

Our Lady and St Peter Roman Catholic Voluntary Aided Primary School Bridlington

George Street, Bridlington, YO15 3PS

Inspection dates 4–5 February 2015

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

Summary of key findings for parents and pupils

This is an outstanding school.

- The joint headteachers are uncompromisingly committed to the raising of pupils' achievement and have maintained consistent improvement since the last inspection. Their vision for the school is shared by an outstanding governing body and motivates a dedicated and highly skilled staff team.
- Pupils of all abilities make outstanding progress through the school in reading, writing, mathematics and other subjects and achieve above average results at the end of Year 6.
- Children enter the Reception class typically below expectations for their age but progress rapidly and are well-prepared for Year 1, entering with achievement in line with the national average.
- Disabled pupils and those with special educational needs make excellent progress from their individual starting points.
- The quality of teaching is outstanding and has improved since the school was last inspected. Teachers are ably-supported by teaching assistants. Assessment information is very accurately used to shape planning.
- Pupils' behaviour is outstanding. They feel very safe in school. Attendance is above average and has shown sustained improvement. Pupils are punctual to lessons.
- The curriculum ensures pupils progress very well in reading, writing and mathematics but is also broad and promotes the pupils' spiritual, moral, social and cultural development. Additional sporting and cultural activities develop pupils' physical and emotional well-being. The additional funding for sport is well-used.
- Whilst middle leaders have been highly effective, they have recently gained senior roles and this has given them an over-large set of responsibilities. They do not always have enough time to fulfil all of these responsibilities.
- Nearly all marking is of a very high standard but a small proportion does not offer pupils the most complete guidance for how to improve their work.

Information about this inspection

- The inspectors observed lessons across the school and conducted several shorter observations of teaching and learning. The majority of observations were carried out jointly with senior leaders in the school. Inspectors looked at a wide range of pupils' work and talked to pupils about it. Inspectors listened to pupils reading, both in class and in two specially arranged groups.
- Inspectors spoke with members of staff with a range of responsibilities and took account of the questionnaires they completed.
- Inspectors talked to pupils and to parents and took account of 32 questionnaires completed on Parent View as well as the school's own survey. Discussions were held with five governors, including both the Chair and vice-chair. There was a meeting with a representative of the local authority and a short discussion with a representative of the Middlesbrough Diocese.
- Inspectors examined key school records, including those for pupils' progress.

Inspection team

Paul Copping, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Full report

Information about this school

- Our Lady and St Peter Catholic Voluntary Aided Primary School is of average size for a primary school.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils, those supported by the pupil premium is average. The pupil premium is additional government funding provided to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is average. The proportion of pupils who speak English as an additional language is above average.
- There is full-time provision in the Reception class.
- The joint headteachers of the school are providing executive headship to another primary school within the Diocese of Middlesbrough. Until October 2014, they both carried a teaching commitment within this school but this has been relinquished following the restructuring undertaken to allow support to another school.
- The school meets the current government floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Further develop middle leadership ensuring staff have sufficient time to fulfil this role.
- Further develop teachers' marking ensuring the best practice seen, that offers pupils the best help and guidance, is always used.

Inspection judgements

The leadership and management are outstanding

- The strong vision of the joint headteachers has created a highly motivated staff team. The headteachers have inspired their colleagues with a firm belief that high expectations produce high achievement. The pursuit of exemplary standards in every aspect of the school's work is continuous, reflected in pupils' achievement that shows a trend of sustained improvement over five years. A school community has been created that is an outstanding environment for learning.
- The joint headteachers lead by example and have inspired great confidence in their leadership. Their work in improving the quality of teaching and setting challenging targets has been a driving force for improvement. Expectations are consistently high and any variations in the quality of teaching or achievement are speedily addressed. This was the case when school data identified a dip in performance in Key Stage 2. Remedial action was swift and effective.
- Subject leaders are very effective and drive improvement in their areas. Pupils' achievement is closely monitored and action to ensure that high standards are maintained is taken promptly.
- A highly-skilled and committed special educational needs coordinator ensures that extra support for those pupils who need it is efficiently delivered and very effective in raising achievement.
- The monitoring of pupils' learning is consistently strong across the school. The detailed information generated guides improvement actions and ensures interventions to support individual pupils are timely and effective.
- The role the school has taken in providing executive headship to another school is indicative of both the confidence of the diocese (who requested the school undertake this initiative) and of the broad perspective taken by the school's leaders. The school is aware that this development has meant that existing middle leaders (who have been highly effective subject leaders and pivotal to raising standards) have been asked to assume leadership roles. Currently, the staff recently promoted both retain a broad range of duties for which they do not have sufficient time to continue to be as highly effective as they have been.
- Teachers are fully accountable for the progress of pupils in their class. Any salary progression is determined by their meeting stringent criteria for pupils' achievement.
- The diocesan authorities have maintained appropriate light touch support to the school. They have confidence in the local authority's advice which has provided valuable assistance to school leadership and governors in their self-evaluation and target setting. Training opportunities provided by the local authority are highly valued, particularly by the governing body.
- The school is proud of its religious ethos and considers that pursuing absolute equality of opportunity is a moral imperative. It is very effective in achieving this goal and this contributes strongly to the well-being of children and their families. This ethos contributes strongly to the creation and maintenance of good relationships and means the school is successfully in combating discrimination.
- Statutory safeguarding requirements are met. Records are kept efficiently and staff have been given high quality training.
- The additional funding for disadvantaged pupils is deployed carefully to achieve maximum effectiveness which is very well monitored by school leaders and the governing body. In part, it was used to increase staffing in Key Stage 2 where working in smaller groups offered distinct help to disadvantaged pupils.
- Very good support is provided to pupils who speak English as an additional language. This is a growing group in the school and school leaders have ensured teachers appreciate the need for specific, high quality planning.
- The curriculum is broad and stimulating. The Reception children enjoy their forest classroom, learning in the open air. Good use is made of the primary school sport funding to increase the range of opportunities for team games. The increased extent to which pupils participate in sports activities has a very positive impact on their health and well-being.
- The school's work to develop pupils' spiritual, moral, social and cultural understanding and appreciation of contrasting traditions is extremely successful. The sense of a unified community permeates all aspects of school life. British values are well-fostered through an emphasis on understanding all faiths and cultures. Pupils take pride in the different responsibilities they can take-on in school: prefects are very proud of their role.
- **The governance of the school:**
 - The governing body is very well led and managed. Governors have a thorough knowledge of the school. They are well informed about the quality of teaching and how it is monitored. They assure themselves

that there is fair and accurate linkage between teachers' performance and their pay. Governors are fully aware of actions taken effectively to tackle any teaching that falls below expected standards.

- Governors independently analyse data, having made sure they have gained the skills to do so; this enables them to provide a strong and well-informed challenge to school leaders. Governors are involved in shaping and delivering on the shared vision for the school and they have recently taken the important strategic decision to provide high-level support to another school.
- Governors carefully monitor the spending of the additional primary school sport funding and of the funding for disadvantaged pupils (the pupil premium) and ensure these are used in line with the school's strategic plans.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They show maturity beyond their years in the confidence and courtesy with which they welcome visitors to their school. The excitement of snowfall and being confined (by an icy playground) to their classrooms at break time on the first day of the inspection produced no interruption in their good humour and excellent behaviour. They showed great pleasure in talking about their school and describing all its features to the inspectors. Pupils were very clear about the sanctions for any poor behaviour and considered them fairly applied.
- Pupils' conduct is exemplary. They settle very quickly to work in their lessons and are always ready to learn. Pupils are unvarying in offering encouragement to each other during lessons; teachers are able to trust pupils to be on-task and know that even boisterous conversations are productive and about the work in hand. Pupils' behaviour in the dining hall and as they move around their school shows both calmness and good spirits. When required to be attentive, as in an assembly about a hospice for which funds had been raised, even the youngest children listened very carefully, despite the difficult theme.
- Attitudes to learning are consistently extremely positive. Pupils know very well and respect thoroughly school routines and expectations. Teachers are able to count on there being no time lost to learning. Quantities of work produced are impressive.
- Pupils enjoy the opportunities to take on responsibilities, such as membership of the school council or becoming prefects.
- Parents and staff confirm the views of pupils: that relationships across the school are strong and caring.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils described themselves as feeling very safe and secure in school, something their parents confirmed.
- Pupils showed a sound grasp of risks in everyday life. They appreciated the help given to them by road safety and cycle training. A visit to the Fire Service had helped pupils to understand other kinds of risk.
- Pupils had not experienced bullying in school. At most they spoke of minor relationship tiffs with friends but they had a clear understanding of the forms bullying might take and what they would do if a problem ever arose. They have absolute confidence in being able to approach the adults around them and feel certain of being given a sympathetic ear and that any problem will be solved. Appropriate to their ages, pupils understand key principles for safe use of the internet. Pupils were respectful of the views and beliefs of others. The sense of a unified school community was very strong, underpinned by church and community relationships.
- School records for behaviour and any actions taken in consequence are maintained well and show that little unacceptable behaviour occurs. There have been no exclusions since the previous inspection.
- Attendance is above the national average and has shown sustained improvement. The school has targeted punctuality to good effect and standards are high. Procedures to monitor and improve attendance are thorough and effective.

The quality of teaching is outstanding

- Teachers have high expectations for all pupils and this encourages perseverance even when tasks set are more challenging. Pupils understand very well the school's division of tasks into 'must', 'should' and 'could' and they consciously try to stretch themselves. High standards are set for presentation of work for all

pupils from an early age.

- Classroom relationships are warm and friendly but always purposeful. Teachers were able to encourage plenty of talk amongst pupils confident that conversations concerned the task in hand.
- The quality and frequency of marking of work almost always gives pupils excellent guidance for how to improve and adds depth to their work. There are isolated examples where marking does not leave pupils entirely clear about the next steps to take to improve because it is not specific enough in the suggestions offered.
- Pupils' involvement in decision-making about the level of work they should attempt is actively encouraged and increases through the school.
- The teaching of reading is outstanding. High quality teaching of letters and sounds (phonics) from the Reception Year onwards gives pupils a secure foundation. Relatively weak readers have the confidence to tackle unfamiliar words using the techniques they have learnt and speak with the same enthusiasm as the most fluent of their love for books. Home-school records books show parents typically fully involved in their children's reading and that teachers offer useful tips and guidance.
- Teachers question pupils very skilfully. Even younger children are given a very clear indication that answers must be as full as possible. Pace in lessons is brisk but does not become hurried: pupils are given the chance to be reflective in how they answer. Teachers do not simply confirm a good answer but check that other pupils understand and agree and immediately move to a supplementary, more challenging question. Teaching assistants are very effective in this regard, providing an active, independent, additional adult voice in the classroom. The additional teaching they provide for small groups of pupils requiring extra support is very effective in improving progress.
- Pupils who speak English as an additional language are very well taught and supported because full account of any targeted support they need is central to planning.
- Pupils with special educational needs and disabled pupils receive any necessary additional support. Small-group work provides well-judged interventions.
- The most able pupils are taught very well; they make excellent progress. They are able to be reflective about their work and are able to comment on it using accurate technical vocabulary. In writing stories, they understand that good writing generates excitement by imaginative choice of words and they learn to avoid clichés such as ending a paragraph "...” in order to generate suspense.
- The teaching of mathematics is excellent. The thorough teaching of mental and calculation skills, logically built-up, step by step provides secure progress. The skills acquired are practised in different contexts and subjects. For example, when pupils converted Arabic numerals to Roman, there were opportunities to talk about the contrasting cultures.
- Writing skills are well taught. Having identified a relative insecurity in spelling, the school instituted a rigorous, frequent programme for pupils to follow and standards were quickly improved. Pupils are able to practise their skills in writing across a wide range of genres.

The achievement of pupils

is outstanding

- All groups of pupils make excellent progress through school. From the Reception Year onwards, their skills build rapidly.
- The results of national curriculum tests for Year 2 show pupils achieving in line with national averages in reading, writing and mathematics. With small variations, Year 2 results have shown an upward trend for five years. The outcomes of the Year 6 national tests show pupils achieving above national averages in reading, writing and mathematics. The progress shown via national tests was confirmed consistently in the work seen during the inspection.
- Disadvantaged pupils make outstanding progress overall. In writing, the Year 6 national tests in 2014 showed that they were about half a term behind other pupils in the school with the gap rapidly closing. They were less than a term behind other pupils nationally. In mathematics, they achieved as well as other pupils in school and above the national average. In reading, their attainment was higher than other pupils both in the school and the average achieved nationally. Across the year groups, there is no significant gap between the achievement of disadvantaged pupils and that of other pupils. Pupils who speak English as an additional language receive well-judged additional support and achieve as well as other pupils. They spoke unequivocally of making rapid progress in their work.
- The number of pupils achieving the higher levels at the end of Year 2 and Year 6 are too small to allow reasonable statistical analysis in terms of published results. Scrutiny of the work of the most able pupils showed that they progress very well, writing fluently and at length in a range of genres and using their

mathematical skills very effectively in problem-solving.

- Disabled pupils and those who have special educational needs make outstanding progress from their individual starting points. They benefit from their needs being very accurately identified and their progress carefully monitored by a highly skilled special educational needs co-ordinator. Accuracy in target setting ensures high achievement by these pupils.
- Pupils' achievement in reading is excellent. Pupils of all abilities read aloud with confidence. Relatively weak readers still supply appropriate expression to texts and are not 'thrown' by meeting difficult words; these they are happy to attempt using the skills they have learned. From lower than typical starting points on joining Reception, pupils rapidly acquire essential phonics skills so that the proportion of pupils reaching the expected standard in the Year 1 phonics check matches the national average. A higher than typical proportion of pupils who first fail to meet the expected standard then do so during Year 2. By Year 6, pupils are able to talk enthusiastically about their reading, in school and at home and to comment confidently about different styles and content.
- Pupils' achievement in mathematics is outstanding. Progress in learning and recalling mental and written calculations is rapid. Problem solving that draws on pupils' skills in mathematics is practised across the curriculum. Pupils of all abilities were able to use correct mathematical vocabulary.
- Writing skills are excellent. Standards in handwriting are very good and pupils respond to high expectations for presentation by showing a very good command of spelling, punctuation and grammar. Pupils in Year 6 thoroughly enjoyed the chance to write imaginatively in genres such as a mystery story and showed a good command of appropriate style.

The early years provision

is outstanding

- The early years provision is led extremely well. The quality of teaching is outstanding. The teacher is well supported by skilled teaching assistants whose role is carefully integrated into planning. Expectations are high leading to rapid progress.
- Children come from a wide range of prior early years experiences before beginning in the Reception class. The staff work hard to achieve a comprehensive knowledge of the needs of each child prior to their induction. Having done this, learning is skilfully tailored to each child.
- Children's starting points are typically below that expected for their age. Children of all abilities make outstanding progress in all areas of learning, although writing remains a relative weakness. They are very well prepared to begin Year 1 and eagerly look forward to their next step in the school.
- Disadvantaged children achieve very well. Their gains in their early language and communication skills are illustrated by the ease they show in talking to adults. Their confident exploration of their environment, which they were able to explore freely indoors and out, confirmed that they felt safe and secure.
- The most able children make outstanding progress. They make particularly rapid gains in their key literacy skills such as phonics (letters and the sounds they make) and in developing addition and subtraction. They enjoyed the challenge in using binoculars and identifying different birds whose names they then recorded.
- Writing skills are well taught. Many children showed good control of their pencils because this was modelled well for them. Children made rapid progress in improving their formation of letters.
- Children of all abilities work and play harmoniously and show good perseverance in their activities. Their behaviour and safety is outstanding. They feel extremely safe and are cared for well. Their spiritual, moral, social and cultural development is fostered very well through encouraging their curiosity about their environment

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	118036
Local authority	East Riding of Yorkshire
Inspection number	448817

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	201
Appropriate authority	The governing body
Chair	Mrs T Bullen
Headteacher	Mrs A Parr, Mrs A Spencer
Date of previous school inspection	14 October 2009
Telephone number	01262 670138
Fax number	01262 670838
Email address	olsp@eastriding.gov.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 and 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 2014

