

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 123 1231  
Text Phone: 0161 618 8524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566932  
**Direct F** 01695 729320  
**Direct email:** hcarnall@cfbt.com



24 September 2013

Mrs Clare Gardner  
Acting Headteacher  
St William's Catholic Primary School  
Young Street  
Bradford  
West Yorkshire  
BD8 9RG

Dear Mrs Gardner

### **Requires improvement: monitoring inspection visit to St William's Catholic Primary School, Bradford**

Following my visit to your school on 23 September 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in July 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

### **Evidence**

During the visit, meetings were held with you, the Chair and vice-chair of the Governing Body and representatives of the local authority to discuss the action taken since the last inspection. The school's action plan was evaluated.

### **Main findings**

In the short period since the inspection, the acting headteacher, staff and governors have worked collaboratively to good effect to develop an action plan. This has both a long-term perspective and well-considered, staged activities detailed for the initial period, giving flexibility to respond to the impact of developments. Success criteria for actions are clearly itemised with challenging, quantifiable targets and demanding timescales. Targets are rooted in an analysis of pupils' needs and trends in performance. Hence targets are set for the various groups of pupils, taking account of the high levels of mobility and the large number of pupils for whom English is an additional language. A careful analysis of pupils' performance in 2012/13 also informs targets. A marked improvement in achievement in mathematics at both Key Stages 1 and 2 means that the central focus this year is on raising

standards in literacy. A substantial increase, to above average, in the proportion of pupils making more than expected progress in Key Stage 2, has focused attention on those who start with attainment that is a little lower than average and whose progress has not been as rapid. Helpfully, a clear link between targets and staff appraisal forms part of the action plan.

This term has seen a brisk start to activities, including training sessions for both teachers and teaching assistants. The external review of governance, initiated by the governing body prior to the section 5 inspection, is underway. Governors are committed to this and giving additional time to the process, which is supported by the local partnership of Catholic schools.

A clear timetable for monitoring the delivery and effectiveness of the planned actions is in place. The establishment of a substantive team of school leaders from the beginning of this term means that it is possible to distribute responsibilities appropriately for monitoring the impact of actions, so contributing to the development of leadership capacity.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority judges that the school continues to need a high level of assistance. This includes regular support from the school's improvement partner for the acting headteacher and leadership development more widely. The local authority and acting headteacher have worked together closely to plan the support, such as for literacy and the development of Early Years Foundation Stage provision. The local authority holds regular meetings at which the impact of support is evaluated and school leaders, including governors, are held to account for the school's progress. In addition to help from the local authority, the school receives support from the Diocese of Leeds and through a local partnership of Catholic schools. Mentoring for the acting headteacher comes through this partnership. The school's improvement partner ensures that support from the various sources is coherent and timely.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Bradford and the Diocese of Leeds.

Yours sincerely

Jane Austin  
**Her Majesty's Inspector**