

St William's Catholic Primary School

Inspection report

Unique Reference Number	107330
Local Authority	Bradford
Inspection number	336871
Inspection dates	3–4 February 2010
Reporting inspector	John Rutherford HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Dr Barry Barton
Headteacher	Mrs Maire Wright
Date of previous school inspection	4 November 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors spent nine hours looking at learning, visiting 14 lessons and observing eight teachers and four teaching assistants. They held meetings with senior and middle leaders, governors, the School Improvement Partner, groups of pupils and a small number of parents. They observed the school's work and looked at pupils' books, information about pupils' progress and attendance, evaluation reports, improvement plans and many other management documents. Inspectors also analysed 31 questionnaires from parents, 42 from pupils in Key Stage 2 and three from staff.

The inspection team reviewed many aspects of the school's work. It looked in particular at whether the school had made sufficient improvement in the following areas since the previous inspection:

- pupils' standards and progress, especially in science
- the school's actions to improve attendance and their impact
- the use of assessment to help pupils to improve their progress
- the work of leaders at all levels in improving teaching, learning and pupils' progress.

Information about the school

When the school was inspected in November 2008, it was judged to require significant improvement in relation to achievement and standards. It was given a notice to improve. Her Majesty's Inspector monitored the school in June 2009 and reported that it was making satisfactory progress in securing improvement.

This is an average size school drawing pupils from a number of areas, many of which experience aspects of considerable social and economic disadvantage. The proportion of pupils who are eligible for a free school meal is higher than in most schools. The percentage of pupils with special educational needs and/or disabilities is above average. A very high proportion of pupils are from a minority ethnic background and many are at an early stage of learning English. The Early Years Foundation Stage provision comprises a Nursery and a Reception class. All classes have new pupils arriving throughout the year. The school has gained the Active School Award and the Healthy Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has made rapid improvement since the previous inspection. It now provides a good quality of education and pupils' achievement has improved from being inadequate to good. Staffing turbulence has reduced considerably in the past year and teaching is now consistently good or better in almost all classes. The headteacher and recently promoted deputy headteacher provide a very strong drive to improve the achievement of all groups of pupils. They have introduced new approaches to assessment which help teachers to plan work that accurately meets the wide range of pupils' learning needs. A new governing body has made an exceptionally strong contribution to the school's improvement.

When children start in Early Years Foundation Stage their skills and knowledge are well below those typical for their age. They make good progress within a stimulating and well-organised setting. They constantly use the outdoor play area; however, it provides limited opportunities to extend learning in all areas of the curriculum, especially physical development. Pupils who stay in the school continue to make good progress and reach standards that are broadly average by the time they leave Key Stage 2. Progress in science has improved considerably since it was identified as a cause for concern in the previous inspection. This is because most teachers have developed a consistently effective approach to promoting learning through well-planned practical investigations.

The many pupils who are at an early stage of learning English, or who have special educational needs and/or disabilities, make good progress because their individual needs are quickly identified and well-tailored programmes of support are provided. The support for these pupils relies to a great extent on external support, which is of good quality but at fixed times during the week. The school is at an early stage of developing expertise within its own team of teachers and teaching assistants to ensure that the required support is threaded through all aspects of the pupils' work.

The school's motto 'Christ at our heart' underpins their very effective approach to promoting pupils' personal and social development. Staff encourage pupils of all faiths to share their experiences and this enriches the quality of learning about the universal principles for harmonious living within a diverse society. As a result, pupils' spiritual, moral, social and cultural development is outstanding. The school has worked very hard since the previous inspection to improve attendance, using many innovative approaches. This has been effective, particularly in reducing the number of persistent absentees, however, attendance overall remains below average. The school has introduced new methods for working more closely with families, but it is not yet exploiting these fully to

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reduce unnecessary absence further.

The school has strengthened leadership at senior and middle levels, although some leaders are very recently appointed and at an early stage in developing their roles. The headteacher, deputy headteacher and governors rigorously analyse strengths and weaknesses in pupils' achievement and this leads to action which quickly brings about improvement where it is most needed, for example, in science. This demonstrates their good capacity to bring about further improvement in the future.

What does the school need to do to improve further?

- Raise standards in English, mathematics and science by:
 - developing the role of new senior and middle leaders so that they make a greater contribution to improving teaching and pupils' progress
 - improving the expertise of teachers and teaching assistants to increase the school's capacity for meeting the wide range of needs among all groups of pupils.
- Improve attendance by:
 - engaging the support of the Parents' Council in promoting good attendance to all groups of parents
 - giving the Parent Involvement Worker a more significant role in identifying and removing barriers to good attendance
 - developing the school's partnership with locally based support services to work with families whose children are poor attenders.
- Improve learning in the Early Years Foundation Stage by enhancing outdoor provision for all areas of the curriculum, especially physical development.

Outcomes for individuals and groups of pupils

2

In 2009, standards dipped from the broadly average levels of previous years to significantly below average. This dip does not reflect a decline in the school's effectiveness. It was due to the fact that a very large proportion of the pupils in Year 6 had only recently been admitted, and many were at an early stage of learning English. Teachers have clear evidence that these late entrants made good progress, especially in language development, but it was not sufficient to help them achieve the expected standards for their age during the short time they were in school. Published data and school records show that most pupils who had been in school for a significant period made better than expected progress and achieved the standards expected of them. Pupils who are new to English make good progress because many lessons extend their vocabulary and speaking skills and, in addition, they receive well-planned support. Pupils with special educational needs and/or disabilities achieve well because their additional support is often linked to interesting practical activities such as gardening. Higher attaining pupils make good progress because the vast majority of lessons include

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suitably challenging activities for them.

Pupils' good behaviour makes a strong contribution to their progress in lessons and their enjoyment of school. They learn very effectively when discussing their work in groups. Pupils from a wide range of backgrounds work together harmoniously and they say that they feel safe from bullying or racist behaviour. They are making good progress in developing skills and attitudes for their future well-being, for example, working independently on problems and effectively applying their literacy, numeracy and computer skills to different contexts.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Most teachers plan their lessons well to ensure that pupils do not become inattentive by having to sit and listen for long periods of time. Pupils' progress is best in those lessons where the emphasis is on interesting practical activity. Teachers use assessment effectively during lessons to give pupils more help when needed. The quality of marking has improved significantly since the previous inspection and now gives pupils very clear information about how well they have met objectives and how they can improve further.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The curriculum imaginatively links subjects together as themes which increases the motivation of pupils. A particular strength is the way these themes extend communication, language and literacy skills. Pupils' work in school is often enhanced by visits to places of interest and visitors to the school. The school ensures that the curriculum meets the needs of all groups of pupils, one good example being the extra-curricular science club which provides challenging activities for higher attaining pupils.

Effective arrangements are in place to support vulnerable pupils and their families including those who are new to the school and to England. A Parent Involvement Worker has recently been appointed to further strengthen this work. The school works well with external partners to meet the needs of individual pupils, for example, the diocese provides counselling when required.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, deputy headteacher and governors communicate high expectations for the progress of every pupil in the school. This is reflected in their challenging targets for raising standards in the future. Staff share the ambitions of their leaders and work very hard as a united team to achieve them. Senior leaders use the information gained from regular lesson observations and through analysing records of pupils' progress, to guide teachers on improving their work further. This contributes significantly to the consistency of good teaching across the school. A well-planned programme of professional development is quickly enabling newly qualified teachers to make a strong contribution to the school's improvement.

The governing body's outstanding contribution stems from their aim to make sure that every teacher knows how to help each pupil to make good progress. This underpinned the strong support they gave to senior leaders for the introduction of their very effective progress monitoring system. They use the information from this, and from published data, to ask probing questions about the progress of groups of pupils and what can be done to improve it further.

The school provides a range of activities for helping parents to understand how they can support their children's learning. During the inspection, for example, many parents visited the school and observed their children in lessons. A recently appointed Parent Involvement Worker gives parents very helpful guidance on such areas as 'money

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matters' and the external support services available to them. A newly formed Parents Council has almost met its aim of representing all groups of parents in discussions with senior leaders and governors. They are currently giving very useful support to the school by promoting the behaviour code to all parents.

The school's equal opportunities strategy is based on welcoming and valuing all pupils whatever their needs and background, and on adopting a meticulous approach to removing any barriers to learning they might have. This is closing the wide gaps in standards between different groups. The curriculum includes strands specifically aimed at promoting community cohesion, which contribute to the school being a cohesive community and to pupils having a good understanding of how to live harmoniously in a diverse society. Arrangements for keeping pupils safe are in place and the governors keep them closely under review. The school has acted on parents' views about such matters as road safety around the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress from their low starting points because of the high quality of their learning activities. These activities accelerate children's learning and development because they are planned using information from detailed observation and analysis of children's achievements. The opportunities for children to explore new experiences independently are very good, for example, when they use a range of electronic equipment to listen to music and stories from other cultures. Teachers provide many stimulating experiences to promote children's communication, language and literacy, which help them to make very good progress in this aspect of their learning.

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Children also make good progress in their personal and social education, especially cooperating with others.

Early Years Foundation Stage leaders have brought about rapid improvement in provision and children's outcomes during the past year. This track record of success along with their accurate self-evaluation and sharply focused planning, show that they have a good capacity to bring about further improvements in the future. The children benefit from a stimulating environment in which safeguarding and welfare arrangements are emphasised.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who completed the inspection questionnaire, and who spoke to inspectors during open day, are supportive of the school. A very small minority of those who completed the questionnaire expressed some concern about their children's progress, how the school deals with unacceptable behaviour, the leadership and management of the school and the school's partnership with parents. The inspection evidence indicates that these are not significant causes for concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St William's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	39	16	52	3	10	0	0
The school keeps my child safe	15	48	15	48	0	0	0	0
The school informs me about my child's progress	10	32	17	55	1	3	1	3
My child is making enough progress at this school	6	19	17	55	7	23	0	0
The teaching is good at this school	10	32	17	55	2	6	2	6
The school helps me to support my child's learning	9	29	11	35	6	19	3	10
The school helps my child to have a healthy lifestyle	9	29	19	61	1	3	1	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	23	14	45	3	10	1	3
The school meets my child's particular needs	6	19	18	58	5	16	1	3
The school deals effectively with unacceptable behaviour	7	23	15	48	7	23	0	0
The school takes account of my suggestions and concerns	6	19	15	48	7	23	0	0
The school is led and managed effectively	7	23	10	32	8	26	2	6
Overall, I am happy with my child's experience at this school	8	26	16	52	6	19	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 February 2010

Dear Pupils

Inspection of St William's Catholic Primary School, Bradford, BD8 9RG

Thank you very much for helping me with the inspection of your school when I recently visited with my inspector colleagues. You gave us some valuable information in your questionnaires and when you spoke to us.

I am very pleased to tell you that your school no longer needs a notice to improve. In fact, it has improved so much over the past year that it now provides you with a good education. You have played an important part in this because you work so hard in lessons. You pay attention and you learn much by good discussion and practical work in groups. Your behaviour is good and you all get on very well together in school. You know your targets and you work hard to achieve them. All the staff work very hard to give you an interesting education that enables each of you to make good progress, and this is helping you to enjoy school.

Your headteacher and governors want to improve the school even more for you and we have agreed with them what they need to do:

- there is still room for some of you to improve your achievement in English, mathematics and science, so the staff are going to improve their skills in giving you support when you need it
- your attendance at school has improved but, for some of you, it is still not quite good enough. The school is going to look at new ways of persuading you and your families that it is really important to go to school regularly
- for the youngest children, the school is going to make the outdoor play area a much more exciting place to learn.

Your job in this is to keep working hard and never stay away from school unless you really have to.

Yours sincerely

John Rutherford

Her Majesty's Inspector

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