

Ss. Peter and Paul Catholic Primary School, A Voluntary Academy

Crofters Lea, Yeadon, Leeds, West Yorkshire, LS19 7HW

Inspection dates

14–15 January 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school. Select

- The inspirational headteacher sets extremely high expectations with an unrelenting drive for improvement. This has encouraged other leaders, staff and governors to work together to make the school the very best it can be. As a result, all aspects of the school's work are now outstanding.
- Staff morale is high, even though they are continually challenged to improve the quality of teaching. They have excellent support and their efforts are always valued and appreciated.
- Teaching and learning are monitored rigorously so that staff know how well pupils are doing in order to ensure that they make continuous rapid progress. Additional support is swiftly put in place when it is needed.
- The school has exceptionally strong links with other schools and outside agencies. This helps the school to ensure that it is doing its very best to meet the needs of all pupils.
- The school promotes pupils' spiritual, moral, social and cultural development very effectively and pupils are well prepared for life in modern Britain.
- Pupils behave exceptionally well in lessons and around the school. They have excellent attitudes to learning and get on extremely well with one another.
- Pupils say they feel completely safe in school and that they are very well looked after.
- Pupils are very proud of their school and enjoy all their activities. This has enabled attendance to be consistently high over time.
- The curriculum is innovative and stimulating. Pupils enjoy the wealth of opportunities they are given in music, sport and the arts.
- The strong relationships pupils have with all staff help them to become confident learners who want to achieve well in all that they do.
- Overall teaching is outstanding. Staff have high expectations and plan activities that enable pupils to make rapid progress. However, a more consistent approach to give pupils time to respond to teachers' marking and feedback would enable pupils to make even better progress.
- Pupils throughout the school, including disadvantaged pupils, disabled pupils and those who have special educational needs, those with English as an additional language and the most-able pupils, achieve extremely well. This is reflected in the high standards pupils reach by the end of Year 2 and Year 6 in reading, writing and mathematics and the rapid progress pupils make throughout the school.
- Children in the early years make an excellent start to their learning in the Reception class and make rapid progress from their different starting points; this prepares them well for Year 1.

Information about this inspection

- The inspectors observed 17 lessons, including small learning groups. Two of these observations were carried out jointly with the headteacher.
- Meetings were held with members of the governing body and the Chair of the Academy Trust, a representative of the local authority and senior and middle leaders.
- The inspectors observed the school's work and looked at documentation including: teachers' planning; the school's analysis of its strengths and weaknesses; information on pupils' attainment and progress; records of behaviour and safety; monitoring of teaching and performance management; minutes of the governing body meetings; and safeguarding documents.
- A discussion was held with a group of pupils and informal conversations took place during lessons and at break times. Inspectors listened to pupils read and talked to them about the books they enjoy.
- Inspectors took account of the 75 responses to Ofsted's online questionnaire for parents, Parent View. They also spoke to parents at the start of the school day. The questionnaires completed by 26 members of staff were also looked at.
- At the same time as the main inspection, an additional and separate subject inspection of history was carried out by one of Her Majesty's Inspectors (HMI).

Inspection team

Julie Harrison, Lead inspector

Additional Inspector

Lynda Johnson

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals or who are looked after by the local authority, is well below average.
- Most pupils are of White British heritage. A below-average proportion of pupils is from other minority ethnic groups, including a few who are learning to speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- Early years provision is full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school is part of the Bishop Wheeler Catholic Academy Trust, a member of the Aireborough cluster of schools and a partner of the St Mary's Horsforth Teaching School.
- Ss Peter and Paul Catholic Primary School, A Voluntary Academy, converted to become an academy on April 4th 2013. When its predecessor school, Ss Peter and Paul Catholic Primary School, Yeadon was last inspected by Ofsted, it was judged to be good.
- There have been significant changes in staff since the predecessor school was last inspected, including the appointment of a new headteacher.

What does the school need to do to improve further?

- Help the pupils to make even more rapid progress in their learning by making sure that all teachers give regular opportunities for pupils to respond to their marking and feedback.

Inspection judgements

The leadership and management are outstanding

- The inspirational headteacher provides very strong and effective leadership to a dedicated team of staff. Leaders and managers at all levels, including governors, are very ambitious and have high expectations for the school. Their actions have secured improvements to the quality of teaching, achievement and behaviour and safety so that all aspects are now outstanding.
- Although the school is performing strongly, there is no complacency and the regularly reviewed school development plan identifies correctly where the school can do even better. The recent focus on improving pupils' attainment and progress in writing across the school has successfully closed the gaps with other subjects. Additionally, challenging the most-able pupils in Year 6 to work on Level 6 activities has ensured that these pupils make the best possible progress.
- Systems to check on the achievement of pupils are robustly analysed by senior and middle leaders to ensure that all pupils now make rapid progress in reading, writing and mathematics. Any underachievement is quickly identified and additional support is put in place, enabling all groups of pupils including disadvantaged pupils, those with disabilities and special educational needs, those of ethnic minority backgrounds or with English as an additional language to make rapid progress. This shows the school's commitment to equal opportunities for all pupils.
- The enthusiastic middle leaders are accountable for the progress the pupils make in their areas of responsibility. Additionally, subject leaders produce teaching of the highest quality in its impact on learning and progress in their relevant subjects, for example in history and physical education.
- Staff morale is high, despite the rigorous challenge from senior leaders, because staff feel appreciated and are given high quality support and professional development. They have many opportunities to share effective practice with colleagues within the Bishop Wheeler Catholic Academy Trust, the Aireborough cluster and the St Mary's Horsforth Teaching School. All teachers have performance management targets linked to pupils' achievement and progress; these are taken into account when pay awards are recommended.
- The stimulating, innovative curriculum has been redesigned to ensure that skills and knowledge are progressive with purposeful links to other subjects. It provides excellent educational opportunities and engages pupils very effectively in their learning. Pupils are excited by the opportunity to learn musical instruments and Year 5 pupils have a high level of understanding and knowledge of musical vocabulary. The curriculum is enriched by a wide range of visits and visitors. Older pupils spoke enthusiastically about their visits to Abbey House Museum and Armley Mills which helped to broaden their knowledge and deepen their sense of a historical period of time.
- The school's promotion of pupils' spiritual, moral, social and cultural development is excellent and is embedded throughout the ethos and provision of the school. The pupils have an extensive range of opportunities to appreciate and celebrate different cultures and traditions including 'World Faith' weeks which help them prepare well for life in modern Britain. This is enhanced by the John Paul II Foundation for Sport, with its values of loyalty, courage, generosity, effort, determination, team spirit, sacrifice and self-discipline.
- The school uses the primary school sport funding effectively to train staff to a high standard, to provide specialist staff and to give pupils additional sporting activities, including more opportunities to take part in competitive sport.
- Procedures for safeguarding are fully in place and go beyond the required expectations.
- The school receives effective support from the Bishop Wheeler Academy Trust and buys in support from the local authority.
- **The governance of the school:**
 - The governing body is highly effective in meeting all of its statutory responsibilities; especially those related to safeguarding. The governors are exceptionally well informed about the quality of teaching and have an excellent understanding of the school's performance data through meetings with senior and middle leaders and the 'Governors Weekly Log'. They ask pertinent questions about how these can improve even further. They have high expectations and visit the school regularly. Governors are very supportive, but at the same time hold the staff to account in all areas of school life. They have a clear overview of teachers' performance management and ensure that pupils' achievement is taken into account when making decisions about teachers' pay. Governors check that the school is helping pupils to understand tolerance and respect for different faiths and cultures.
 - Governors ensure that the school's finances are sound and managed well. They know how the pupil

premium funding and the primary sport grant is spent and the impact of these on pupils' achievement and well-being. They undertake regular training to improve their own skills.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour in lessons and around school is exemplary. They are very polite and well mannered. They eagerly talk about their school and get on exceptionally well with one another, staff and visitors.
- Pupils have extremely positive attitudes to learning. They work very effectively, both individually and as part of a group. They are very keen to do well, settle to tasks quickly and share their ideas enthusiastically. As a result, there are no interruptions to learning and this contributes to their rapid progress.
- Inspectors saw excellent behaviour in lessons and around the school at dinner and break times. The Key Stage 1 pupils played safely while enjoying the excitement of playing in the snow.
- Pupils are very proud of their school. They enjoy taking on responsibilities such as by becoming a Foundation Stage Buddy to support the Reception children settle into school life and by becoming pupil librarians, some of whom were producing a PowerPoint presentation for the library during the inspection.
- Pupils say that poor behaviour is extremely rare and school records confirm this. On the very rare occasions that pupils misbehave, the school acts effectively and appropriately. Focussed play at lunchtimes and a gardening club have improved the social skills and well-being for a targeted group of pupils.
- Meticulous management of attendance and working with parents has resulted in consistently high attendance.

Safety

- The school's work to keep pupils safe and secure is outstanding. All relevant policies and procedures for ensuring pupils' health, safety and well-being are in place.
- Pupils say they always feel safe in school. They have a good knowledge of different types of bullying including cyber-bullying. They say that bullying is almost unknown and, if it did occur, they have every confidence that it would be sorted out quickly.
- Pupils are taught how to keep themselves safe in different situations, including safety on roads, safe cycling and how to keep safe when using the Internet.
- Parents' responses to the 'Parent View' survey and discussions with governors and parents show that the majority of parents feel that their children are happy and feel safe at school.

The quality of teaching is outstanding

- Pupils make excellent progress throughout the school because overall the quality of teaching is outstanding. Teachers have high expectations of all pupils' work and behaviour. They form exceptionally positive relationships with pupils which encourages the pupils to want to succeed.
- Teachers have very secure subject knowledge and use questioning to continually extend pupils' learning. They prepare lessons that engage and interest pupils of all abilities. This enables pupils to produce work of a high standard at a quick pace in their books and for displays.
- Pupils are enthusiastic towards their learning and willingly discuss what they are doing. They work well together, sharing their ideas in pairs or groups. They listen to and respect each other's views.
- Phonics (letters and sounds they make) are taught effectively across the early years and Key Stage 1. Effective support from teachers and teaching assistants enable pupils to make rapid progress. The pupils then use this knowledge to help them read and spell unfamiliar words. Pupils across the school enjoy reading either independently or within guided reading groups. A pupil librarian stated 'it takes you into another world'.
- Teachers support pupils' writing well with high quality examples, enabling all current groups of pupils to make rapid progress across the school. Reception pupils enthusiastically wrote sentences independently about a fictional elephant. The Year 2 pupils used persuasive words and phrases to write a letter of complaint about the conditions in Scutari hospital in 1854. Year 6 pupils used effective language and a variety of different sentence structures, including 'bright flames billowed in the distance' and 'Suddenly it

went off! I trembled in fear', to set the scene for a historical narrative.

- Pupils make very good and improving progress in mathematics because they have additional opportunities to practise how to use and apply their mathematical skills fortnightly as part of the school's new curriculum arrangements.
- Teachers, teaching assistants and the leader for pupils with disabilities and those who have special educational needs work very well together to support pupils who find learning more difficult. This support is very effective, both within the classroom and in additional support groups. It enables disadvantaged pupils, those who are disabled or have special educational needs, ethnic minority pupils and pupils who are in the early stages of learning English to make excellent progress similar to that of other pupils.
- Marking and feedback supports pupils' learning and shows them what they have done well and how to make their work even better. However, pupils do not always have the opportunity to respond to teachers' comments which would enable them to improve their learning even further.

The achievement of pupils

is outstanding

- Children usually start in the Reception class with knowledge and skills that are typical for their age. Due to outstanding teaching they make excellent progress from their different starting points. The proportion of children who have achieved a good level of development, which is the expected standard at the end of the Reception year, has greatly improved over time. The good level of development for the current Reception children is predicted to rise to at least 80% in 2015 from 67% in 2014.
- Standards at the end of Key Stage 1 in reading, writing and mathematics have been significantly above national standards for the past two years, except for writing in 2014. However, records of the progress of these pupils in Key Stage 1 clearly show that they made outstanding progress from their starting points in all three subjects. The work in current Year 2 pupils' books show that they are also making outstanding progress in reading, writing and mathematics, and standards are set to rise further, especially in writing and for the most-able pupils in all three subjects.
- Standards at Key Stage 2 in reading, writing and mathematics are consistently above average and inspection evidence from observing learning, scrutiny of pupils' work in books, discussions with pupils and analysis of school data, show that attainment and progress are set to improve further. The proportion of pupils who made more than expected progress from Key Stage 1 to Key Stage 2 in reading, writing and mathematics was well above the national figures. The current Year 6 pupils are also making rapid progress in their recorded activities.
- The results for the Year 1 phonics screening check are consistently above national expectations, due to the high quality teaching of phonics. This supports pupils' enjoyment of reading and enables Year 2 and Year 6 pupils to read confidently with expression at a high level for their age. The pupils read with fluency and understanding. They use their reading skills to improve their writing as seen during a Year 5 English lesson when pupils read and analysed an extract from Beowulf to write a character description.
- The school has focussed on raising the achievement of the most-able pupils to ensure that these pupils make outstanding progress and reach the higher levels in reading, writing and mathematics. Currently, the most-able Year 6 pupils are already working successfully on National Curriculum Level 6 activities in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs, the very few ethnic minority pupils and those at the early stages of learning English make rapid progress from their various starting points; similar to other pupils due to effective targeted support.
- The work and records for the current disadvantaged pupils show that they are achieving as well as other pupils in school. In Year 6 in 2014, there were too few disadvantaged pupils to draw meaningful comparisons with other pupils in the school or nationally.

The early years provision

is outstanding

- Children make excellent progress in the early years as a result of very effective leadership, high quality teaching and strong provision. The children settle into school life very quickly, even though they arrive from many different settings. Standards are rising rapidly.
- Most children join the Reception class with skills and knowledge that are typical for their age. They make excellent progress from their different starting points so that they are very well prepared for learning in Year 1. The proportion of children who reach a good level of development has increased rapidly over time, so that the 2015 results are predicted to be well above national expectations; inspection evidence

supports these predictions.

- Children learn very well in stimulating indoor and outdoor learning areas. Staff work closely together to ensure that learning is always motivating and enjoyable in all the areas of development. There is an appropriate balance between activities that are teacher led and those that children can choose for themselves. Activities are linked through exciting themes such as around a fictional elephant, including independent writing about how the elephant got covered in berries, counting and subtracting the number of elephants, role-play activities in the zoo and making an outside den for the elephant.
- Staff continuously assess how well children are doing and use this information to plan activities to further develop learning. The needs of individual children, including disabled children and those who have special educational needs and those for whom the school receives additional funding, are met well.
- The behaviour of the children is excellent. They work happily together, sharing resources and talking about their activities. They show high levels of concentration, perseverance and enjoyment during free flow activities. They show respect to all staff and each other.
- During the inspection the Reception children were seen to learn very effectively and make rapid progress in physical education. They carried mats carefully into spaces within the hall and enthusiastically took part in a sequence of balances, rolls and movement. They were able to say what they liked about their friends' sequences and how they could improve their actions.
- There are very close links with parents, who regularly complete 'wow moments' for their child's learning journey. Parents state that the induction for new parents is very effective.
- The leadership of the early years is excellent. The leader has a clear understanding of strengths and areas for further development. All learning activities are well planned, providing the children with purposeful activities to extend their learning and progress. Assessment is accurate and evidenced well, ensuring that the next steps for children are clearly identified.

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	139354
Local authority	Leeds
Inspection number	449959

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Vince Murphy
Headteacher	Diane Todd
Date of previous school inspection	Not previously inspected as an academy
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