

# Inspection of Our Lady and St Peter Catholic Primary School A Catholic Voluntary Academy

George Street, Bridlington YO15 3PS

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Inspection dates:	12 and 13 November 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is Angela Spencer. This school is part of St Cuthbert's Roman Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rachel McEvoy, and overseen by a board of trustees, chaired by David Laws.

Ofsted has not previously inspected Our Lady and St Peter Catholic Primary School A Catholic Voluntary Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Our Lady and St Peter Catholic Voluntary Aided School Bridlington to be outstanding for overall effectiveness, before it opened as an academy.

## **What is it like to attend this school?**

The school has high ambitions for pupils. Pupils are keen to take part in their lessons. There is a welcoming environment. Relationships between staff and pupils are positive and supportive. Pupils feel happy and safe. They like to come to school and attend well. The school has a broad and ambitious curriculum for all pupils.

Pupils are respectful and resilient. They demonstrate these values in lessons, around school and at breaktimes. Behaviour is calm and orderly. Pupils like to receive the school rewards. Working as a class team to collect rewards is important to them. They enjoy raising money for local charities. There is a strong culture of kindness and helping others in the school. Pupils know how to manage local risks in their community as well as online.

There are many opportunities for pupils to develop their interest. They enjoy debating club, where they learn to discuss and listen to the opinions of others. Pupils are keen to take part in sports, such as tag rugby. They understand 'practise makes progress'. Pupils are well prepared for the competitions they take part in. The school offers a range of visits linked to curriculum themes, these include a residential visit to Edinburgh and trips to museums.

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

The school has implemented a well-designed curriculum. The curriculum is broad and well sequenced. The school has made sure the curriculum meets the needs of its pupils. There are systems in place to check what pupils can and cannot do. School and trust leaders have put systems in place to quality assure the curriculum and its implementation. Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Teachers provide adaptations in lessons, such as specialist equipment and additional support, to help pupils meet their individual targets.

Pupils work purposefully in lessons. In history, for example, pupils talk in depth about people and events from the past. They make links and comparisons over different periods of time. However, on some occasions pupils are moved on to more complex tasks before they are ready for them.

There is some variation in the quality of pupils' writing. On occasions, the school's actions to support younger pupils' writing skills are not sufficiently impactful. This limits their ability to complete some writing tasks. The teaching of writing is more successful at key stage 2, where pupils write more effectively to record their thoughts and ideas.

The school has developed a consistent approach to the teaching of early reading. All adults follow the chosen programme well. Pupils read books that are matched to the sounds they know. Pupils who need to catch up have regular individual lessons. Reading is celebrated in many ways across the school. Pupils enjoy listening to their teacher read the class reading book each day.

There have been recent changes to the early years curriculum, due to the addition of the new Nursery. The knowledge and vocabulary that children need have been identified. Children know the routines of the classroom well. Adults and children have positive relationships.

Pupils benefit from the school's personal development programme. This supports pupils' well-being effectively. At playtimes, pupils are confident to play football and basketball. They understand the benefits of playing sports. Pupils enjoy using the techniques they have learned to keep a healthy mind. They demonstrate a knowledge of different faiths. Pupils embrace equality of opportunity by welcoming difference. Pupils take on a range of responsibilities in the school. For example, pupils value helping younger children at lunchtimes. Chaplaincy monitors plan and present to other pupils.

The school sets out how they expect pupils to behave at playtimes, moving around the school and in classes. Pupils know what the expectations are and follow them well.

Trustees and governors have a clear vision for the school. The school is well supported by the trust. Governors and trustees perform their statutory duties well. They hold school leaders to account effectively. Staff say that leaders consider their needs and prioritise their welfare when introducing new initiatives.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, the school does not ensure that tasks are sufficiently well matched to pupils' prior knowledge. This means that they are not ready to complete more complex tasks. The school should work with staff so that pupils have the prior learning to complete new tasks and deepen their understanding.
- There is variation in how well the school teaches writing. The teaching of writing skills for younger pupils does not support their development in this area well enough. The school needs to further improve the teaching of early writing so that pupils can write well.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	147210
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10346728
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Laws
<b>CEO of the trust</b>	Rachel McEvoy
<b>Executive Head teacher</b>	Angela Spencer
<b>Website</b>	<a href="http://www.olspyorks.org">www.olspyorks.org</a>
<b>Dates of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of Saint Cuthbert's Catholic Academy Trust and joined on 1 September 2022.
- The last section 48 inspection took place on 15 June 2022.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school. Inspectors held meetings with the executive headteacher, curriculum leaders, and the director for school improvement, the chair of trustees and the CEO.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited sample lessons, spoke to leaders, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils: and considered the extent to which the school has created an open positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views expressed in responses to Ofsted Parent View. Inspectors gathered the views of pupils and staff through meetings and Ofsted's online surveys.

## **Inspection team**

Lesley Allwood, lead inspector

Ofsted Inspector

Liam Colclough

His Majesty's Inspector

Tim Scargill-Knight

His Majesty's Inspector

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