

St Walburga's Catholic Primary School

Inspection report

Unique Reference Number	107346
Local authority	Bradford
Inspection number	377574
Inspection dates	14–15 May 2012
Lead inspector	Declan McCarthy

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	253
Appropriate authority	The governing body
Chair	Oliver Moor
Headteacher	Mary Connor
Date of previous school inspection	2 October 2006
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Introduction

Inspection team

Declan McCarthy

Sue Eland

Stefan Lord

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Parts of 13 lessons were observed taught by nine teachers. Meetings were held with a group of parents and carers, a group of pupils, three representatives of the governing body and staff. Inspectors observed the school's work, and looked at documentation relating to self-evaluation and monitoring, safeguarding, reports from the School Improvement Partner, minutes of meetings of the governing body, the school's analysis of pupils' progress and pupils' work. The inspectors scrutinised questionnaires returned by 74 parents and carers, as well as others completed by pupils and staff.

Information about the school

St Walburga's is a slightly larger than average primary school serving the local community. Most pupils are from White British backgrounds. A few pupils are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils supported at school action plus or with a statement of special educational needs is lower than average. The school meets the current floor standards, which are the minimum standards of attainment and progress expected by the government. The school provides its own breakfast club. The after-school club, which is managed by a private provider, is subject to a separate inspection and a report about its quality can be found on the Ofsted website.

Since the last inspection, there have been significant changes to the senior management team. A new headteacher, deputy headteacher and senior teacher have been appointed. The number of pupils on roll has fallen as a result of diocesan policy to reduce the size of the school. There is a new Chair and Vice-chair of the Governing Body. The school has achieved a number of awards, including the Gold Sing Up award for the promotion of singing across the curriculum, Investors in Pupils, and the Inclusion Charter Mark.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school, which is popular with parents and carers. It is not yet outstanding because teaching does not yet ensure outstanding learning and achievement, particularly in mathematics.
- Pupils' achievement is good and they make good progress in their learning. Children in the Early Years Foundation Stage make good progress. The good progress continues throughout the school. By the end of Year 6, attainment in reading, writing and mathematics is significantly above the national average.
- The overall quality of teaching is good, ranging from outstanding to satisfactory. Teachers have good subject knowledge and ensure that pupils are provided with interesting and stimulating learning opportunities. On a few occasions, opportunities are missed to extend pupils' thinking in mathematics. Teaching and support for disabled pupils and those with special educational needs is good overall, although, very occasionally, pupils' understanding of new mathematical ideas is not promoted well enough. Teachers provide good feedback in lessons and when marking work, so pupils always know how well they are doing and what they need to do to improve their learning.
- Behaviour and safety are good. That is supported by the views of parents and carers. Pupils are polite, courteous and maintain very good relationships with others. They have positive attitudes to learning and their attendance is above average.
- Leadership and management are good. The headteacher, senior and middle leaders provide clear direction for the school's work. They are supported well by the governing body. Self-evaluation is accurate. The leadership of teaching and good performance management have led to significant improvements in the quality of teaching and in the use of assessment to track pupils' progress. The school demonstrates good capacity for improvement.

What does the school need to do to improve further?

- Build on pupils' good achievement in mathematics by ensuring:
 - the quality of teaching is consistently good
 - pupils' thinking is always challenged to higher levels in lessons
 - consistency in developing pupils' understanding of new mathematical concepts by always explaining the technical vocabulary carefully, while using relevant resources to demonstrate a new concept.

Main Report

Achievement of pupils

Pupils achieve well throughout the school and there are no significant differences in the achievement of boys and girls. Children's skills on entry to the Nursery vary from year to year from broadly typical levels to being above those typically expected. The children achieve well from their starting points and are currently doing particularly well in language, number, and in their personal, social and emotional development. Pupils continue to make good progress in reading, writing and mathematics in Years 1 and 2. Parents and carers, rightly, believe that their children are making good progress.

In 2011, pupils made above the expected progress from their starting points. School data, lesson observations, and pupils work show that pupils are currently making good progress. Attainment of the pupils in Year 6 is significantly above average in reading, writing and mathematics. Pupils' attainment in reading is also well above average by the end of Year 2 because the teaching of reading and phonics (the sounds that letters make) programme is outstanding. Pupils at an early stage of learning English as an additional language, those with disabilities and those who have special educational needs are making good progress because work is matched closely to their learning needs and good support is provided to consolidate learning. Occasionally, a few lower-attaining pupils do not always develop sufficient understanding of new mathematical concepts because the technical vocabulary is not always explained carefully enough and resources are not always chosen well to demonstrate the new mathematical concept.

Pupils, usually, make at least good progress in lessons, with satisfactory progress seen in only a few lessons. The balance between well-planned indoor and outdoor learning activities, which stimulate children's imagination and enjoyment, ensures that they make good progress in the Nursery and Reception classes. In a mathematics lesson in Year 2, all pupils made good progress in understanding and recording data because learning activities were matched precisely to different levels of ability and teaching assistants provided consistently good support in demonstrating the handling and recording of data. Particular strengths in learning were seen in two Year 6 English lessons, when pupils made rapid progress because teachers focused sharply on the criteria for pupils to reach the higher levels and checked that their writing reflected the higher levels. In a few satisfactory lessons, tasks were sufficiently challenging for most pupils, but not all. For example, in one lesson opportunities were missed to extend mathematical thinking for a few pupils.

Quality of teaching

This inspection supports the views of parents and carers that teaching is good. Teachers build systematically on pupils' prior learning when teaching new concepts and ensure that learning tasks are matched to particular needs. In the Early Years Foundation Stage, children's prior knowledge of colours was used to develop their skills in mixing colours to produce new ones, which they enjoyed greatly. Teachers provide a variety of activities to stimulate learning, which was seen, for example, in a Year 4 mathematics lesson, when pupils were choosing a range of problem-solving activities of varying degrees of difficulty, which were positioned at various points within the classroom. The pupils worked enthusiastically together to solve their problems, checking how well they had done against clear assessment criteria. Skilled use of questioning enabled pupils to extend their thinking. In a Year 6 literacy lesson when pupils were working at the higher levels, good questioning linked to the text and the learning objectives, together with a brisk pace, engaged pupils fully in learning and ensured they made good progress towards the higher National Curriculum levels in writing. However, in a few lessons where teaching was satisfactory, opportunities were missed to extend the learning of some pupils who already had a good understanding of the concept. Numeracy, literacy, and information and communication technology are promoted well within different subjects, such as science, religious education, history, and geography and through project work with partner organisations, such as the creation of mystery boxes and motorised model vehicles.

The teaching of reading and phonics is outstanding throughout the school because all staff have benefited from well-targeted training and support in best practice for teaching phonics and guided reading. As a result, pupils' attainment is well above average and they achieve consistently well from their above average starting points in reading. Teaching and support for pupils with special educational needs is good overall, although, very occasionally, pupils' understanding of new mathematical ideas is not promoted well enough.

Assessment is mostly used well to match learning tasks to different abilities and to plan and develop one-to-one and small group intervention programmes for pupils who have fallen behind in their learning. Teachers provide good feedback in lessons and in marking, so that pupils know how well they are doing and what they need to do to improve. Parents and carers are satisfied by the regular homework set by teachers to consolidate learning. Pupils' spiritual, moral, social, and cultural development is enhanced through the excellent relationships staff maintain with pupils and good opportunities for pupils to learn together in pairs or small groups. It is also enhanced with opportunities for them to take responsibility for their own learning by working independently. Pupils are provided with very good opportunities for reflection, when, for example, they consider the impact of poverty in communities throughout the world.

Behaviour and safety of pupils

Pupils' behaviour and safety are good throughout the school. Most parents and carers believe that behaviour is good and that the school ensures their children stay safe and are free from bullying. Children in the Early Years Foundation Stage play and move around from one activity to another safely and their behaviour seen during the inspection was outstanding. Pupils stay safe around the school and they respond well to the good management of behaviour by staff. This is reflected in their good behaviour in lessons and contributes to their positive attitudes to learning. Occasionally, the pupils' behaviour is

outstanding, as seen in Year 6 lessons, where pupils demonstrated a very mature attitude to learning in listening carefully to and respecting the views of others greatly. The school implements its anti-bullying policy effectively. Pupils are becoming increasingly aware of the different types of prejudice-based bullying. They say behaviour is good and that any rare occurrence of bullying is dealt with quickly and effectively by staff. Pupils' attendance and punctuality are good with above-average attendance in the school.

Leadership and management

Strong leadership and direction from the headteacher has led to the development of good leadership at all levels throughout the school. As a result, all staff and the governing body are committed to driving improvements. That is reflected in the good improvement made since the last inspection, with much-improved assessment systems and a significant increase in the proportion of good teaching. The school's self-evaluation is accurate and is based on close and regular monitoring of teaching and learning. Leaders use the outcomes of the monitoring of teaching and learning and the school's accurate data on pupils' progress and achievement well to establish clear and relevant priorities for improvement. Performance management is also used well to acknowledge the clear strengths in teaching and identify and address any relative shortcomings, through training, mentoring and support. Gaps in the performance of different groups are narrowing as a result of good promotion of equal opportunities, through careful tracking of pupils' performance and the intensive support programmes provided for those who require them.

The governing body provides good support and levels of challenge for the work of the school through, for example, focused visits to monitor and review aspects of the school's work and regular attendance at school functions. The governing body ensures statutory requirements are met, particularly for safeguarding. Training in child protection is up to date and all staff and visitors are vetted thoroughly to ensure pupils' safety and well-being.

Leaders have ensured that the school's curriculum provides well-organised, imaginative and effective opportunities for learning. In particular, there is strong emphasis on spiritual, moral, social, and cultural education through, for example, participation in the local community and as active school councillors. Regular 'creative weeks' and visiting artists contribute effectively to pupils' high-quality art work in school. Strong partnerships with local schools and organisations such as the cathedral choir have an equally strong impact on learning and enjoyment. As a result, pupils have an excellent reputation for singing within the community, which is reflected in the achievement of the Gold Sing Up award. The very good opportunities to enrich pupils' learning through a wide range of sports have led to the achievement of a number of awards.

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 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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 pupils' 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.
Floor standards	the national minimum expectation of attainment and progression measures
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 pupils 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 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.
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.



16 May 2012

Dear Pupils

Inspection of St Walburga's Catholic Primary School, Shipley, BD18 4RL

Thank you for making us feel so welcome when we visited your school recently. We were very impressed with your singing and your good behaviour in school. Thank you for telling us about your school and sharing your views with us. You told us how much you enjoyed being at school. We agree with you and your parents and carers that yours is a good school. Here are some more good things we found out about your school.

- You are all achieving well, especially in reading and you are making good progress in learning.
- Teaching is good and teachers make learning interesting for you.
- Your behaviour is good in lessons and around the school and you know how to stay safe.
- You show great respect for adults and are helpful and kind towards each other.
- Your school is well led and managed; all the staff want to make it even better for you.

I have asked the school to make sure you do even better in mathematics by always making you think harder in lessons and in the activities provided for you to do at home. I have also asked the staff to make sure that when you find mathematics learning difficult that they explain things more clearly to you and give you the resources which will improve your understanding. You can help by asking for harder work, when you find it too easy.

Thank you once again for sharing your views with us.

Yours sincerely

Declan McCarthy
Lead inspector

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