

# St Peter's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	107329
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	309377
<b>Inspection date</b>	7 May 2008
<b>Reporting inspector</b>	Ann Sharpe

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>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Elaine Barker
<b>Headteacher</b>	Mrs Karen Naik
<b>Date of previous school inspection</b>	22 February 2005
<b>School address</b>	Upper Nidd Street Leeds Road Bradford West Yorkshire BD3 9ND
<b>Telephone number</b>	01274 773977
<b>Fax number</b>	01274 770679

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following: how the school meets the increasingly diverse social and learning needs of pupils; the quality of the leadership and management; standards in speaking and listening and in writing. Evidence was gathered from the school's self-evaluation, plans for further improvement, nationally published data and the school's records of pupils' progress. Brief observations in all classes were undertaken. Discussions were held with staff, pupils and governors. Questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in as much detail, and the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included, where appropriate, in this report.

## Description of the school

The pupils attending this smaller than average, inner city school belong to a very wide range of ethnic groups. About half of the pupils are of Pakistani heritage. The school takes an increasing number of pupils who have recently arrived in the country from Eastern Europe and Africa and do not speak English. The proportion of pupils speaking English as an additional language is high. The neighbourhood suffers from significant social disadvantage and the proportion of pupils entitled to free school meals is about twice the national average. A larger proportion of pupils than in most schools start or leave part way through their primary education. The proportion of pupils with learning difficulties and/or disabilities is broadly average. A confederation was formed with St Mary's Catholic Primary School in September 2006. The two separate schools share the same building, senior management team and governing body, and pupils from both schools are taught in classes together. The confederation resulted in significant staffing upheaval. The school holds the Activemark award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Peter's Catholic Primary is a good school that provides good value for money. It is a caring, friendly and purposeful school, where pupils from many ethnic backgrounds enjoy working and playing together in harmony and achieve well.

Pupils' good personal development and well-being helps them to succeed as learners and prepares them well for going to secondary school. Although attendance is broadly average, most pupils come to school regularly and earn their rewards for good attendance. Their behaviour is good and they listen carefully to adults and other pupils in lessons. They say that they enjoy lots of subjects and activities, but favourites are taking part in physical education and sport, with a visiting specialist teacher, and using computers. School council members make sensible suggestions about how to improve their school. They say that they feel safe at school and would tell an adult if they were worried about anything. A well planned curriculum ensures that pupils have a good understanding of safe and healthy lifestyles. They know, for example, what makes 'healthy' or 'unhealthy' diets and they thoroughly enjoy energetic play outside during breaks. Older pupils talk about 'safe' and 'unsafe' drugs and link this to 'legal' and 'illegal' substances. Pupils say how much they enjoy charitable fund-raising, visiting local places of interest, taking part in community events and working with pupils from other schools.

Pupils of all ages, including those with learning difficulties and/or disabilities and those who speak English as an additional language, make good progress. As a result of good, and improving, teaching, the school meets pupils' widely varying learning needs well. It also reaches beyond the school for help. For example, staff seek specialist support for pupils and families who have just arrived in the country, arrange support for families when pupils' attendance is not as good as it should be and make additional provision for gifted and talented pupils. Staff know that pupils sometimes get behind with their work, as a result of frequent changes of schools. They use a variety of support programmes to ensure that pupils have help to catch up, including working with well trained classroom assistants. Consequently, although standards are below average by Years 2 and 6, this represents good progress from pupils' individual starting points.

As a result of good leadership and management, the school has dealt remarkably well with the significant challenges that have arisen from confederation with St Mary's Catholic Primary, and has come through them with flying colours. Given the unusual circumstances, coupled with the rapidly changing intake of pupils and staffing instability, improvement since the previous inspection has been good. The headteacher and senior leaders have set the school on a clear pathway towards reversing a declining trend in standards. In 2007, the school exceeded its targets for performance in Year 6 national tests and pupils in Year 6 are working at even higher levels this year.

Teamwork is the order of the day. Everyone pulls together because, as the headteacher says, 'Our children only get one chance at education.' This is why leaders, managers and governors face up to problems, no matter how great, in order to see that pupils always come first. Everyone appreciates the high quality improvements to the building, which now provides a safe, attractive and up-to-date setting where pupils can learn and grow. Additionally, thoughtful management of the budget, along with the chair of governor's exceedingly astute leadership, place the school in a strong position to continue to improve in the future.

Despite all this, pupils' lack of good speaking and listening skills often still hold back their achievement and standards in most subjects, but particularly in writing. The school has made

a positive start with changing practice in order to tackle this weakness. Plans for further improvement, however, are not clear enough to guarantee success, particularly in helping staff and governors to know precisely what standards they are aiming for as a result of their continued efforts and spending.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

When children start Nursery, their skills are well below what is typical for their age and their talking skills are often particularly weak. As a result of good leadership and management, good quality teaching and working with caring adults in a warm and safe setting, children enjoy learning and make good progress. Although, by the end of Reception, their skills are below those of most children of their age, all children make a successful start to their learning in communication, language and literacy and in mathematical development. Staff work together closely to give children as many chances as possible to practise their talking skills. When groups of children sit together in a circle taking turns to say something to other children, for example, they grow in confidence to have a try. Children's achievement in personal, social and emotional development is good. They have many chances to choose exciting activities indoors and outdoors and to learn to get along happily with children from widely varying backgrounds. Older children know what is 'good' or 'bad' behaviour, they take turns to speak with adults, for example, when planting and watering their beans outside. Space indoors and outdoors is limited, but staff make good use of what there is to promote enjoyable learning at every opportunity.

### **What the school should do to improve further**

- Improve pupils' speaking and listening skills, so that pupils reach at least the standards expected for their ages, especially in writing.
- Strengthen plans for raising standards so that staff and governors know precisely what they are aiming for and how they will know that they have been successful.

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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	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

Inspection of St Peter's Catholic Primary School, Bradford, BD3 9ND

Thank you so much for the warm and friendly welcome you gave me when I inspected your school. I thoroughly enjoyed looking around your beautiful building and seeing all the improvements that have been made. I also enjoyed seeing you working so hard in lessons. You all get along very well, especially when teachers ask you to talk about your work and do things together. Your behaviour is good, both in lessons and at other times, and I can see why you enjoy coming to school so much.

Your school is a good school. Your headteacher, staff and governors are very good at making sure that you all do well and get the right kind of help, no matter what you need. Adults all work hard together because they care about you a great deal. They make your lessons interesting and give you as many exciting things to do as they can. This is why you are getting closer to reaching the same standard of work as pupils in most other schools. I was impressed with how much you know about keeping safe and healthy and can see why so many of you say that you enjoy physical education and sport.

Although you are getting better at learning to speak and listen, some of you still need more help. Your writing is not as good as your reading because you often find it difficult to write when your spoken English is not that accurate. The school has already started to help you more, but there is still some way to go before your writing is as good as your reading. This is why I have asked the school to:

- do more to help you to learn to speak English well, so that your work improves, especially in writing
- make better plans that show clearly what the school wants you to achieve and how everyone will be certain that you have.

You can help by continuing to try your best in everything that you do and by asking teachers how well you are doing with reaching your learning targets.