

St Mary's and St Peter's Catholic Primary School

Upper Nidd Street, Leeds Road, Bradford, West Yorkshire, BD3 9ND

Inspection dates 29–30 April 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement, particularly in writing, has declined since the previous inspection. Achievement in writing still lags behind that in reading and mathematics.
- In some lessons, pupils do not have sufficient opportunities to develop their vocabulary before they begin their writing assignments.
- The curriculum does not always provide pupils with opportunities to write for a purpose about the work they are already studying. Feedback is not consistently effective in promoting good progress in writing.
- Since the previous inspection, teaching has not been good enough to ensure that pupils made good and better progress in their studies.
- The sharing of good and exemplary practice is underdeveloped. In addition, pupils sometimes do not have the chance to respond to teachers' marking about how they can improve their work.
- Pupils do not always receive work which fosters good and better progress in their studies
- Governors' challenge of the school leadership is not consistently rigorous enough.

The school has the following strengths

- Pupils' achievement in reading is good. Pupils enjoy reading and say they have many opportunities to read in school. They read aloud with confidence and expression and talk avidly about the books they like.
- Pupils' skills in calculation and in understanding the language of mathematics are improving rapidly.
- Pupils feel safe and behave well. The school is a racially harmonious community.
- Provision in the Early Years Foundation Stage is good overall and children get off to a good start in their school careers in the nursery.
- The care and support for pupils are major strengths and parents speak highly of how well the school looks after their children.
- The dedicated headteacher and deputy headteacher have dealt well with staffing issues since the previous inspection, and are passionate about promoting ongoing improvement.

Information about this inspection

- Inspectors observed teaching and learning in 14 part lessons. Two observations were made jointly with the headteacher and deputy headteacher. They also visited the breakfast and after-school clubs and listened to pupils in Year 2 and Year 6 read.
- Inspectors spoke to two groups of pupils, including members of the school council. They also spoke informally with pupils at breaks and at lunchtimes.
- They held discussions with four members of the governing body, including the Chair of the Governing Body, the vice-chair and two parent governors. They had a meeting with a representative of the local authority and spoke with the School Improvement Partner on the telephone. In addition, they spoke to the special educational needs co-ordinator, the learning mentor, subject coordinators, the Early Years Foundation Stage leader and senior staff.
- There were insufficient replies to enable inspectors to gain access to the online questionnaire Parent View. Inspectors, therefore, took account of the school's own internal parental questionnaire and spoke informally with parents at the beginning and end of the school day. They also considered the 23 replies to the staff questionnaire.
- The inspection team observed the school at work and considered a range of documentation, including pupils' work, internal and external pupils' progress and attainment data, improvement planning, minutes of governing body meetings and the school's view of how well it is doing. They also scrutinised reports written by the local authority and by the School Improvement Partner. In addition, they looked at documentation in relation to child protection, safeguarding, behaviour and attendance.

Inspection team

Jim Kidd, Lead inspector

Additional Inspector

Stefan Lord

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school.
- The proportion of pupils supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly in line with that usually found.
- The proportion of pupils eligible for support through the pupil premium is well above average. The pupil premium is funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- Over 90% of pupils are of minority ethnic heritages with over half the school population of Pakistani heritage. A high proportion of pupils has English as an additional language.
- A greater proportion of pupils than seen nationally joins or leaves the school at other than the usual times.
- The school does not meet the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The governing body runs breakfast and after-school clubs.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in all areas of the school by:
 - extending the sharing of the good and exemplary classroom practice which already exists
 - ensuring that pupils of all levels of ability receive work which promotes good and better progress
 - ensuring that pupils always have sufficient opportunities to respond to teachers' marking in order to improve their work.
- Accelerate pupils' progress and thus raise their attainment in writing by:
 - providing pupils with more opportunities to develop a wider vocabulary before they put pen to paper
 - developing the curriculum further to provide increased opportunities for pupils to write for a specific purpose
 - ensuring teachers' feedback to pupils is always detailed enough and effective in promoting good progress in writing.
- Improve the impact of leadership and management by:
 - continuing to place sufficient emphasis on improving pupils' skills in writing
 - ensuring that governors' challenge to the leadership is consistently strong.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Children usually enter the Nursery class with low age-related skills and knowledge in most areas of learning. They leave Year 6 with below average attainment overall, particularly in writing, and achievement from their starting points therefore requires improvement overall. Across the school, pupils' achievement in reading is good and it is improving in mathematics.
- Children get off to a good start in the nursery and by the end of the Reception Year a just below average proportion of children demonstrate a good level of development in their learning. Achievement across the Early Years Foundation Stage is, therefore, good.
- As a result of closer links between the Reception class and both classes in Key Stage 1, the two-year decline in achievement by the end of Year 2 has been halted and pupils' achievement is now beginning to accelerate. Pupils reach broadly average standards in reading and they read aloud with fluency and confidence. Attainment in mathematics is also rising but pupils' performance in writing remains below where it should be.
- Similarly, pupils' progress and attainment in reading and mathematics are rising in Key Stage 2, but their achievement in writing remains well below average. Pupils in Year 6 demonstrate a love of reading and they approach the pronunciation of more complex words with confidence, explaining, 'It is important to split the words up.' Pupils of all levels of ability read fluently and show good levels of understanding of the text.
- The achievement of the most able is variable and is dependent on the challenge these pupils receive in class. Nonetheless, in 2013, one pupil attained the higher National Curriculum Level 6 in reading, writing and mathematics.
- As a result of a range of initiatives, including reduced class sizes, focused support for pupils with English as an additional language and extended extra-curricular activities, pupils known to be eligible for free school meals do every bit as well as other pupils in the school. By the end of Year 6, they reach the same attainment in reading, writing and mathematics as their classmates.
- In 2013, pupils of Pakistani heritage, many of them with English as an additional language, made better progress than other groups.
- Strong support from talented teaching assistants for disabled pupils and those with special educational needs is accelerating the progress of these pupils too and they also do as well as their peers.

The quality of teaching

requires improvement

- Since the previous inspection, teaching has not been consistently good enough to ensure that pupils progressed well or better in their studies overall. However, teaching is improving and some is outstanding in Key Stage 2.
- Teaching in the Early Years Foundation Stage is generally good. In the Nursery class, for example, teaching encourages speech and discussion: role play promotes children's imagination when they pretend they are animals and shout, 'I'm a tiger and I'm coming after you!'
- Pupils learn well and sometimes outstandingly well when they take responsibility for their own progress. For example, in English in Year 6, pupils were required to think more deeply about the subject matter and also to support and challenge each other in relation to the revision and use of key grammatical terms. As a result, pupils listened intently to the advice and also the work of their classmates and this led to pupils praising the writing of their peers and also explaining to the class how the writing could be improved.
- When pupils are too reliant on support and do not have enough opportunities to develop a wider vocabulary, their learning and progress are slower and pupils do not always reach the standards of which they are capable in writing.
- Strong learning is promoted when pupils of all levels of ability are given work which is exactly what they need to make good and better progress. When this happens, challenge is realistic for

all groups. At times, a 'one size fits all' approach, leads to work being too difficult for some pupils and too easy for others. This leads to the most able pupils in particular do not make the progress they should.

- Marking is good overall and often gives pupils detailed comment on how they can improve their work. The best marking also requires pupils to respond to these comments and to develop or correct their work accordingly. However, pupils are not always given enough time to respond to teachers' advice in their books.
- On occasions, feedback on the quality of pupils' writing lacks detail and is not fully effective in promoting better progress in the subject.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Any low level misbehaviour in class is handled well by staff and, as a result, pupils' conduct themselves well, and sometimes outstandingly well, in class and around school at breaks and lunchtimes.
- Visitors to school comment favourably on the warm welcome they receive from pupils. Indeed inspectors lost count of the number of times pupils greeted them and held doors open for them during the two days of their visit. Pupils enjoy taking responsibility, as 'buddies' and members of the school council, for example.
- Pupils are keen to learn and most approach their work with real enthusiasm. They value the opportunities they have to learn from each other and look forward to the many opportunities they have to meet and learn with pupils from other schools, who visit St Mary's and St Peter's through the strong partnership arrangements.
- The school's work to keep pupils safe and secure is good.
- Parents have a high regard for the way in which the school cares for and looks after their children and comment, 'We like the way all children are treated in a friendly and homely manner. There is respect for all faiths and cultures and the staff are very approachable.' Pupils agree and add, 'We feel safe because the grown-ups are always there when we need them.'
- Pupils have a good understanding of the different kinds of bullying, including that based on prejudice. They believe that, although some bullying does happen, the odd examples of name-calling for example, it is rare and is always dealt with quickly and effectively when it occurs.
- Pupils' spiritual, moral, social and cultural development is promoted well. The school is a racially harmonious community and pupils demonstrate a good awareness of religions and cultures which are different to their own. They support a wide range of national and global charities and are even raising money at the moment to help fund the residential event for pupils in Year 6.
- The school is rightly proud of the emphasis it places on providing pupils with activities which they would not normally experience. There is a wide variety of clubs and educational visits. The the family fitness club is very popular and it is a joy to see children in the Early Years Foundation Stage choosing books with their parents in the library.
- The breakfast and after-school clubs are popular and well attended.
- Attendance is broadly average.

The leadership and management requires improvement

- The principled headteacher, ably supported by the deputy headteacher, has an accurate and honest view of the school's strengths and areas for development. There is an overriding concern to promote ongoing improvement and the strategies established to address staffing problems have arrested the two-year decline in pupils' achievement at the end of Key Stage 1 and Key Stage 2.
- However, although pupils' progress in reading is good and achievement in mathematics is beginning to accelerate, the school recognises that performance in writing is not as good as it

should be. It recognises, too, that further development of the curriculum, to give pupils more opportunities to write for a purpose is essential if progress and attainment in this subject is to improve.

- The leadership and management of teaching and learning are sound and teachers' classroom skills are improving, as a result of focused training, often delivered internally by school staff. Close cooperation with neighbouring schools also gives staff opportunities to learn from each other. As yet, however, the sharing of the good and exemplary practice which already exists in the school is not fully developed.
- Subject leadership is developing well and coordinators observe teaching and scrutinise pupils' work. Staff across the school believe performance management arrangements are rigorous and focus strongly on pupils' progress. Staff speak highly of the senior leadership and comment, 'Our emotional well-being is of great importance to the headteacher, who also promotes the celebration of diversity across the school.'
- The primary school sports funding is spent effectively. As a result of the appointment of an external physical education (PE) specialist, who is also the PE coordinator, more pupils are now involved in physical activity and their skill levels are improving. For example, the school was recently the joint winner of a local tag rugby competition.
- The school is a racially harmonious community, promotes equality of opportunity soundly and rejects all forms of discrimination. It meets current requirements for child protection and safeguarding.
- The local authority supports the school well, through regular visits from a senior officer and also by the promotion of strong partnership arrangements with local schools.
- **The governance of the school:**
 - Governors are well informed about the performance of school in all areas of its life, but they do not always challenge the leadership with sufficient rigour.
 - The governing body scrutinises data on pupils' achievement and is aware that progress, particularly in writing, is not as good as it should be. Members are aware of how the school attempts to improve the quality of teaching and learning and some members visit lessons on a regular basis. Governors ensure that teachers only receive financial reward if they meet the school's targets for pupils' progress.
 - Governors oversee the spending of pupil premium funding and speak accurately about the impact of this spending on the academic and personal achievement of pupils known to be eligible for free school meals.

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	107329
Local authority	Bradford
Inspection number	439681

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	220
Appropriate authority	The governing body
Chair	Anthony Carroll
Headteacher	John McManus
Date of previous school inspection	9 June 2011
Telephone number	01274 773977
Fax number	01274 770679
Email address	office@stpeters.bradford.sch.uk

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