

St Clare's Catholic Primary School

Fagley Road, Fagley, Bradford, West Yorkshire, BD2 3JD

Inspection dates 12–13 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Progress across school is not consistently good. By the end of Year 6 not enough pupils make expected or better progress in mathematics.
- In 2013, attainment at the end of Year 6 was below average in reading and well below average in mathematics. Attainment at the end of Year 2 in 2013 was well below average in reading, writing and mathematics.
- Teaching is not consistently good and is not yet leading to all pupils achieving well.
- Some teachers have low expectations of what pupils can achieve and give them work that is too easy. Pupils do not always learn as well as they could and do not behave consistently well.
- Marking in mathematics does not always provide clear guidance to pupils on how to improve their work.
- Senior leaders' checks on the quality of teaching do not focus enough on how well pupils are learning. As a result, teaching and achievement are not good.
- Subject leaders for English and mathematics do not check on the quality of teaching and learning often enough. Consequently, they have not made a significant contribution to school improvement.

The school has the following strengths

- The school's own information shows that progress is improving, especially in Year 2, Year 5 and Year 6.
- The headteacher and governors have high ambitions for the school. They have managed the recent staffing changes well and pupils' progress is beginning to improve.
- Pupils say that they feel safe and parents agree. The school's work to keep pupils safe is good.
- Pupils' spiritual, moral, social and cultural development is promoted very well and flows through all aspects of the school's work.

Information about this inspection

- The inspectors observed 12 lessons taught by eight teachers. Two lessons were observed jointly with the headteacher.
- The inspectors met with pupils from Years 2, 3, 4, 5 and 6, the headteacher, members of the governing body, staff with particular responsibilities and the local authority representative.
- The inspectors listened to pupils in Year 1 and Year 6 read.
- The inspectors took account of Parent View, Ofsted's on-line questionnaire and the school's recently completed parent questionnaires as well as having informal discussions with parents at the start of the day.
- The inspectors observed the school's work and analysed a range of documents and policies, including the school's view of its own performance, the school improvement plan, information about pupils' progress, attendance records, safeguarding documents, performance management documents and a sample of pupils' work in writing and mathematics.

Inspection team

Mark Randall, Lead inspector

Additional Inspector

Paul Spray

Additional Inspector

Full report

Information about this school

- This is smaller than the average sized primary school.
- The proportion of pupils eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, in local authority care and those with a parent in the armed services) is well above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action plus or a statement of special educational needs is above average.
- An above average proportion of pupils (just under a quarter) speaks English as an additional language.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection there have been a number of staffing changes, including the appointment of a new headteacher in September 2012 and deputy headteacher in February 2103. A new Chair of the Governing Body was appointed in September 2013.
- The school runs a breakfast club each day.
- The school is part of the 'Bradford and Keighley Catholic Partnership' and works closely with local schools as part of a 'local area partnership.'

What does the school need to do to improve further?

- Improve the quality of teaching to good or better to raise achievement in both Key Stage 1 and 2, especially in mathematics, by making sure that:
 - all teachers have high expectations of what pupils can achieve and how they should behave, and give them clear instructions at the start of lessons
 - work is pitched at the right level for all groups of pupils, so all work hard and behave well
 - teachers check pupils' understanding in lessons and make changes when necessary, so that all pupils make good progress
 - marking clearly identifies the next steps in pupils' learning and helps them to improve
 - pupils are given more opportunities to practise and apply their mathematical skills by solving problems.
- Improve the effectiveness of leadership and management by making sure that:
 - senior leaders' checks and feedback to teachers on the quality of teaching are focussed more sharply on the learning and progress that pupils make in lessons
 - the skills of the English and mathematics leaders are developed so they can make effective checks on the quality of teaching in their areas and challenge their colleagues to teach consistently well.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress across the school is inconsistent and not fast enough, especially in mathematics. Pupils' progress is faster in Years 2, 5 and 6 as a result of the good teaching that they now receive.
- By the end of Year 6 not enough pupils make expected or better progress in mathematics. Consequently, attainment is well below average and has been for the last two years. Pupils are not given enough opportunities to practise using their mathematics skills to help them to solve problems. Furthermore, in some classes the work they are given is too easy.
- Attainment in reading by the end of Year 6 fell from broadly average in 2012 to below average in 2013. Evidence gathered indicates that attainment is on track to improve this year. Pupils say that they enjoy reading and read with fluency and expression. They choose a range of books from the school's well-stocked library to help them to practise and improve their skills.
- Pupils are given opportunities to practise their writing skills in other subjects regularly and, as a result, make good progress, with more pupils making expected and better progress than found nationally. In 2013 a greater than average number of Year 6 pupils reached the higher levels. Attainment in writing was higher than in reading and mathematics.
- The most-able pupils make good progress in reading and writing. However, they make only the expected progress in mathematics, with not enough making better than expected progress and consequently reaching higher levels. This is because in some classes these pupils are given work that is too easy for them and does not encourage them to do their best.
- The progress of pupils supported by the pupil premium is similar to that of their classmates. In 2013 by the end of Year 6, these pupils were over two years behind their classmates in reading and writing and one year behind in mathematics. However, all of these pupils had a disability or special educational needs or had joined the school part way through Key Stage 2. The school's current information shows that gaps between how well eligible pupils are doing and their classmates are much narrower and are closing.
- In Year 6 in 2013 the small number of disabled pupils and those who have special educational needs did not make as much progress as that of their classmates or similar pupils nationally especially in reading and mathematics. The school's own information shows that these pupils are now making expected and sometimes better progress because of the extra support they are given in lessons. Pupils learning English as an additional language are making good progress.
- When children join school in the Reception Class, their skills, knowledge and understanding are well below those typically expected for their age, especially in communication and language and personal development. Children settle well and make expected progress as a result of the positive relationships and the range of activities provided for them.
- In Year 1 and Year 2 pupils continue to make expected and sometimes better progress in reading, writing and mathematics. In 2013 attainment at the end of Year 2 was well below average overall, although it is now showing signs of improvement.
- Phonics (letters and the sounds they make) is being taught effectively and is helping pupils to learn to read. As a result, they are prepared for the phonics reading check at the end of Year 1. Although pupils attained just below the national average in 2013, this was an improvement from 2012. Pupils use these skills well to help them read unfamiliar words.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils do not make consistently good progress in all classes. There have been a number of staffing difficulties since the last inspection which have slowed down the pace of improvement. Staffing is now settled and the quality of teaching is beginning to improve.
- In some lessons teachers do not carefully check what pupils already know and do not adapt their

teaching when necessary to challenge pupils and help them to make better progress.

- Teachers' expectations of what pupils are able to do are not always high enough. The work set for some pupils is too easy; for others it is too hard. In a mathematics lesson when all pupils were multiplying similar numbers, the most-able pupils could have been working at higher numbers and consequently make better progress.
- In some lessons pupils do not receive clear enough instructions or guidance and, as a result, they are unsure of what they are expected to do. In a Year 3 lesson all pupils were asked to read a Greek myth, but did not know where the teacher wanted them to start to read, how much they had to read or what information they needed to find. Some pupils could not read the text because the language was too difficult. As a result, these pupils made little progress and some began to misbehave.
- Teachers' comments about pupils' writing helps them to improve their work, but this is not always the case in all subjects. In mathematics, teachers' marking does not always make it clear what pupils need to do to improve.
- When teaching is more effective instructions are clear and the work is set at the right level for the wide range of abilities. Strong subject knowledge is reflected in probing questions that encourage pupils to think more deeply and in teachers' keeping a sharp eye on progress during lessons.
- Learning is effective when pupils have more opportunities to discuss their learning with their classmates and work together to find answers. In Year 6 pupils enthusiastically worked with a partner to identify features of a newspaper report and could clearly explain what they would expect to find in the first paragraph. These pupils got on with their work well and made good progress.
- Teaching assistants give effective support to disabled pupils and those who have special educational needs. They explain tasks well and give clear instructions so that these pupils make progress in their learning.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. In some lessons, when pupils are given work that is too easy or too hard and when they do not understand what they have to do, a small number of pupils do not get on with their work and do not behave well. Pupils agree and say that behaviour is 'only sometimes good' and that 'some pupils do not always get on with their work.' A small number of parents believe that the school does not always encourage pupils to behave well and that teachers' expectations about behaviour are sometimes not high enough. Evidence gathered by inspectors supports this view.
- Pupils are polite and well-mannered and most older pupils show positive attitudes to their learning. Pupils take a pride in their appearance and all wear school uniform.
- The school's work to keep pupils safe and secure is good. All pupils say that they feel safe in school. Parents agree that their children are kept safe and enjoy coming to school.
- Pupils are aware of different forms of bullying and explain that bullying 'is when you are called names every single day.' Pupils say that bullying is rare and they are confident that if incidents occur, an adult will deal with them. Pupils understand cyber-bullying and know how to keep safe when using the Internet by 'not disclosing any information about yourself when you are on line.'
- The school works hard to encourage pupils to attend regularly. Pupils' good attendance is celebrated in weekly assemblies and displays around school show the school's commitment to improving attendance. The learning mentor works well with families of those pupils who have very low attendance to encourage them to attend more regularly. Consequently, although still below average, attendance for most pupils is improving. The breakfast club is well-attended and provides a good start to the day for many pupils. This makes a valuable contribution to pupils' health and well-being.

The leadership and management requires improvement

- Leadership and management require improvement because the quality of teaching is not consistently good and not all pupils achieve well.
- The determined headteacher, supported by the deputy headteacher and governors, knows the school well and has a clear view of how successful the school can be. Leaders have clearly identified the strengths of the school and where the weaknesses lie and have begun to make the necessary improvements. Leaders are aware of the need to ensure that all groups of pupils have an equal opportunity to succeed and achieve their full potential.
- Senior leaders are beginning to improve the quality of teaching by regular observations of teachers. Written feedback to teachers does not always, however, have a sharp-enough focus on how well pupils are learning. As a result, improvements are not always made and overall teaching still requires improvement.
- However, the school's procedures for checking on pupils' progress are much sharper than in the past. The headteacher makes regular checks on the progress pupils are making and plans support where it is most needed. Teachers now have a greater accountability for the progress of their pupils and are beginning to realise the part they play in raising standards.
- Teachers have undertaken training through the 'local area partnership' and 'Bradford and Keighley Catholic partnership'. This has enabled teachers to improve the teaching of writing and phonics. As a result, pupils are making better progress.
- The subject leaders for English and mathematics are relatively new to their roles and do not have a clear view of strengths and weaknesses in their areas of responsibility. Although they are beginning to check on the quality of teaching, they are not contributing fully to improvements in their subjects, as their skills are underdeveloped.
- Spiritual, moral, social and cultural development is promoted very well and flows through all aspects of the school's work. Pupils develop a deep understanding of Christian values and beliefs as well as those of other cultures. Pupils are given many opportunities to enrich their learning, for example through visits, visitors and taking part in the school choir and sporting activities.
- The school makes good use of the primary school sport funding to fund a sports coach who works alongside teachers to develop their skills and expertise in teaching physical education. Pupils are now taught a wider range of sports to promote healthy lifestyles better.
- The local authority provided light touch support to the school in the past but now recognises that the school requires more support.
- Safeguarding procedures are thorough and ensure that all pupils are kept safe.
- **The governance of the school:**
 - The governing body has experienced challenges since the last inspection following the resignation of the long-standing Chair and several other governors. The newly appointed Chair has made an excellent start and has already undertaken an audit of governors' skills and developed an action plan to ensure that governors' areas of expertise are put to best use. Governors regularly attend training and use their knowledge and skills to challenge and support the headteacher well; they are determined to improve all aspects of the school's work. They know the school's strengths and weaknesses through reports from the headteacher and visits to the school. They check on how well pupils achieve and compare the school's performance to other schools nationally, as well as to similar schools locally. They know about the quality of teaching and how this is linked to teachers' performance management and pay progression. Governors know how pupil premium and sport funding is spent and the impact this funding is beginning to have.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107325
Local authority	Bradford
Inspection number	440766

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair	Eileen Difiori
Headteacher	Mary Newsham
Date of previous school inspection	10 January 2012
Telephone number	01274 637841
Fax number	01274 637841
Email address	office@stclares.bradford.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 assesses 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 0300 123 4234, or email 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

