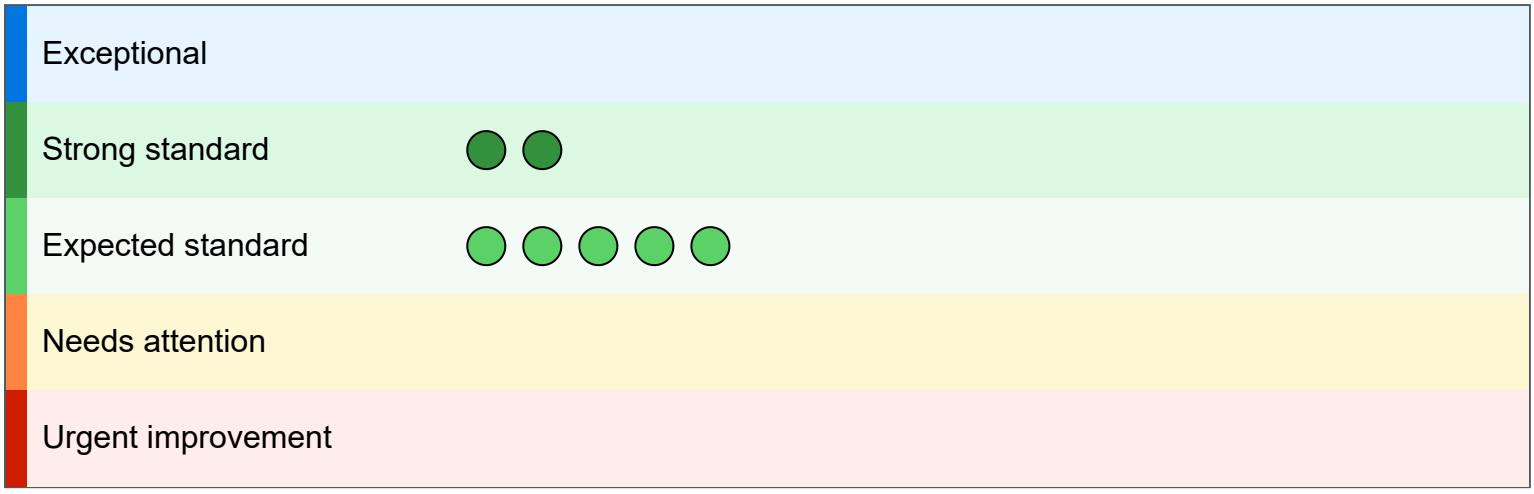
Our Lady and St Brendan's Catholic Primary School, A Voluntary Academy

Address: Bank, Idle, Bradford, West Yorkshire, BD10 0QA

Unique reference number (URN): 148256

Inspection report: 30 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

This is a highly welcoming school where leaders, governors and staff work with determination to ensure that every pupil succeeds. Staff know pupils very well and use this knowledge to provide support that helps pupils to feel secure and ready to learn. Pastoral support is a notable strength in the school's approach to inclusion.

Pupils who face barriers to their learning or wellbeing are supported very well. Leaders use thorough processes to identify the exact nature of the barriers that pupils face. Leaders ensure that staff are experts in how to put in place the right support for the pupils.

Leaders and staff have high expectations for all pupils and are ambitious about what they can achieve. They regularly check pupils' progress through the curriculum carefully and make adaptations so that pupils succeed.

Leaders use funding for disadvantaged pupils thoughtfully. The school's approach has led to improvements in attendance and strengthened pupils' communication and oracy skills. Vulnerable pupils participate fully in the wider life of the school. They demonstrate increasing confidence as a result of the support they receive.

Leaders work in partnership with external professionals. They are tenacious about securing the right help for pupils and families. This has had a marked impact on pupils' attendance and wellbeing.

Personal development and wellbeing

Strong standard

Leaders place pupils' personal development at the heart of the school's work. A carefully sequenced programme enables pupils to build their knowledge over time. Pupils develop a secure understanding of healthy relationships, staying safe and managing risks, including online. Staff adapt learning effectively to meet pupils' needs and check that important messages are understood, particularly by vulnerable pupils. As a result, pupils are well prepared for life in modern Britain.

Pupils understand fundamental British values well. They learn to express their views confidently, listen carefully to others and engage in discussion with respect. Pupils value diversity and understand the importance of treating everyone fairly. They have a secure sense of right and wrong and show respect for others' beliefs and opinions. Pupils develop their understanding of different cultures, perspectives and current affairs. This broadens their awareness of the wider world beyond their local community.

Leaders provide a wide range of opportunities that enrich pupils' experiences. These include careers activities, sporting events, performances, educational visits and clubs. Pupils speak enthusiastically about these opportunities and how they enhance their experience of school. As a result of these opportunities, pupils discover new interests, develop their talents and raise their aspirations for the future. Leaders work effectively to remove barriers to participation so that all pupils benefit.

Outdoor learning experiences contribute significantly to pupils' personal development. Pupils develop resilience, independence and self-confidence as they explore, solve problems and take on new challenges. They learn to collaborate effectively, persevere when tasks are difficult and manage risk appropriately. These experiences help pupils become resourceful and reflective learners.

Highly effective pastoral support is underpinned by warm and trusting relationships. Staff know pupils well and respond quickly to their needs. Consequently, pupils feel safe and understand how to maintain positive mental health and emotional wellbeing.

Expected standard

Achievement

Expected standard

Pupils build important knowledge in reading, writing and mathematics from the early years onwards. Staff regularly check what pupils know and design lessons that help pupils to take the next step with confidence. Pupils, including those with special educational needs and/or disabilities, progress well from their starting points as a result of swift support.

Achievement across the wider curriculum is positive. Pupils learn well in wider subjects as a result of engaging teaching that consistently builds on what they already know.

Current pupils achieve well and are ready for their next stage in education. Leaders have strengthened the curriculum and teaching to improve historic gaps in learning. This has had a positive impact on pupils. Published outcomes, particularly for pupils in Year 6, are typically below national averages. However, these outcomes do not reflect the positive achievement and progress that pupils make from their starting points.

Attendance and behaviour

Expected standard

The school has high expectations of pupils’ behaviour. Adults are excellent role models. They apply the behaviour policy consistently well. Relationships between pupils and staff are a significant strength of the school. Staff know pupils well and provide consistent care and support. Pupils learn to care for each other from the very start of school. They try hard in class and behave well because they learn that it is the right thing to do. They support each other and forgive each other when mistakes are made. Pupils are polite and confident. All year groups play happily together and enjoy social times. Older pupils are excellent role models for the younger pupils. Pupils know what bullying is but say that it is not a problem at their school.

Published attendance figures are below national averages. There are some contextual issues that have caused this to be the case. Leaders have high standards for attendance. They take effective action to improve attendance where it falls short of their expectations. All staff across the school promote the importance of high attendance. They welcome pupils warmly when they return from absence. Leaders’ actions have successfully improved the attendance of targeted pupils.

Curriculum and teaching

Expected standard

Leaders have an accurate understanding of the quality of the curriculum and teaching across the school. Since the last inspection, they have acted effectively to make improvements. For example, staff now build in regular opportunities for pupils to revisit previous learning. This means that pupils remember more of what they have learned and make connections between learning.

Staff teach phonics consistently well and provide extra support when needed. Pupils learn to form letters and spell accurately from the start. They apply these skills confidently in their writing. In mathematics, pupils develop secure number skills and use them to solve increasingly complex problems.

Leaders have designed a curriculum that is broad and engaging. Teachers make learning joyful with educational visits, outdoor learning and visitors to school. For example, the local police community support officer visits the Reception class to talk about how he helps people.

Staff have secure subject knowledge. They usually design tasks well to build pupils' learning. Staff typically use effective strategies to check on pupils' understanding. They provide timely support or guidance to fill any gaps in pupils' knowledge.

Leaders ensure that staff have the knowledge and skills to make appropriate adaptations and reasonable adjustments for pupils who need them. This enables pupils with barriers to learning to succeed.

Early years

Expected standard

Leaders have developed an ambitious and carefully designed curriculum. Communication, language and personal development are central to children's learning. Leaders have high expectations for all children from the moment they join the school.

Staff place an emphasis on developing children's language. Through conversations, play and targeted support, they help children build their vocabulary and express their ideas clearly. The indoor and outdoor areas provide interesting opportunities for children to explore, talk and learn. Children learn to share, take turns and work happily with others. They play imaginatively and develop positive relationships with adults and their friends.

Staff teach early reading, writing and mathematics effectively. Children learn phonics from the start and have regular opportunities to practise forming letters correctly. They develop secure number skills and begin to understand important mathematical ideas. Leaders check children's progress through the curriculum carefully and provide extra support when needed. This helps children achieve well.

Staff establish clear routines, calm spaces and caring support that help children to settle quickly and feel safe. Children concentrate and show enthusiasm for learning. They behave well and develop the knowledge and skills they need for the next stage of their education. As a result, children are well prepared for Year 1.

Leadership and governance **Expected standard**

Leaders are ambitious for the school and place pupils at the centre of every decision. They have an accurate understanding of the school's strengths and priorities for improvement. Their actions are guided by a commitment to ensuring that every pupil succeeds. The school's nurturing ethos is a defining strength. Staff know pupils well and work tirelessly to remove barriers to learning and wellbeing. As a result, pupils feel safe, valued and ready to learn.

Leaders have established a culture of professional learning. They share expertise, model effective practice and support staff through coaching and mentoring. Staff benefit from high-quality professional development that helps them carry out their roles successfully. Leaders give careful consideration to workload and wellbeing. Consequently, staff feel supported, appreciated and proud to work at the school.

Governors and trustees bring a wide range of knowledge and experience to their role. They know the school well and maintain a clear focus on improving outcomes for pupils. They provide effective support and challenge and fulfil their statutory duties diligently. They have a secure understanding of how well different groups of pupils achieve and ensure that leaders remain accountable for the school's performance.

Leaders have endeavoured to build positive partnerships with parents and carers, external professionals and the wider community. These relationships help to ensure that pupils and families receive the support they need. This creates a warm, inclusive environment where pupils thrive academically, socially and emotionally.

What it's like to be a pupil at this school

Pupils who attend Our Lady and St. Brendan's benefit from a school filled with joy, where everyone is cherished. Pupils learn to ‘grow in virtue and goodness to be loving individuals who are well equipped for the world’. Pupils demonstrate the utmost care for one another. They are proud members of the school community. They develop a sense of belonging and feel valued. Relationships between staff and pupils are highly positive and contribute significantly to the calm and respectful environment in the school. Pupils of all ages greet visitors warmly. Older pupils take on many responsibilities across the school, including roles on the school council. Pupils care for the school environment and make improvements for the benefit of others.

A wide range of broader opportunities extends pupils' experiences beyond classroom lessons. For example, pupils visit places of interest to learn about minibeasts and the environment. Special events and after-school clubs give pupils many opportunities to develop their confidence and resilience and to explore their talents and interests.

Across school, pupils enjoy their learning. Staff know pupils extremely well and seek to remove any barriers to learning. This helps pupils to be successful. Pupils are proud of their work and talk excitedly about their learning across many subjects. They are keen to demonstrate their growing knowledge. As a result, they are well prepared for the next stage

of their education. Pupils achieve well across the school. This is not currently reflected in published data. Pupils demonstrate knowledge, skills and progress that exceed what the published results indicate.

Pupils feel safe at this school. Most pupils attend school regularly. Pupils' behaviour in lessons and around school is positive. Instances of bullying or derogatory language are rare. Pupils are confident that staff would deal with any issues quickly and effectively. As a result, pupils are very happy here.

Next steps

- Leaders should continue their work to ensure that effective teaching is embedded across subjects and year groups so that all pupils achieve as well as they should from their individual starting points.
- Leaders should ensure that they continue to communicate the importance of attendance to parents and carers and provide high-quality support so that attendance continues to improve for all pupils.

About this inspection

This school is part of Blessed Christopher Wharton Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Christopher James Hanson, and overseen by a board of trustees, chaired by Sarah Martin.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place on 30 June and 1 July 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school and trust leaders, members of the trust board, the local academy council, a representative from the diocese, staff, pupils, parents and carers during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. It is in the Diocese of Leeds. Its last section 48 inspection was 22 to 24 May 2024.

The school currently uses no alternative provision.

Headteacher: Sarah Delany

Lead inspector:
Tracy Duffy, His Majesty's Inspector

Team inspectors:
Andy Taylor, Ofsted Inspector
Ben Paxman, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

194
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

36.60%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.67%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.95%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	61%	Below
2024/25 (final)	46%	62%	Below
2023/24 (final)	58%	61%	Close to average
2022/23 (final)	46%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	74%	Below
2024/25 (final)	54%	75%	Below
2023/24 (final)	68%	74%	Below
2022/23 (final)	54%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	72%	Close to average
2024/25 (final)	50%	72%	Below
2023/24 (final)	81%	72%	Above
2022/23 (final)	68%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	73%	Close to average
2024/25 (final)	63%	74%	Below
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	68%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	46%	Close to average
2024/25 (final)	67%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	31%	46%	Below
2022/23 (final)	36%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	62%	Below
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	45%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	59%	Close to average
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	64%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	60%	Close to average
2024/25 (final)	78%	61%	Above
2023/24 (final)	44%	59%	Below
2022/23 (final)	64%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	68%	-26 pp
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	31%	67%	-36 pp
2022/23 (final)	36%	66%	-30 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	80%	-27 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	45%	78%	-33 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	78%	-14 pp
2024/25 (final)	67%	78%	-12 pp
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	64%	77%	-14 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-21 pp
2024/25 (final)	78%	81%	-3 pp
2023/24 (final)	44%	79%	-36 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	64%	79%	-16 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.2%	5.2%	Above
2023/24 (3 term)	6.8%	5.5%	Above
2022/23 (3 term)	6.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	24.0%	13.0%	Above
2023/24 (3 term)	18.4%	14.6%	Above
2022/23 (3 term)	22.8%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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