the best of their ability.
- Most children enter Nursery with skills and abilities below those expected for their age. Typically, they make good progress through the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 to achieve average standards by the end of Year 6.
- This academic year most groups of pupils have made good progress and the progress of some is outstanding. Many pupils in Year 6 and some in Year 5 are already working at the higher levels expected by the end of Key Stage 2 in mathematics, reading and writing.
- The school's Big Six maths challenge programme, which provides six mathematical challenges for each year group, has raised levels of attainment for all year groups.
- The school is very careful to ensure that all groups of pupils are given an equal opportunity to succeed and works quickly if the achievement of any group of pupils falls behind that of others.
- On realising that girls in Year 6 were not achieving as well as boys, the school organised a secret assembly for female mathematicians only. On being informed that their performance did not match that of boys, the girls instantly took up the challenge of doing better. Regular mathematics testing shows that the impact of this challenge was immediate.
- Phonics teaching is good. Pupils who read for inspectors read well and younger readers used their skills in sounding out letters to read tricky words. Pupils say that their teachers make reading exciting by, for example, allowing them to dress up and share their favourite books during World Book Day.
- The school uses its pupil premium funding well to provide additional one-to-one support and small-group teaching activities for those pupils who need it. Pupils entitled to free school meals do better than their peers nationally, with many achieving and attaining as well as their peers in school.
- The quality of support for pupils who are disabled or who have special educational needs is very good. The school works well with specialists to ensure that pupils in these groups develop well socially and emotionally and that their attainment at least matches that of their peers.
- The achievement of pupils from minority ethnic groups and those with English as an additional language is also good and matches that of their peers.

The quality of teaching is good

- The quality of teaching is not outstanding because it does not yet lead to pupils' achievement being outstanding, and few lessons observed during the inspection were outstanding.
- Teachers work hard to help pupils to fully understand how well they are doing in mathematics and English and know what they need to do to improve. The school's new assertive mentoring programme has helped. Each term pupils have one-to-one meetings with their mentors to discuss their targets and the progress they are making.
- The marking of pupils' work is consistently good across all year groups. Teachers' comments are helpful and give clear 'next steps' which inform pupils of what they need to do to improve. Opportunities are provided for pupils to say what they think about teachers' comments; they often assess their own work and the work of their classmates.
- Teachers help pupils to develop skills in working cooperatively from an early age; they work well together in class in pairs and in small groups.
- Teaching is at its best in lessons that are well planned with clear, shared objectives. In such lessons teachers discuss with pupils what they have learned and whether they think they have

met their success criteria. At the end of a Year 1 class pupils took great delight in sharing the facts that they had learned about farm yard animals, clearly distinguishing between fact and fiction.

- Teachers are careful to ensure that pupils' self-chosen topic homework provides opportunities to extend their literacy, art, information and communication technology, and design technology skills. For example, building on their class theme, Year 5 pupils could choose from: making an Anderson shelter; making a ration book; researching Second World War recipes; and creating a coded message to be 'cracked' in class.
- In the Early Years Foundation Stage teachers are well organised and provide a good balance of activities, some of which are child-led. In a Reception class children were very excited as a number of chicks had hatched during the day; they used their language skills well to sequence the hatching of an egg, while other pupils built a pen for the chicks.
- However, despite the teaching's many strengths, not enough opportunities are provided for pupils to work independently and find things out for themselves, not all lessons cater for the needs of all pupils and higher-attaining pupils are not always as fully challenged as they could be.

The behaviour and safety of pupils are good

- All pupils know that their school is working towards becoming outstanding and can clearly identify that working hard will help the school to achieve this ambition.
- Pupils are polite, well mannered and welcoming. Their behaviour is typically good both in lessons and around the school. This makes a significant contribution to their learning and the good progress that they make.
- The school's behaviour logs confirm that bad behaviour is rare and that all incidents that infringe the school rules are investigated and logged.
- Attendance has improved and is above average. Pupils say that they enjoy coming to school and that they find their lessons interesting.
- Pupils say that bullying is rare and that it is always dealt with. They know that adults will always take their concerns seriously. Although some Year 1 and 2 pupils expressed their concerns about some older pupils being 'unkind', they said that they feel safe, that their school is good and that they 'want it to be outstanding'.
- Pupils have a good level of understanding of how to stay safe while using the internet; they know what cyber-bullying is and say that their teachers help them to understand all of the possible dangers of using the internet.
- Members of the active school council say that one of the best things about their school is that 'pupils teach other pupils'. Older pupils indicated that they enjoyed helping people to manage their behaviour when engaging in sports. They also said that they like to work with children in the Nursery and Reception classes and to help them settle into school.
- Older pupils have a highly developed understanding of many forms of discrimination. One pupil commented, 'It does not matter what colour you are here', and noted that 'we learn about Martin Luther King and other famous people from the American civil rights movement'.

The leadership and management are good

- The school has improved since its last inspection; it has a strong senior leadership team and well trained teachers and teaching assistants to support it in its aspiration of becoming an outstanding school. The headteacher's style of leadership has ensured that all members of the school community, including parents and pupils, share in this aspiration.
- The vast majority of teachers and teaching assistants say that leaders and managers do all they

can to promote learning and improve the quality of teaching. Newly qualified teachers say that they have been supported in their roles with generous professional development which has improved their teaching.

- The school uses data well to track pupils' progress, help leaders evaluate its successes and to inform lesson preparation. However, currently the information is not sufficiently easily accessible for staff to be able to make best use of it.
- Good leadership has ensured that those in receipt of the pupil premium are performing at least as well as their peers nationally and that standards are continuously improving.
- All groups of pupils now achieve at least as well as pupils nationally. Innovative ideas and good investment in information and communication technology have helped to maintain pupils' interest in education and curiosity in finding out new things.
- The school shares its good practice with other schools and is well respected within its family of schools and within its group of Catholic schools.
- Spiritual, moral, social and cultural development is an outstanding feature of the school. The spiritual nature of the school ensures that pupils respect each other and adults, eschew discrimination and have a strong sense of responsibility for themselves and others.
- Good leadership ensures that the curriculum is enhanced through a good range of after-school clubs. Violin, cello and guitar are taught, often during lunchtimes, as observed when Year 2 pupils enthusiastically developed their bowing skills alongside a blues backing track.
- The school works closely with an independent consultant who has provided advice in a number of areas including improving the quality of teaching.
- Safeguarding procedures are followed closely and meet requirements.
- **The governance of the school:**
 - Governors are committed; they are very supportive and do their best to help the school to succeed. They have been actively involved in helping the school to improve its engagement with parents through, for example, coffee mornings and establishing a parent engagement group. The governing body holds the headteacher to account and sets challenging targets; these are specific and, currently, relate closely to what the school needs to do to improve in mathematics and reading. Governors know how well individual teachers are doing and agree on their objectives and any pay awards or promotions. Governors keep themselves up to date and take advantage of training in conjunction with their local consortium of schools and Catholic schools partnership.

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	107331
Local authority	Bradford
Inspection number	405098

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	455
Appropriate authority	The governing body
Chair	Paul Copley
Headteacher	Maureen Cairns
Date of previous school inspection	11 April 2011
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