

# Ss Peter and Paul Catholic Primary School, Yeadon

## Inspection report

---

<b>Unique Reference Number</b>	108017
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	337006
<b>Inspection dates</b>	27–28 April 2010
<b>Reporting inspector</b>	Brenda Clarke

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

---

<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 of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jeff Mills
<b>Headteacher</b>	Mr Thomas Robertshaw
<b>Date of previous school inspection</b>	26 June 2007
<b>School address</b>	Crofters Lea Off New Rd Yeadon LS19 7HW
<b>Telephone number</b>	0113 2503540
<b>Fax number</b>	0113 2503540
<b>Email address</b>	ssppyeadon@leedslearning.net

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	27–28 April 2010
<b>Inspection number</b>	337006

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 15 lessons, observed eight teachers, and held meetings with parents, groups of pupils, governors, senior managers and staff. They observed the school's work and looked at a range of evidence including pupils' work, the school's records indicating pupils' attainment and progress over time, a range of school policies and the school improvement plan. The inspectors also analysed 68 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well different groups of pupils achieve, particularly the more able pupils, girls' achievement in mathematics and boys' in writing
- the effectiveness of the newly introduced creative curriculum
- pupils' understanding and appreciation of communities different from their own
- the quality of all leadership and its ability to ensure continuing improvement
- the quality of pupils' personal development and their care, guidance and support.

## Information about the school

Ss Peter and Paul Catholic Primary School is broadly average in size. The proportion of pupils who are known to be eligible for free school meals is well below average, as is the number of pupils who have special educational needs and/or disabilities. Most pupils are of White British heritage, with no pupil at an early stage of speaking English. A private provider runs a before- and after-school club in close proximity to the school.

The school has received the Activemark, Healthy Schools Award and the Stephen Lawrence Award. It has Investor in People and Investor in Pupils status.

**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

This is a good school. It has significant strengths. The Catholic values underpin school life so that pupils' personal development is outstanding. Pupils' behaviour is exemplary. Outstanding care, guidance and support, greatly appreciated by parents and carers, ensure that pupils feel extremely safe. One pupil mirrors others' views when saying, 'There is always someone to talk to when you have a problem.' Pupils' enjoyment of school is outstanding. They especially appreciate the creative curriculum that includes many exciting activities and enriching visits. Pupils have an outstanding understanding of healthy lifestyles and take part in an extensive range of extra-curricular activities. Pupils enter Year 1 with skills above those expected for their age. They make good progress overall to maintain standards that are above average in reading and writing and average in mathematics by the end of Year 2. Good progress continues so that by the end of Year 6 attainment is above, and in a minority of cases well above average, in English and mathematics. The school's analysis indicates that, overall, boys achieve less well in writing and reading than in mathematics and that a significant number of girls lack confidence and achieve less well in mathematics than in reading and writing. This goes some way to explaining why pupils' standards in mathematics lag behind other subjects at the end of Year 2.

Good-quality teaching and learning contribute significantly to pupils' good progress. Teachers' very effective skills in behaviour management ensure that lessons run smoothly. Basic skills are taught effectively, preparing pupils well for their next stage of education. In the outstanding lessons observed, teachers planned stimulating lessons that grabbed pupils' attention and ensured that no time was wasted. In other lessons teachers did not consistently use assessments effectively to plan work that closely matched pupils' differing abilities. High-attaining pupils were not always consistently challenged to reach their full potential.

The school is well led and managed. The headteacher and deputy headteacher have successfully created a united team strongly focused on improving provision further. Rigorous evaluation and tracking of pupils' progress is resulting in good improvements, especially in pupils' writing. Governors give outstanding support and challenge. Significant improvements since the last inspection, particularly in developing a rich curriculum and in further enhancing pupils' personal development and safety, give the school a good capacity to improve further.

## What does the school need to do to improve further?

- Further improve pupils' attainment in English and mathematics by:

**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

- continuing to develop strategies that motivate boys to write for a variety of purposes
- developing strategies to raise girls' confidence in mathematics
- ensuring that high-attaining pupils extend their learning and receive suitable challenge in all lessons.
- Improve the quality of all teaching to that of the best by:
  - ensuring that assessment is used consistently and effectively to provide work that closely matches pupils' differing needs
  - ensuring that all lessons run at a good pace and that no time is wasted
  - focusing more closely in lesson planning on learning outcomes for different groups of pupils
  - ensuring that monitoring and evaluation of teaching and learning focuses more rigorously on the quality of pupils' learning in lessons.

**Outcomes for individuals and groups of pupils****1**

Pupils are very enthusiastic learners, listen extremely attentively and persevere well in lessons. Pupils develop very good relationships and work well in pairs or small groups. They use and share resources responsibly. Overall progress is good, but is uneven because of inconsistencies in the quality of teaching. In a minority of lessons pupils work at a satisfactory rather than a rigorous pace because they are not sufficiently challenged or given challenging timescales for completing their work. The school has recently developed effective strategies to address some boys' lack of enthusiasm as writers, for example devising topics such as space travel or providing interventions to develop reading and writing skills. This is successful and evidence suggests that more boys are now attaining the higher levels in national tests. In some mathematics lessons girls are often reticent to answer questions so that boys take a more dominant role. Pupils with special educational needs and/or disabilities make good progress due to the carefully targeted support they receive.

Pupils really enjoy school and this results in very high attendance. They willingly take on additional responsibilities, for example as members of the school council, lunchtime helpers and play leaders. Pupils develop a strong spiritual awareness enabling them to reflect deeply about their actions. They support others very well and display high moral values, such as tolerance and empathy. As pupils move through the school they develop good basic skills, especially in information and communication technology. These attributes equip pupils extremely well for the next stage of education. Pupils have an exceptionally good understanding of how to stay safe and protect themselves, both in school and in their private lives.

*These are the grades for pupils' outcomes*

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Teaching and learning are good and have many strengths that support pupils' effective achievement. Teaching seen during the inspection ranged from satisfactory to outstanding and was consistently of the highest quality in Year 6. Teachers have good subject knowledge, know their pupils well and have high expectations for behaviour and attitudes to learning. Where teachers spend too much time delivering whole-class introductions pupils have insufficient time to complete their work and progress slows. Knowledgeable teaching assistants are used very effectively to target and support pupils whose circumstances make them vulnerable. This contributes to these pupils' good achievement. Target-setting strategies are becoming embedded, giving pupils greater understanding and ownership of their learning. New technologies are well established and used effectively in lessons.

The overall quality of the curriculum is good and there are aspects which are outstanding. Extra-curricular provision and enrichment are outstanding and offer all pupils the widest of range of opportunities to participate in sporting, musical and cultural activities. The curriculum meets the needs of pupils well and promotes considerable enjoyment in learning. The newly introduced creative curriculum brings learning alive for pupils because new topics are introduced in exciting ways and pupils are involved in planning work that excites and motivates them. The curriculum is very relevant because it dovetails learning, enabling pupils to use their skills across a range of subjects. The

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

**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

new curriculum has had too little time to have an impact on raising attainment, but it has fired pupils' enthusiasm for learning.

The quality of care, guidance and support is outstanding. Pupils feel extremely secure and say there is no bullying. A well-organised pastoral team, including a learning mentor and very effective teaching assistants, provides tailored individual intervention and support. This enables pupils to thrive. Outside agencies are also used very effectively to give additional support and expertise. Transition arrangements are good overall and excellent when preparing Year 6 pupils for secondary school. Pupils receive good academic guidance through rigorous marking and carefully devised and negotiated personal targets.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The headteacher and senior leadership team convey high expectations and provide a strong steer for the school. Rigorous, honest evaluation of provision means that the school knows itself well and is clearly focused on driving improvement. All leaders work as a united team and channel their efforts towards a common purpose. Staff are thoughtfully deployed to maximise pupils' learning and progress. Target setting is accurate and used effectively to raise standards and to improve provision. Consistent monitoring and evaluation of teaching and learning enables leaders to gain an accurate picture of provision, but they are sometimes insufficiently focused on the learning outcomes for different groups of pupils in lessons. Governors maintain a very high profile in school life and are actively involved in planning for the new school.

Safeguarding procedures are rigorously upheld and monitored and all statutory requirements are met. Outstanding partnerships with other schools and agencies contribute significantly to the school's provision. Links with parents and carers are good and the recently formed Focus Group is enabling parents and carers to have a more active voice in the decision-making process. The school works diligently to ensure equal opportunities so that all pupils are fully included and their differing pastoral needs met. The school has begun a comprehensive programme of visits and visitors to a diverse range of communities that contributes well to community cohesion.

*These are the grades for leadership and management*

**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

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

## Early Years Foundation Stage

Effective leadership and management ensure that children in the Reception class receive a good start to their education and achieve well. Parents and carers say that effective transition arrangements help children to settle quickly. Very good adult role models, together with excellent relationships and extremely good care and nurture, enable children to make outstanding progress in their personal development. Hence children develop very good attitudes to learning and behave very well. This ensures a firm foundation for future learning. Most children enter the Reception class with skills in line with those expected for their age. Basic skills are taught well so that children make good progress, particularly in early writing, reading and counting. The majority exceed the levels expected for their age in most aspects of their learning on entry to Year 1.

Teaching is good and ensures a good mix of teacher-led and independent activities. Good use of assessment enables the teacher to plan work that closely matches children's differing needs and facilitates adaptation and change where relevant. Carefully targeted interventions, such as a new writing programme, promote children's better attainment. The curriculum is good, giving children a wide variety of interesting experiences. Opportunities are missed to ensure that the good learning opportunities planned in the classroom are replicated in outdoor provision. This limits opportunities for children to reinforce their learning when working outdoors.



**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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A very large majority of parents and carers are very positive about their children's education. All are happy with their children's experience at school. They all agree that their children enjoy school and that the school keeps children safe. The vast majority of parents and carers say that teaching is good and that the school prepares children well for the future. A few parents and carers disagreed that the school informs them about their children's progress. Inspection findings found no evidence to support this.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ss Peter and Paul Catholic Primary School, Yeadon 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	66	22	32	0	0	0	0
The school keeps my child safe	53	78	15	22	0	0	0	0
The school informs me about my child's progress	28	41	38	56	2	3	0	0
My child is making enough progress at this school	30	44	37	54	1	1	0	0
The teaching is good at this school	43	63	24	35	0	0	0	0
The school helps me to support my child's learning	29	43	37	54	1	1	0	0
The school helps my child to have a healthy lifestyle	41	60	27	40	0	0	0	0
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)	28	41	37	54	0	0	0	0
The school meets my child's particular needs	40	59	27	40	1	1	0	0
The school deals effectively with unacceptable behaviour	24	35	43	63	0	0	1	1
The school takes account of my suggestions and concerns	28	41	35	51	3	4	0	0
The school is led and managed effectively	40	59	26	38	1	1	1	1
Overall, I am happy with my child's experience at this school	43	63	25	37	0	0	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



29 April 2010

Dear Pupils

Inspection of Ss Peter and Paul Catholic Primary School, Yeadon, Leeds, LS19 7HW

I would like to thank you for the very warm welcome you gave the inspectors on our recent visit to your school. We enjoyed talking with you and finding out about your work and the ways you help around the school.

Yours is a good school with many special features and I understand why you enjoy it so very much. You particularly enjoy your new curriculum and the exciting activities that this includes. You behave very well in lessons and around the school. This shows how polite and sensible you are. You listen carefully and really care about your teachers and other children. Your school takes very good care of you. You tell us that you feel very safe and that there is no bullying. Most of you lead really healthy lifestyles and take part in lots of out-of-school activities. Well done!

You make good progress in most lessons. I have asked your headteacher, the staff and governors to make sure that all your teachers always plan work that caters for all your differing needs and to find even more ways for sorting out the problems that some of you have in mathematics and writing.

Thank you once again for two really enjoyable days in your school and very best wishes from all the inspectors.

Yours sincerely

Mrs Brenda Clarke

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**