

# St Wilfrid's CE Aided Primary School Northenden

Inspection report

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<b>Unique Reference Number</b>	105549
<b>Local authority</b>	Manchester
<b>Inspection number</b>	377262
<b>Inspection dates</b>	28–29 November 2011
<b>Reporting inspector</b>	Melvyn Hemmings

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Greg Forster
<b>Headteacher</b>	Vicky Ford
<b>Date of previous school inspection</b>	29 January 2009
<b>School address</b>	Patterdale Road Northenden M22 4NR
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## Introduction

This inspection was carried out by three additional inspectors who observed 17 lessons or parts of lessons taught by 12 teachers. The inspectors held discussions with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at school documentation, particularly relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 48 parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school has worked to raise attainment in writing.
- How successfully teachers challenge different groups of pupils.
- Whether there has been sufficient improvement in the provision for pupils' personal development and their understanding of citizenship since the last inspection.
- The extent to which all staff, particularly middle managers, and governors are involved in promoting school improvement.

## Information about the school

St Wilfrid's is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is broadly average, as is that of pupils with special educational needs and/or disabilities. Most pupils are of White British heritage. The privately managed on-site after-school club will be inspected separately. The school holds a number of awards, including the Activemark, and has Healthy School status.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Wilfrid's is a good school. It provides a welcoming and friendly environment in which to learn. The headteacher and senior leaders have worked well as a team to ensure good improvement since the last inspection. As a result, pupils' progress has accelerated, the quality of teaching and leadership and management are now good and the curriculum better meets the needs of different groups. Self-evaluation is accurate and gives leaders and members of the governing body a clear picture of the school's strengths and weaknesses. Plans are then put into action to bring about improvement. However, leaders do not always rigorously evaluate the impact of these actions on pupil outcomes. The governing body is supportive of the school but not all governors are fully involved in holding the school to account for its performance. Nevertheless, the school's recent strong track record indicates that the capacity for further improvement is good.

Pupils make good progress and achieve well. They enter the Early Years Foundation Stage with levels of skill generally well below that typical for their age, especially in social and language development. They make good progress through the school and by the end of Year 6 their attainment is broadly average in English and mathematics. Leaders have worked successfully to extend pupils' vocabulary so that their writing is more imaginative. Pupils are increasingly confident in using a variety of styles, such as narrative writing and poetry, to express their ideas. Their handwriting is not well developed and they lack accuracy in the use of punctuation and spelling. Pupils' understanding of mathematical vocabulary has improved and their calculation skills are mainly secure. They are not proficient in applying these skills to solve number problems in real-life contexts or in their quick mental recall of multiplication and division facts.

Teaching has many strengths and makes a significant contribution to the progress that pupils make. Nevertheless, teachers do not consistently use marking and discussion to set precise next steps in learning. They do not always check if pupils have responded successfully to areas identified for improvement. Pupils enjoy coming to school, as shown by their improving attendance. The curriculum has been successfully modified so that it effectively promotes pupils' personal development and their understanding of citizenship. Parents and carers are especially pleased with the care taken of their children. One typical comment was, 'We are delighted by the progress our children are making in a safe, friendly and caring environment.'

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

- Raise attainment in writing and mathematics by:
  - improving the quality of pupils' handwriting and their ability to use punctuation and spelling accurately
  - improving pupils' quick mental recall of multiplication and division facts and their skills in solving number problems
  - ensuring teachers use marking and discussion consistently to set precise next steps in learning and check that pupils respond successfully to them.
- Strengthen leadership and management by:
  - rigorously evaluating the impact of improvement planning on pupil outcomes
  - fully involving all governors in holding the school to account for its performance.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils' achievement is good. They are enthusiastic and have positive attitudes to learning. Pupils enjoy taking part in class and group discussions. This was evident when pupils in Year 2 were talking about the travels of 'Barnaby Bear' in Norway, as part of their learning about the features of different countries. Pupils work well together in pairs and small groups and can maintain their interest for lengthy periods. They have secure reading skills and enjoy books. Pupils can express their ideas through a range of writing styles but their handwriting is not well developed. They lack accuracy in constructing sentences with correct punctuation and spelling. Pupils have secure mathematical calculation skills but are not adept in using them to solve real-life number problems. They do not have quick mental recall of multiplication and division facts. Pupils confidently use information and communication technology to support their learning. Pupils with special educational needs and/or disabilities make the same good progress as other pupils because of the well-targeted support they receive. There is no significant difference between the achievement and the learning of different groups.

Pupils enjoy taking on responsibilities in order to contribute to the life of the school. Such responsibilities include being a member of the Eco Committee or a school councillor. They add to the life of the wider community through the strong links with St Wilfrid's Church and by raising funds for local charities. Most pupils behave well but there are a few pupils who have behavioural difficulties and do not act responsibly at times. Pupils have a good understanding of how to stay safe and are confident that staff will help them if they have any worries. They say they feel safe and secure in school. Pupils are adopting healthy lifestyles well, knowing the importance of a balanced diet and of taking regular exercise. They have a good understanding of the beliefs and traditions of cultures different to their own and show respect for other people's feelings. Pupils' improving attendance and average attainment mean they are soundly prepared for their future lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	3
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers have good classroom management skills, which enable them to deal with the challenging behaviour shown at times by some pupils. Teachers provide activities that are motivating and effective in promoting pupils' independent learning skills. They use a variety of teaching styles to successfully challenge different groups of pupils. The objectives of the lesson are shared with pupils so they are clear about what they are to learn and how to complete the activity successfully. Teachers do not always use marking and oral feedback to set precise next steps for learning. They do not always check if pupils have responded to their comments. Insufficient emphasis is placed on pupils' improving their handwriting or their ability to use accurate spelling and punctuation. Relationships are good and mean that classrooms are friendly places in which to learn. Teaching assistants provide effective support for all pupils and especially those with special educational needs and/or disabilities.

Extra-curricular activities, which are well attended, and include sports, cookery and gardening clubs, enrich the curriculum. The opportunity to take part in educational visits, such as to the Whitworth Art Gallery, and work with a variety of visitors extends pupils' learning experiences. The planning for promoting pupils' personal development has been much improved and this is reflected in the good outcomes. They now have a good understanding of how to take a responsible role in the wider society. A variety of partnerships, including those with local schools, supports pupils' learning and development effectively, particularly in sport. The provision for information and communication technology has been much improved since the last inspection and has led to raised attainment in the subject. The Activemark award and Healthy School accreditation reflect the commitment to encouraging pupils to adopt healthy lifestyles.

Well-organised arrangements for the care of all pupils contribute to their good development and well-being and support their learning. Staff are clear about the steps to take if they have any concerns about the well-being of a pupil. Clearly targeted support for pupils who are potentially vulnerable due to their circumstances

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

plays an important role in fostering their learning and development. Established links with outside agencies, including the educational psychologist and other healthcare professionals, ensure extra support for individual pupils is available when required. The school has been successful in raising attendance in recent years and it continues to improve.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders successfully inspire those involved in school life to share a common sense of purpose in meeting ambitious targets for all pupils. As a result, morale is high among all staff. The governing body is active in its support of the school but not all governors are fully involved in holding it to account for its performance. The role of middle managers has been improved since the last inspection and they are now involved effectively in planning for whole-school development. Leaders do not rigorously evaluate the impact of improvement planning on pupil outcomes on a regular basis. Consequently, there is a lack of clarity about the extent to which actions to bring about improvement are succeeding. The arrangements for the professional development of staff are good and have led to significant improvement in the quality of teaching since the last inspection.

The promotion of equality of opportunity is good, with no form of discrimination being tolerated. The thorough procedures for checking the performance of different groups enabled leaders to identify that those pupils known to be eligible for free school meals were doing less well than other pupils. Action taken to address this issue has proved successful and, as a result, any difference between these pupils and others is now minimal. The arrangements and policies for safeguarding meet requirements and are systematically reviewed. Staff have been appropriately trained and have the necessary expertise to make sure pupils are safe in school. Partnership activity effectively develops learning opportunities that the school could not provide on its own, such as in sport.

Leaders actively promote community cohesion within the school and pupils from different backgrounds get on well with each other. Community cohesion further afield is not as well developed, though the school is starting to reach out to other communities. Good engagement with parents and carers ensure they are effectively involved in their children's learning and the work of the school.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes because of consistently good teaching, though attainment on entry to Year 1 is below average, particularly in language and communication development. Adults are aware of the needs of children of this age and provide them with activities that match their individual abilities and maintain their engagement. The focused activities led by adults effectively develop children's learning. Some independent activities are less effective, as staff do not always intervene at relevant times to take children's learning forward. Children's language development is effectively promoted by sessions that stress the importance of linking letters and sounds. This is especially important, as increasing numbers of children are entering the school with poorly developed language and communication skills. Role play is also used effectively to develop these skills. For example, in Reception an area was set up as an Indian restaurant, with children preparing and serving a variety of make-believe meals.

The curriculum is enriched by opportunities for children to go on visits, such as to St Wilfrid's Church, and to work with a variety of visitors, including representatives of the emergency services. Children's behaviour is good and contributes positively to their progress and the setting's friendly atmosphere. Children enjoy working together in pairs and small groups but can also work independently and make decisions for themselves. Good leadership ensures that children's progress is checked carefully and that welfare arrangements are comprehensive. Parents and carers say that staff are approachable and keep them informed of their children's progress and how they can support learning at home.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

A low proportion of parents and carers returned their questionnaires. Most were positive about the school's work and the efforts of all staff. Two comments were typical, 'My daughter would come to school every day if she could,' and, 'I feel that St Wilfrid's has provided a great start to my child's education.' A very small minority



did not agree that the school deals effectively with unacceptable behaviour. No such behaviour was observed during the inspection and pupils say it is dealt with promptly if it occurs. A few did not agree that their children were well prepared for the future. Inspection findings show that this aspect of the school's provision is satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Wilfrid's CE Aided Primary School Northenden to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	60	17	35	2	4	0	0
The school keeps my child safe	29	60	19	40	0	0	0	0
The school informs me about my child's progress	24	50	20	42	3	6	1	2
My child is making enough progress at this school	26	54	16	33	4	8	1	2
The teaching is good at this school	27	56	17	35	4	8	0	0
The school helps me to support my child's learning	23	48	21	44	4	8	0	0
The school helps my child to have a healthy lifestyle	26	54	17	35	4	8	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	40	18	38	5	10	2	4
The school meets my child's particular needs	29	60	15	31	2	4	1	2
The school deals effectively with unacceptable behaviour	20	42	21	44	5	10	1	2
The school takes account of my suggestions and concerns	22	46	20	42	4	8	0	0
The school is led and managed effectively	23	48	22	46	1	2	0	0
Overall, I am happy with my child's experience at this school	26	54	20	42	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and 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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



30 November 2011

Dear Pupils

**Inspection of St Wilfrid's CE Aided Primary School Northenden M22 4NR**

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a good school and that:

- you make good progress and attain broadly average standards in English and mathematics at the end of Year 6
- the school helps you to be healthy, as you indicated in your questionnaires
- you make a good contribution to the life of the school and the local community
- staff look after you well and make sure you are safe in school
- you enjoy school, as is shown by your improving attendance
- staff and governors are working hard to help you do better.

What we have asked your school to do now is to:

- improve your handwriting, spelling and punctuation skills, your quick mathematical mental recall skills and ability to solve number problems
- make sure that teachers always give you precise advice on how to improve and check you respond successfully to their comments
- check carefully if actions taken to improve the school are proving successful and fully involve all governors in promoting school improvement.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities and attending every day.

Yours sincerely

Melvyn Hemmings  
Lead inspector

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