

# SS Peter and Paul Catholic Primary School, Yeadon

Inspection report

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<b>Unique Reference Number</b>	108017
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	287998
<b>Inspection date</b>	26 June 2007
<b>Reporting inspector</b>	Roger Gill

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	225
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Cooper
<b>Headteacher</b>	Mr Thomas Robertshaw
<b>Date of previous school inspection</b>	29 January 2002
<b>School address</b>	Crofters Lea Off New Road Yeadon Leeds West Yorkshire LS19 7HW
<b>Telephone number</b>	0113 2503540
<b>Fax number</b>	0113 2503540

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is situated in Yeadon, but draws its pupils from a much wider area. Virtually all pupils are from a White British background. Those with learning difficulties and/or disabilities are below average in number. There are considerably more boys than girls in most classes, some of which are well above average in number. The school has experienced considerable change since it was last inspected, but particularly in the last year. Apart from a sizeable turnover in teaching staff and some long-term illness, there is a completely new senior leadership team. The headteacher has been in post since January 2007 after being appointed in an acting capacity in September 2006. The school possesses the Investors in People and Healthy Schools Awards and gained an ActiveMark in 2006 for its achievements in keeping pupils fit.

## 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 which has a justified reputation, among parents, for above average standards at the end of Year 6. It offers good value for money. Despite the enormous changes, particularly in the last year, predominantly good teaching has managed to maintain standards and children's achievements. The new headteacher has settled in very quickly and won the support of parents and governors by being calm, personable and quick to act. A typical parental view, when thinking about the last year is, 'Despite the many changes, the school has remained focused on children's education.'

Children appreciate the fact that, this year, the school has shot forward in its provision for information and communication technology (ICT). The new air conditioned ICT room is an outstanding resource. Until recently, the school had made slow progress in responding to the key issues from its previous inspection report. Now that the governors are operating well, a programme of further improvements to the accommodation has begun.

Achievement is good throughout the school. However, potentially higher attaining children, particularly boys, do not always do as well as they could. The management of large classes in maintaining their interest, is often at the root of the slightly slower progress. Parents and children both remark on this feature of the school as a rider to their fulsome praise in general.

Children receive a good start to their school life in the Reception class. This is built on well throughout the rest of school so that pupils develop into mature and thoughtful individuals. They feel exceedingly safe in school because adults and older children are so vigilant. Bullying is rare and promptly managed if it does occur. Children's knowledge about healthy lifestyles is excellent. They are quick to spot, for example, the apparent discrepancy between advice for packed lunch eaters about not bringing chocolate bars to eat, and the delicious chocolate puddings served for school dinners. Children who have emotional difficulties are very well supported, by the learning mentor in particular. They can, like all others, enjoy school to the full because they know that there is always a 'listening ear' for them.

Good teaching has the desired effect on children's learning. Teaching is checked on well, giving an accurate appraisal of individual lessons. However, evidence gleaned more widely from assessments and scrutiny of workbooks, for example, is not yet consistently used by school leaders to improve teaching in a more informed way. For example, results from assessment are not evaluated in detail to see how higher attainers are progressing. Moreover, marking is thorough, but not yet used purposefully enough in all classes. Academic guidance has a generally good effect particularly where teaching identifies individual difficulties for children with learning difficulties and/or disabilities. There are weaknesses in achievement because targets designed to improve writing, for example, lack aspiration for the more able.

Leadership and management are good. The headteacher, staff and governors know exactly how good the school is but have not had time to effect all the developments necessary to create outstanding features. Nevertheless, the improved provision for ICT, the enhanced role of governors and the insightful self-evaluation by the senior leaders demonstrates a good capacity for academic improvements and modifications to the accommodation.

### What the school should do to improve further

- Ensure that the achievement of higher attainers, particularly boys, is consistently good in English, mathematics and science.

- Improve the way that leadership and management uses the information it collects on children's learning to identify aspects of teaching and learning that need development.

## **Achievement and standards**

### **Grade: 2**

Children enter the school with broadly average levels of attainment and leave in Year 6 with above, and sometimes well above, average standards. Progress is good in Reception because many activities are linked well to the basics skills of reading, writing and mathematics. For example, a group of boys were equally proud of the model boats that they had constructed and the interesting sentences which they wrote about them. Above average standards are maintained by the end of Reception, Year 2 and Year 6. However, there are occasional exceptions for a few potentially higher attainers which prevent standards from being well above average. Progress for these children is generally stronger in mathematics than in reading and writing. Some higher attainers do not always make good progress in composing complex and skilfully punctuated sentences that express their meaning clearly.

## **Personal development and well-being**

### **Grade: 2**

Children attend regularly and relish school life. They particularly enjoy the many sporting activities such as fun runs, adventurous residential and emulating Tiger Woods on the school's putting green. The Healthy Schools Award recognised their prowess in keeping fit and active. Children gain a great deal of confidence from helping to think how the school could be developed, although some regret that the school council membership is not changed frequently enough to allow maximum participation. Older children act responsibly and effectively as play leaders and friendship 'buddies'. Spiritual, moral, social and cultural development is good. Frequent discussions about moral and spiritual issues, for example, affect children's behaviour positively and their outlook on life, as do visits to a local mosque. Attitudes are wonderful in some lessons, such as those that contain problem-solving games and drama.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Children find that learning is fun. This is because typically good teaching captures their interest, pleasure is derived from making good progress and teaching assistants give valuable help. Some first-rate teaching goes even further. In a Year 6 lesson, for example, the understanding of a passage from a novel was deepened by children pretending to make a telephone call to a friend. Enthusiasm for the text soared as the conversation developed. Some relative weaknesses occur in otherwise good lessons when teachers talk too much and there is not enough time left to discuss how successful learning has been. Assessment procedures are in place, but target setting is not always ambitious enough to stretch the higher attaining pupils. There are many good opportunities to learn through play in the Reception classroom. Although, the outside space has improved since 2002, its use for reinforcing and extending learning is only satisfactory.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is successful in helping children to make good progress in English, mathematics and science. Furthermore, they derive great interest in other subjects from visits such as to a Roman villa. Provision for ICT is outstanding. The curriculum for personal development has a good effect, particularly since children enjoy discussing values, ideas and their experiences so much. Learning is further enhanced by French lessons, strong links with the theatre and opportunities to help those less fortunate than themselves. Any weaknesses in the curriculum are mostly associated with the limitations of the accommodation. These prevent a good curriculum from being one of top quality. Cramped classrooms make it hard to provide practical activities that demand lots of space. The outside area in Reception has no shade or cover. Moreover, it is not big enough to allow learning across the curriculum all at one time.

## **Care, guidance and support**

### **Grade: 2**

Children receive high quality care and support in ways that make them feel safe, knowledgeable about health, and physically fit and active. The school's links with parents operate very well at an informal level, which includes many opportunities to liaise during parish activities. The gathering of opinion by the use of questionnaires, for example, is not so well established to the regret of some parents. Child protection arrangements, including the vetting of adults, and risk assessment procedures are in place fully and working. The support children receive in settling into Reception and getting ready to transfer to secondary school is excellent. Academic guidance in the form of clear routes to improvement is generally good, particularly for children who find learning difficult. It is for higher attainers that the quality of advice varies across the school, but this relative weakness does not prevent care, guidance and support from being good overall.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and developing fast after the upheaval of the past few terms. Since stability has been resumed, forward planning has been conducted in depth and advances, particularly in the accommodation, are already evident. The direction has been re-established; everyone is pulling together. All concerned want this good school to be even better. The key to the school's optimistic stance stems from the joint working with the governing body. It is now fully involved in evaluating practice. For example, governors have made useful links with classes to understand issues at first-hand. There is more to do in improving the achievement of all children. Additionally, in making sure that the differences in the quality of teaching across the school are eliminated. Nevertheless, this is a school which knows its strengths and development points.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for your help when I inspected your school. I thoroughly enjoyed my day with you all.

You go to a good school which has undergone a lot of change recently. I know that you love what the school has to offer because every conversation I had gave me that impression. From the invigorating 'wake and shake' in the morning to the many additional school activities such as the choir and charity fundraising, you seem to enjoy every day. I had lunch with children from Year 2 to 6 and then talked to the school council. These children did you proud. They were delightful in the way that they praised the school, but also pointed out sensibly where improvements could be made. They know that the headteacher has achieved a lot in one year, but are keen to push ahead with projects such as a complete refurbishment of toilets. As they say, 'children do not look after them because they are not up to standard.' Your parents are really pleased with the school and talk about the 'family feel' that it possesses. I experienced that for myself even on a one day visit.

I know everyone wants to do even better and I have suggested two things that will help. I agree with you that your teachers are good, but I have asked them to make sure that those of you capable of harder work always get a chance to stretch themselves. This applies to all of you, but particularly to the boys. Also, your headteacher and senior staff need to learn as much as they can from looking at your test and assessment results and your exercise books to advise your teachers on smart ways to make lessons even better.

You can all help the school do better by rising to the extra challenges when they come your way and always trying your best. I believe you can help to make the school an even better one in the end.