

# St Clare's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	107325
<b>Local authority</b>	Bradford
<b>Inspection number</b>	377570
<b>Inspection dates</b>	10–11 January 2012
<b>Lead inspector</b>	Katharine Halifax

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 of pupils on the school roll</b>	152
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Willis
<b>Headteacher</b>	Susan O'Brien
<b>Date of previous school inspection</b>	13 December 2006
<b>School address</b>	Fagley Road Fagley Bradford BD2 3JD
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## Introduction

Inspection team

Katharine Halifax

Maureen Hints

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed eight teachers teaching 13 lessons, of which two were joint observations with members of the senior leadership team. Meetings were held with groups of pupils, representatives of the governing body, parents and carers, and school staff, including senior managers. The inspectors observed the school's work and looked at a number of documents, including the school development plan, the safeguarding and equality policies, and minutes of the meetings of the governing body. They heard pupils from Years 1, 2 and 6 read, and analysed 48 parental and carers' questionnaires. They also analysed others completed by pupils and staff.

## Information about the school

This smaller than average-sized primary school serves an estate towards the centre of the city. Just over a half of the pupils are of White British heritage. Many pupils are of Pakistani or Indian heritage, others are of Black Caribbean heritage. There are an increasing number of pupils from Eastern Europe who speak English as an additional language. They are new to the country and join the school with little or no English. The proportion of pupils with special educational needs and those with disabilities varies considerably from year-to-year, and is above average overall. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils joining or leaving partway through their primary education is higher than found typically. By Year 6, pupils' attainment has been above government floor standards, which set the minimum expectations for attainment and progress, for the last three years. The school has achieved the Investors in People and the Investors in Pupils awards, the Activemark and Healthy School status. The school has undergone extensive building work during the past 12 months. This has necessitated the use of temporary classrooms and outside cubicle toilets. The governing body has responsibility for before- and after-school care in the St Clare's Fun Club.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of children</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of children</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. In addition to enabling pupils to make good progress academically, outstanding provision for spiritual, moral, social and cultural development enables pupils to make very good gains in their personal development.
- Achievement is good. The skills of children entering the school are well below those typical of their age. Children make good progress in the Reception class and through Key Stage 1 so by the end of Year 2 attainment is broadly average. Pupils make good progress in Key Stage 2, though this is not always reflected in national test results, which currently show average attainment. This is because a significant number of pupils join the school late in their primary school career. While learning in Key Stage 2 is good, some pupils lack confidence in their mathematical abilities and do not always make the same progress in mathematics as they do in reading and writing.
- Behaviour is good and pupils have a good understanding of keeping safe. The school has justifiably gained a reputation for its work with pupils with emotional and behavioural difficulties, and those with mental health issues. These pupils respond particularly well to the provision. Pupils enjoy learning, but they are not always clear about how to improve their work.
- Teaching is good. The teamwork between teachers and support staff is strong. Teachers have a good understanding of most subjects, but some lack confidence when teaching mathematics. This is evident in their planning.
- Leadership and management are good. The school is a harmonious, cohesive community where all are valued. Rigorous tracking systems enable staff to identify gaps in learning and set challenging targets. Leaders have responded well to the changing population, ensuring equality of opportunity for all. Their efficient management of the substantial building work has enabled the school to run with minimum disruption to learning.

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

- Accelerate the rate of learning for pupils in Key Stage 2 in mathematics, by:
  - increasing staff knowledge and confidence
  - being clear about what pupils will learn in each lesson, especially in individual and group work
  - ensuring tasks are carefully matched to pupils' abilities
  - providing more opportunities for pupils to solve problems
  - widening opportunities for pupils to extend their mathematical skills in other subjects.
  
- Ensure pupils fully understand what they will learn and how they can improve their work, by:
  - making lesson objectives more precise
  - when marking books, identifying the next stage in pupils' learning
  - involving pupils more in evaluating their learning.

## Main Report

### Achievement of children

Inspection findings endorse the views of parents and carers that their child is making good progress. Most of the children entering the Reception class have limited social skills, and very little communication, language and literacy skills. Through the good indoor and outside provision their social skills come on in leaps and bounds, as does their counting and reading. While learning is good overall, their attainment in writing, in shape, space and measures, and in their knowledge and understanding of the world is not as advanced. Pupils' progress in reading goes from strength to strength in Key Stages 1 and 2. By the end of Year 2, attainment in reading is average with pupils reading simple texts and acquiring strategies to make sense of new words. By Year 6, reading is above average, setting pupils in good stead for their transfer to secondary education. Pupils' success in mathematics in Key Stage 2 is held back by their ability and lack of confidence in using their mathematical knowledge to solve problems. Considerable efforts have been made to raise the attainment of boys of White British heritage in writing. First-hand experiences, a new library and boy-friendly topics have been successful in gaining boys' interest. However, some boys still do not enjoy writing, but the use of hand-held computers to record their ideas is aiding progress. Attainment by the end of Year 6 is affected by the numerous changes in class groups. For example, of the 2011 group, nine of the 27 pupils joined the school during Key Stage 2.

Leaders have worked hard to ensure pupils of all capabilities make similar progress. Through very good provision for pupils with special educational needs and those with disabilities, these pupils make greater progress than would be expected. Similarly, through a well-thought-out programme, pupils who speak English as an additional language are quickly helped to take an active part in lessons. Pupils who have a gift or talent are helped to further their skills, though this is most successful where teachers provide challenging activities from the start rather than just additional activities.

## Quality of teaching

Inspection findings endorse parents' and carers' views that teaching is good. Teachers plan their lessons conscientiously. The planning for literacy is good, but that for mathematics is not always sufficiently focused so pupils are not always clear about what they will learn. Furthermore, the planning for individual and group activities in this subject sometimes tends to state the task to be undertaken rather than identify through precise objectives the knowledge and skills pupils will acquire. Tasks in these lessons are not always well matched to pupils' different abilities. Teachers conduct their lessons at a lively pace, making effective use of resources and support staff. They adapt their style well to match the needs of pupils. Questions are targeted to include and challenge all abilities, and care is taken to ensure pupils unfamiliar with the English language understand their work. This is improving pupils' speaking, listening and reasoning.

Through classroom routines, and careful consideration, teachers endeavour to promote pupils' spiritual, moral, social and cultural development in all lessons. For example, older pupils compiling their autobiography gave particularly thoughtful, and sometimes poignant, reasons as to why an artefact brought from home was important in their life story. Classrooms are organised well with displays contributing to learning. The management of pupils with complex behavioural needs or mental health issues is outstanding, enabling lessons to be conducted with minimum disruption. Teachers are skilled when promoting pupils' literacy skills in other subjects. For example, in religious education, when recording a diary entry for the story of Zacheus, pupils were expected to write to the same standard as in their English books. However, opportunities are missed to further mathematical knowledge in other subjects. Teachers ensure lessons are enjoyable and fun. This enabled, for example, the mystique to be taken out of working with decimals that had presented a problem to some pupils. Assessment is good and used effectively to further learning. However, while teachers mark pupils' work regularly and praise their efforts, little indication is given as to how pupils might improve their work, or the next stage of their learning. This reduces the progress of some pupils. Pupils are not often involved in evaluating their own learning.

## Behaviour and safety of children

Parents and carers generally agree that pupils' behaviour is typically good. The behaviour of the majority is impeccable. Those who arrive at the school with identified emotional and behavioural needs make great strides in managing their behaviour. Pupils say behaviour is good, and are fully conversant with the 'behaviour pyramid' and their teachers' expectations, endeavouring to stay at level zero, 'respecting others and behaving safely'. There have been no exclusions since the last inspection. Pupils care for each other and keep a special eye out for those pupils whose circumstances may make them most vulnerable. They respond exceptionally well to the provision for their spiritual, moral, social and cultural development. Through clubs, visits, residential sessions and work in personal, social and health education, they are prepared well for life. They have a good understanding of, for example, right and wrong, their rights and responsibilities, and how they can make a valuable contribution to society. A small number of parents and carers made

comments about bullying. Pupils say they feel safe in school and that incidents of bullying are rare and are dealt with quickly. School records identify a small number of cases of name calling that were dealt with quickly and appropriately, and have not been repeated. Pupils' attendance is good. Pupils are keen to learn and achieve.

## **Leadership and management**

Leaders at all levels are determined in their pursuit of school improvement. Professional training for teachers, support and administration staff is used well to raise attainment. Areas of underachievement such as writing have been tackled head on. Useful systems to record achievement are analysed well to track pupils' progress and to ensure there are no gaps in learning. Members of the senior leadership team provide good models as classroom practitioners to their colleagues. Leaders know the school well and have a proven track record in improving the school. Self-evaluation is accurate and staff are clear about what is needed to raise attainment further. The good teaching, alongside staff-knowledge and enthusiasm, gives the school good capacity to continue to improve. Leaders provide good guidance for parents and carers, including workshops to help them become more involved in their child's education. The most recent training in internet safety was well attended and of benefit to pupils and adults alike.

Governance is good. Members of the governing body are not afraid to question planned actions, or the reasons for differences in national test results. They have used the budget efficiently to maintain single-age classes and to have classroom support where it is most needed. The governing body provides quality before- and after-school care in 'Fun Club', which has brought about improvement in punctuality and attendance. Good procedures are in place to ensure all adults have an in-depth understanding of safeguarding pupils. Effective links with a wide range of health and other professionals ensure the well-being of the high proportion of pupils whose circumstances may make them vulnerable. The appointment of a learning mentor gives valuable support to pupils who are experiencing difficulties either in school or at home. Leaders work passionately to promote equality of opportunity and celebrate diversity. They are successfully remedying disparities in attainment between different groups and are effectively closing the gap between subjects.

The curriculum is good and matched to pupils' needs. The focus on literacy and numeracy has seen an upward trend in attainment. The introduction of the 'creative curriculum' has produced numerous benefits. Pupils in Key Stage 2 say how excited they are by the chosen topics, and how much they enjoy working with pupils from other classes. The mixing of the year groups has been especially beneficial to the most-able younger Key Stage 2 pupils, stretching their knowledge and thinking as they work alongside older pupils. The curriculum provides outstanding opportunities for pupils' spiritual, moral, social and cultural development. An excellent programme is in place for personal, health and social education. Pupils are given first-rate opportunities to appreciate diversity and community cohesion. Christians, Hindus and Muslims work together in harmony. They show tremendous respect for the beliefs and traditions of each other. Through charitable work and links with Africa, pupils comment how lucky they are to be born in Bradford.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
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 children. 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the child's work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which children are learning in lessons and over longer periods of time. It is often measured by comparing the children's attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



12 January 2012

Dear Pupils

### **Inspection of St Clare's Catholic Primary School, Bradford, BD2 3JD**

First may I say what an enjoyable time my colleague and I had when we visited your school. Thank you for talking to us and for showing us around your school. We feel you have coped extremely well with all the disruption caused by the building of the new classrooms and toilets. We especially enjoyed hearing all about your visits and your achievements. It was clear from our chats and the questionnaire replies we received from you and your parents and carers that you enjoy school, and think that you are safe and well cared for.

Your school provides you with a good education. As the result of good teaching and an imaginative curriculum your achievement is good. You receive very good care and support, especially those of you who have problems in your lives or who have special educational needs and/or disabilities. As well as working hard, you have a positive attitude to everything the school offers. You enjoy lessons, clubs and visits out of school. You are well behaved. The improvements are happening because you have good far-sighted leaders.

Here are some areas we have asked your leaders to consider to make your school better.

- Those of you in Key Stage 2 make good progress in reading and writing; now you need to make similar progress in mathematics.
- We would like you to have a better understanding of what you have learned and how to make your work even better.

We know you will do all you can to help your teachers and wish you every success in your future.

Yours sincerely

Katharine Halifax  
Lead inspector

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