

St Winefride's Catholic Primary School

Inspection report

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| Unique Reference Number | 107331 |
| Local Authority | Bradford |
| Inspection number | 309379 |
| Inspection dates | 13–14 November 2007 |
| Reporting inspector | Elizabeth Godman |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 460 |
| Appropriate authority | The governing body |
| Chair | Fr Kieron Walker |
| Headteacher | Mrs Maureen Cairns |
| Date of previous school inspection | 6 October 2003 |
| School address | St Paul's Avenue Wibsey Bradford West Yorkshire BD6 1SR |
| Telephone number | 01274 677705 |
| Fax number | 01274 677705 |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

St Winefride's Catholic Primary School is larger than most primary schools. Pupils attend the school from different areas across Bradford. The school serves areas of some social and economic disadvantage. The large majority of pupils are of White British heritage. The proportion of pupils eligible for free school meals is below average. Fewer than average numbers of pupils are identified as having learning difficulties and/or disabilities. The headteacher has been in post since September 2006 and there have been extensive changes to the school's management structure in this time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school. It has good capacity to make further improvement. The effective headteacher has a clear vision of how the school should develop and along with a new management team provides a strong sense of teamwork and purpose. As a result, there is a shared commitment to meeting the needs of every child and to tackling the priorities for the school's improvement. Improvements already having an impact on pupils' progress are seen in the new assessment procedures, which are now more accurate and the quality of teaching, which is becoming more even across the school. Consequently, pupils' learning is improving.

Standards are broadly average by the time pupils leave Year 6 and overall achievement is satisfactory. Children enter the Nursery with skills below those expected for their age and by the time they reach the start of Key Stage 1 they are still working at levels that are below those expected for their age. Over the last few years there has been a trend of declining standards at the end of Key Stage 1 in reading, writing and mathematics. Recent and current improvements to teaching are starting to raise standards and to increase pupils' progress, but there remains more to be done. By the end of Key Stage 2 pupils reach standards which are broadly in line with national averages. However, past inconsistencies in the quality of teaching have resulted in uneven progress throughout the school. As a result, not all pupils have achieved as highly as they could, especially those who are more able. A small number of parents agree that their children could do better. Some inconsistencies in teaching and learning remain, although the school is taking rigorous steps to identify weaknesses and bring about improvements. Recent revisions in the curriculum are also beginning to have an impact on pupils' learning and progress. This is because of the increased focus on and consistency in approach to improving pupils' basic skills throughout the school. For example, pupils' writing skills have shown some improvement this term because of the coordinated, focused actions of teachers.

Pupils have a good understanding of how to live a healthy lifestyle and to stay safe. They enjoy school, especially when their lessons are lively and allow them to work together. The pupils also report that they like having visitors in the school to help support different aspects of their learning. Pupils behave well in lessons and around the school, taking good care of one another. Older pupils appreciate the various responsibilities they are given, including acting as prefects and buddies and organising playtime games to include everyone. Pupils feel well prepared for the next stages in their lives because of these responsibilities and the good arrangements for them to transfer to secondary school. Pupils' spiritual, moral, social and cultural development is good. There are regular opportunities for reflection and pupils enjoy learning about different faiths and cultures. Links with other schools and agencies, the parish church and the local community are good and enrich the curriculum and support pupils' social development.

Although there are some good lessons, teaching is satisfactory overall because it is not yet consistent enough. Most lessons are well planned and structured and pupils are clear about what they are supposed to be learning. Increasingly accurate assessments help teachers to plan for all abilities in their classes. However, this information is not always used to accurately match the learning opportunities for all groups of pupils in the classes, so that for some pupils the work is too easy, while for others it is too hard. This hampers the progress that pupils make and in particular higher-attaining pupils are not always challenged sufficiently. The additional effective support provided for those in danger of falling behind and those with learning difficulties and/or disabilities helps them to participate in lessons alongside other pupils and to make satisfactory progress. The recent curriculum review has also enabled the teachers to

make links between subjects. This has helped teachers to plan lessons to interest pupils and to help them to increase both their knowledge and skills.

The school is well led and managed. The headteacher, staff and governors have accurately identified weaknesses in the school's work. These form the key priorities for development in the school improvement plan. The headteacher has a clear vision of how the school should develop further and this is shared and understood by all staff. Although some improvements are still at an early stage of development, their impact can already be seen; pupils' learning is improving and they are beginning to make better and more even progress across the school. Crucially, the implementation of improvements in the quality of teaching is starting to be more consistent. The school gives satisfactory value for money.

Effectiveness of the Foundation Stage

Grade: 3

Progress in the Foundation Stage is satisfactory. When children join the Nursery their skills are below those expected for their age. Although achievement is satisfactory, they leave Reception with skills that remain below expectations. On entry to the Nursery a significant number of children find relating to others, speaking and listening particularly difficult. Staff recognised children's language skills as a priority last year and effective teaching enabled them to make better gains in this area. Personal, social and emotional development and calculation in mathematics are an additional focus this year. The carefully planned and varied activities provide suitable opportunities for children to improve their language, social and mathematical skills and help to prepare them for the start of Key Stage 1. Adults' enthusiastic approach secures children's interest and enjoyment. Staff use assessment to identify gaps in children's learning and plan activities to meet their individual needs. Occasionally, however, limited challenge in the teaching slows the progress of some individuals. Improved facilities inside and outdoors have widened opportunities in the Foundation Stage, particularly for physical development, and as a result children are becoming more confident. Teaching, the curriculum and assessment are becoming more consistent as a result of increasingly effective leadership and management in the Foundation Stage and this is starting to improve children's learning.

What the school should do to improve further

- Improve the consistency of teaching and learning throughout the school to raise pupils' achievements and standards.
- Make better use of assessment in lessons so that there is a better match of tasks to pupils' abilities.
- Increase levels of challenge for higher-attaining pupils.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and by the end of Year 6 pupils reach broadly average standards. Pupils enter Key Stage 1 with knowledge and skills below those expected for their age. Over the past four years standards have declined at the end of Key Stage 1. Inspection evidence shows they are now recovering. At the end of Key Stage 2 in 2007 standards were broadly in

line with national averages. In 2007 there was a drop in English standards related to writing. There were also insufficient numbers of pupils reaching the higher levels. Recent developments in the quality of teaching, and improvements in the curriculum are starting to improve pupils' progress. This is satisfactory overall. Pupils with learning difficulties and/or disabilities make satisfactory progress because of the support they receive. However, higher-attaining pupils in both key stages are not challenged sufficiently, and as a result, do not make the progress they are capable of.

Personal development and well-being

Grade: 2

Pupils have positive attitudes, enjoy school, and like their lessons and teachers. They say, 'School is fun. You learn new things and make new friends'. They particularly enjoy lessons where they feel involved, although in some lessons pupils are too passive. Pupils' spiritual, moral, social, and cultural development is a strength of the school. Pupils are thoughtful and reflective in exploring their feelings and those of others, through collective worship in class, assemblies and personal, social and health education. They are interested in learning about other faiths and cultures. They have many opportunities for this, for example through special days, which have included visits from Islamic dancers and members of the Interfaith Centre. The school council makes a positive contribution and has recently introduced a recycling scheme. Older pupils take on many responsibilities in the school and this aids their social development. The school choir visits senior citizens to sing for them. Pupils are polite and behave and work well together in class. Most parents agree with the inspection's view that the behaviour of the majority of pupils in and around school is good. Attendance is line with the national picture and the school has good strategies to encourage pupils to attend regularly. Pupils know how to stay safe, and who to turn to if they need help. They know about healthy eating and exercise and often choose the healthy options at lunchtime. Enterprise activities help older pupils to feel well prepared for the future world of work.

Quality of provision

Teaching and learning

Grade: 3

Recent strategies, including more effective ways of assessing pupils' progress, are helping teachers to improve their lessons. As a result, there are good lessons throughout the school, although some remaining inconsistencies mean that the overall impact of teaching on pupils' learning is satisfactory. Most lessons have clear learning objectives, which are shared with the pupils so that they know exactly what they are learning and why. This helps them to see why their lessons are important in helping them to make progress. Good relationships, effective organisation and interesting tasks ensure pupils' enjoyment. Good attention to developing pupils' speaking and listening skills through questioning, discussions and teamwork activities are often very effective ways of extending and developing learning. Teachers generally plan activities for pupils of different abilities. However, they do not always make enough use of their increasingly accurate assessments to plan appropriate work for individuals and groups of pupils. As a result, expectations and pace of learning are not always high enough, especially the more able, do not make sufficient progress. Marking of pupils' work clearly indicates good features and also how it can be improved. Teachers are also making greater use of targets for improvement. School support staff are experienced and dedicated and give good support to pupils in lessons, especially to those with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The school has begun a review and improvement of the curriculum and planning systems in the school. There has been a particular focus on improving pupils' basic skills and accurately evaluating pupils' progress. This is helping to create a better systematic approach throughout the school to support learning. Consequently, there are increasingly clear and detailed programmes of work for teachers to follow. Visits, visitors and a wider range of out-of-school activities enrich pupils' learning. These make a significant impact upon pupils' personal and social development. Other developments show a greater recognition of pupils' individual learning styles and importantly a greater involvement of the pupils in evaluating their own learning. Links between learning in different subjects are now being used to good effect, for example in giving more opportunities for the pupils to practise their skills, especially in writing. Pupils are very positive and say that they enjoy lessons. However, these initiatives remain at an early stage of development and have not yet been fully established or evaluated.

Care, guidance and support

Grade: 2

Caring for pupils is central to the work of the school. Pupils feel safe because of the school's good care of them. Arrangements for safeguarding pupils are in place and known to staff. Governors are regularly informed of health and safety issues. Playtime routines support vulnerable pupils and develop pupils' social skills. Pupils feel valued by their teachers, which develops their self-esteem and confidence. Those with learning difficulties and/or disabilities and other vulnerable pupils are identified by staff, through the newly developed tracking system, and effective support is put in place. The school promotes and rewards good behaviour through class traffic lights, merits, 'golden time' and whole-school assemblies on Mondays, so that pupils are keen to behave well. Parents' views of the care and support given to their children by the school are generally positive. Strong links with a range of outside agencies, including the parish priest, a local church support group and social services, ensures that the welfare of pupils and their families is given a high priority. Assessments of pupils' work are not yet used systematically enough throughout the school to ensure that every lesson helps all pupils in the class to make as much progress as they can. Pupils have targets to help them improve their work and guide them as to what needs to be done next. However, this is not yet fully embedded throughout the school.

Leadership and management

Grade: 2

The headteacher provides strong leadership with a clear focus on raising achievement. The recently revised staff teams and roles have established a common sense of purpose among staff. School leaders have an accurate understanding of the school's strengths and weaknesses, gained through thorough self-evaluation. This has provided a clear and shared understanding of the priorities for improvement and the actions needed to bring this about. These actions are starting to improve pupils' learning and progress, but have yet to be fully evaluated because some are too recent. Senior staff provide positive models to all staff in ensuring the well-being and involvement of every pupil. Governors have a good understanding of the school's strengths and weaknesses and are challenging as well as supportive. Although some parents feel that the

school's communication with them could be improved, generally good links with parents, the parish church and the wider community support the work of the school and are helping to improve pupils' learning and achievements. The accurate self-evaluation and the initial positive effects of actions to secure improvement provide the school with good capacity to improve further.

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Annex A

Inspection judgements

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| 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? | 3 |
| 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 | 3 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

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? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 2 |

¹ 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**

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 | 3 |
| 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 | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| 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 |

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

On behalf of the inspection team, I would like to thank you for being so friendly and looking after us so well during the inspection. We all enjoyed visiting your lessons, having lunch with you and talking to you.

We found that St Winefride's is giving you a satisfactory education and the changes being made by your teachers are improving it for you. You told us you enjoy school. We were impressed by how polite and thoughtful you are. Your teachers and helpers take good care of you and help you to stay safe and be healthy. We noticed that at lunchtime many of you chose the healthy fruit and vegetables. You are keen to learn about different faiths and cultures. All of this is helping you to grow up into responsible people who understand the importance of taking care of yourselves and of other people.

Your headteacher has identified the right things to do to make the school a better place for you to learn. The changes your teachers are making to your lessons are helping you to make better progress. You told us your lessons are more interesting than they used to be, especially when you have opportunities to work and talk together and to find out things for yourselves. We agree with you that visits and visitors are helping to bring your learning to life.

We have asked your headteacher to do three things to improve your learning.

- Make sure that all of you learn as quickly as you can in every class so that by the end of Year 6 you have reached high standards in all your subjects and done as well as you can.
- Make sure that your teachers give you work that builds on what you already know and can do.
- Provide extra challenges for those pupils who learn quickly to help them do even better.

We feel sure that you will continue to do your best and that you will enjoy working hard to meet these challenges.

With very best wishes for the future.