

Inspection of St Cuthbert and the First Martyrs' Catholic Primary School, A Voluntary Academy

Scotchman Road, Heaton, Bradford, West Yorkshire BD9 5AT

Inspection dates: 23 and 24 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy being part of the St Cuthbert's 'family.' They say that they are happy and safe in this school. They care for each other. Pupils are proud that they are all different. They are taught to respect each other and celebrate individuality. Discrimination is not tolerated here.

The school's Catholic 'virtues' are lived by all in the school. Adults and pupils model values such as kindness, respect, honesty, and thankfulness. Pupils are encouraged to care and support others. This can be seen with the work that the 'Minnie Vinnies' do to raise money to support charities.

Leaders and staff have high expectations. They are determined to give pupils opportunities to develop academically and to have aspirations for the future. Pupils say that they enjoy all learning here. As well as focusing on academic learning, leaders have created a 'Skills Builder' curriculum. This enables pupils to develop skills such as teamwork or problem-solving. Pupils learn about different roles in businesses, then apply this learning in real life situations. In the past they have run an art gallery and a community café in the school. Some pupils also helped to design a park for the local area. Most pupils favourite part of every week, however, is their swimming lesson in the school's own pool.

The school is a calm and orderly place. Pupils behave well. They say that bullying is very rare. If it does happen, they are confident to talk to 'trusted' adults in the school. They know that they will deal with it quickly and fairly.

What does the school do well and what does it need to do better?

Leaders have focused on developing a curriculum that interests and engages all pupils, including those with special educational needs and/or disabilities (SEND). Most subject leaders have reviewed their subject areas. They have identified the important knowledge that they want pupils to remember. They have thought carefully about the order in which this content will be taught, to ensure that learning builds from the early years. In these subjects, teachers assess pupils' learning effectively. They use this information to plan subsequent sequences of lessons and pupils make strong progress. However, in some subjects such as physical education, the curriculum does not contain sufficient detail. This means that teachers cannot always plan learning that builds over time. Leaders do not monitor closely enough. They do not always know where teachers need more support to plan lessons or assess learning effectively.

Reading is seen as central to all learning in the school. Therefore, there are daily reading lessons in all classes. Teachers use these to model fluency and intonation. Texts are chosen to link to other curriculum areas or to read for pleasure. Pupils regularly use the library to choose books to take home and share with their families.

Pupils in Year 6 talk eloquently about their choices of texts. They say that they love reading.

The school has a well-embedded approach to teaching early reading. Pupils read books that match the sounds they learn in class. Any pupils who are finding reading more difficult are given support to catch up through extra phonics intervention lessons. The school's chosen approach to teaching phonics is well understood. However, for some staff, there is a need for refresher training to support them to follow methods consistently. Leaders also know that an agreed approach to teaching phonics vocabulary and reading 'trickier' words, such as 'my' or 'you', is needed.

Children in the early years benefit from learning in bright, well-organised and fun classrooms. The development of personal and social skills is at the heart of the curriculum. Nursery children are encouraged to play cooperatively with each other. Children in Reception can be seen supporting and enjoying learning with their friends. There is a focus on communication and language development.

This is an inclusive school. Staff establish positive relationships and have high expectations for all pupils. Pupils with SEND are quickly identified and well supported to access the curriculum. Teachers set effective targets and adapt learning to ensure that all pupils can succeed.

Leaders have a clear vision for the personal development of pupils in the school. They recognise that pupils come from a diverse range of backgrounds. They have planned a curriculum which includes learning about the world beyond the local area. Visits to museums and art galleries are used to develop interest in learning about history and art. Recently a pupil was heard to comment 'this is like heaven' about a geography trip to Malham Cove. Leaders have engaged with a local community project to encourage pupils to learn about staying healthy. Pupils enjoy opportunities to attend dance and musical activities in the school. Leaders are planning further opportunities for pupils to explore wider interests in the future.

Governors are well informed about improvements in the school. They are proactive and involved. They challenge leaders and actively seek answers to questions. Teachers and leaders are positive about the professional development networks set up by the trust. They know that there is help and support to develop their roles.

Most parents are positive about the changes that have been made over recent years. However, some parents would like greater information about learning and more regular communication with the school. Leaders recognise that there is more to do to foster this.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are very clear that nothing is ever left to chance with safeguarding. They ensure that staff are well trained and understand the robust systems in place to

report any concerns. Leaders and staff know the pupils and families well. They foster a strong sense of community in the school. Families in need of help are monitored closely and support given when it is needed. Leaders have good links with local police community support officers. They invite them into the school regularly to teach pupils about local risks.

Pupils have a good understanding of how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the important knowledge that pupils need to learn. Therefore, teachers do not have sufficient support or guidance to plan lessons effectively, which help pupils to build learning over time. Leaders need to identify the important knowledge, and a clear sequence of learning to ensure that pupils can be supported to make progress towards a carefully designed end point.
- In subjects where the intended learning is not clear, leaders have not identified how teachers should use assessment to track and monitor pupils learning. This means that teachers do not always know if pupils are making progress. As the important knowledge in these subjects is further refined, leaders need to ensure that assessment systems are developed and used to check whether pupils are remembering learning.
- Leaders do not always know where the strengths and weaknesses lie in the curriculum. Senior leaders should make certain that subject leaders, some of whom are new to their roles, have the time and expertise to develop their areas of responsibility further. This will enable them to check how effectively the intended curriculum is being taught, and support teachers with any improvements they need to make.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	147923
Local authority	Bradford
Inspection number	10227535
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	Board of trustees
Chair of governing body	Mick Moriarty
Headteacher	Sarah Walsh
Website	www.stcuthberts.bradford.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- St Cuthbert and the First Martyrs' Catholic Primary School became a voluntary academy in May 2020. When Ofsted last inspected its predecessor school of the same name, it was judged to be good.
- St Cuthbert and the First Martyrs' Catholic Primary School is part of the Blessed Christopher Wharton Catholic Academy Trust.
- The school has a Nursery class.
- The school has breakfast and after-school provision for all pupils, including Nursery.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This is the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.

- The inspectors completed deep dives in these subjects; early reading, mathematics, geography and PE. They reviewed planning, met with subject leaders, visited lessons, reviewed pupils' work and spoke to teachers and pupils. One inspector also listened to a sample of pupils read to a familiar adult.
- The inspectors reviewed a range of school documentation and policies. They spoke with the headteacher, and other senior leaders. A meeting was also held with the coordinator for SEND.
- The inspectors met with one trustee and members of the academy council. They also met with the director of education for the Blessed Christopher Wharton Catholic Academy Trust.
- To inspect safeguarding the inspector held meetings with the designated safeguarding leader in the school. A meeting was also held with the office manager to scrutinise the single central record held by the school. The inspector considered safeguarding processes and asked staff questions to establish their understanding of these procedures.
- The inspector observed pupils during playtime and lunchtime. They discussed safeguarding with pupils.
- The inspector considered the views of parents by speaking to several of them during the inspection. Responses to Ofsted Parent View, including the free-text comments, were also reviewed. The responses to the staff and pupil surveys were taken into account.

Inspection team

Andrea Batley, lead inspector	His Majesty's Inspector
Lesley Sullivan	His Majesty's Inspector

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