



St Cuthbert and The First Martyrs' Catholic Primary School

Inspection Report

Unique Reference Number 107335
LEA Bradford
Inspection number 277746
Inspection dates 14 November 2005 to 15 November 2005
Reporting inspector Mr Roger Gill CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Scotchman Road
School category	Voluntary aided		Manningham
Age range of pupils	3 to 11		Bradford, West Yorkshire BD9 5AT
Gender of pupils	Mixed	Telephone number	01274 543445
Number on roll	237	Fax number	01274 408234
Appropriate authority	The governing body	Chair of governors	Mr L Lister
Date of previous inspection	4 December 2000	Headteacher	Mrs C Gorman

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized school in a relatively disadvantaged area of Bradford. Two thirds of children are of white British heritage, but the others are from 15 different minority ethnic groups. The number of children learning English as an additional language is much higher than in most schools. This feature of the school's intake has trebled since the school's last inspection. A less than average proportion of children have learning difficulties and/or disabilities. Most children start school with skills and knowledge below that typical for their age. There was a major fire in July 2005. A great deal of children's work and records were destroyed. The school opened a nursery class in September 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money. It responds well to the increasing numbers of children who have little or no knowledge of English. Effectiveness, judged by the school and inspectors, is good; pupils achieve well because teaching is good.

The school is well led and managed, and has the capacity to make further improvements. The headteacher and senior staff have overcome the trauma of a major fire and established the Foundation Stage in a very short time. Self evaluation is sound. The school knows a lot about its provision, but does not yet fully evaluate the influence of teaching on children's achievement. A great deal of information is gathered about children's learning, but the use of it is not yet fully effective in terms of accelerating their progress evenly throughout the school.

The Foundation Stage is a very new feature of the school in which the basic elements have been established satisfactorily leaving the school well placed to develop the provision further.

The school's positive climate results in outstanding behaviour and good personal development. By Year 6, pupils are mature learners who speak eloquently about their experiences. Children vouch that learning is fun and realise pragmatically, even in Year 3, that, 'our good learning will help us get a good job when we grow up'.

What the school should do to improve further

- Improve the use of information about children's progress to set even more ambitious targets in all years.
- Monitor the effect of teaching on children's progress and achievement.
- Continue to develop the quality and provision in the Foundation Stage.

Achievement and standards

Grade: 2

Achievement, for all children, continues to be good, despite the change in the school's intake. Children usually meet the targets set for them and reach above average standards by the end of Year 6. Sometimes, as in 2004, standards fall back to average, but the school is quick to analyse any gaps and rectify them. This was the case in science in which the proportion of pupils reaching the higher level in 2005 was vastly improved. The nursery is too new to allow a judgement about progress within the Foundation Stage, but children progress well in the Reception class to reach the expected levels. More children arrive in Years 1 and 2 who are learning English as an additional language, but attainment is average by the end of Year 2. Progress often accelerates in Year 2 and Year 6, from a satisfactory position in other year groups, but the school is working on this and progress in writing, for example, is more evenly good. Standards in information and communication technology are good and pupils progress well in other subjects, for example in music, art and design and physical education.

Those with learning difficulties and/or disabilities make good progress towards their targets.

Personal development and well-being

Grade: 2

Personal development, including spiritual, moral, social and cultural development, is good. Children enjoy learning and say their school is, 'brilliant'. This is reflected in their high levels of attendance. They like a challenge and are quick to say, 'easy work is useless and you learn well through making mistakes'. Behaviour is outstanding and bullying is rare. Children are kind, considerate and work well together. By the time they reach Years 5 and 6 they are confident, mature individuals and are well focused on their learning.

Children are well aware of the effects of the benefits of healthy eating and exercise and know about the potential dangers to their safety. They take part eagerly in the many physical activities on offer. Younger children are given healthy fruit snacks and this has led to older pupils taking the initiative to organise a fruit tuck shop for themselves. Children contribute well to improving the quality of school life through the voice of the school council. They readily grasp the good opportunities they are given to take on responsibilities and carry out their duties well. Children are learning good basic skills that will stand them in good stead for the future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good. In the best lessons, learning is fast and children think things through for themselves. For example, in Year 6 literacy and mathematics lessons brisk teaching and the use of electronic whiteboards appealed to children; they reflected well about their success in relation to the purpose of the lesson. Children loved the challenges. One group cheered when told that as budding journalists they would be writing a school newspaper. Grouping by attainment and the use of the specialist teaching in Year 6 makes all the difference.

By contrast, some teaching in English and mathematics lacks the drive found in the most

successful cases. Learning is not based on a sharp enough understanding of what children need to do next and they occasionally listen for too long before getting down to the task.

Those who are learning English as an additional language and children with learning

difficulties and/or disabilities progress well because their learning is guided by useful assessments and they receive helpful guidance.

Teachers note children's progress and mark their work regularly, so that they know where they need to improve, but not all the information gained through assessment is

used well enough to promote even better achievement.

Curriculum and other activities

Grade: 2

The good curriculum is well planned for all pupils. The school concentrates on literacy and numeracy, but also provides an outstanding range of enrichment activities, for example, ice hockey. Moreover, regular swimming lessons are enhanced by the teaching of life saving skills and diving. These activities stimulate children's interest and their commitment to learning more widely. The school is particularly successful in promoting children's health and well-being. It draws on a wide range of expertise to provide support in areas such as drugs awareness and also in the teaching of subjects such as music, French and physical education. Spiritual and cultural development shines through the music curriculum. Singing by the choir is uplifting and captures the school's spirit. Parents acknowledge, correctly, that the new nursery represents a significant advance in the school's provision. The curriculum to link the work in nursery and the existing Reception class is a priority.

Care, guidance and support

Grade: 2

This is a good aspect. As one child volunteered, 'there are some very safe people who look after us'. Children are confident that adults will lend a listening ear. Arrangements for child protection are in place and followed well. The learning mentor is very good at supporting vulnerable children. The school's rigorous procedures, including risk assessments, ensure that children are safe, well cared for and that they enjoy school. Children are encouraged to keep fit. They love the school's swimming pool and make good progress. Parents have a good partnership with the school and are appreciative of its efforts in caring for their children.

The majority of children are supported well. There is room for improvement, however, in guiding children's learning by involving them more fully in assessing their own progress and pursuing their own targets. Some good work exists in this respect, but it is not consistently good across the school.

Leadership and management

Grade: 2

The inspectors agree with the school that leadership and management are good. The headteacher gives the school a clear sense of direction and purpose. Senior leaders

make a positive contribution to the leadership. There is a strong focus on promoting children's personal development as well as their academic attainment. High standards have been maintained since the last inspection despite a significant change in the school's characteristics. Self-evaluation is accurate in all aspects and takes into account the views of staff, parents and children. Information is analysed well to highlight where improvements are needed. For example, the weaknesses in pupils' writing in Years 1 and 2 have been tackled well and progress is now good.

The school monitors the quality of teaching and identifies teachers' strengths and areas for development. However, there is no clear reference to the impact of the quality of teaching on children's progress and achievement. The role of the subject leaders in monitoring teaching and learning has rightly been identified as an area for development to ensure all teaching reflects the best practice. Teaching assistants are used well to teach and support pupils' learning. Governance is satisfactory because a good proportion of the governing body is only recently appointed and they are new to their role. Governors give a high priority to ensuring children are safe and healthy. The nursery has been established successfully through the quality of accommodation, staffing and organisation. The school is right to identify that there needs to be a unified curriculum and assessment procedures for the full Foundation Stage.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your help when we inspected your school. We thoroughly enjoyed our visit because everyone was so helpful and friendly. We would like to share with you what we thought.

These are some of the things that we enjoyed:

- yours is a good school, which welcomes children from around the world;
- your behaviour is first rate - keep it up;
- you are so lucky to have a swimming pool in which to learn;
- the singing by your choir lifted our spirits;
- you have a lot of interesting things to do that keep you active and healthy;
- the new nursery class is a valuable addition.

We know everyone wants to do even better and we have suggested some things that we think will help:

- we would like your teachers to look even closer at the progress you are making and always set you ambitious targets to reach;
- we would like your headteacher and others to see your lessons to decide how good your learning is and how your progress could be even better;
- your new nursery class and Reception class now need to work together as one unit.