

# St Wilfrid's RC College

## Inspection report

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<b>Unique Reference Number</b>	108736
<b>Local Authority</b>	South Tyneside
<b>Inspection number</b>	382355
<b>Inspection dates</b>	8–9 December 2011
<b>Reporting inspector</b>	Mark Wilson

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	917
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Melia
<b>Executive Headteacher</b>	Nick Hurn
<b>Date of previous school inspection</b>	18 October 2010
<b>School address</b>	Temple Park Road South Shields Tyne and Wear NE34 0PH
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<b>Fax number</b>	0191 454 5070
<b>Email address</b>	admin@st-wilfrids.org

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<b>Age group</b>	11 – 16
<b>Inspection date(s)</b>	8 – 9 December 2011
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## Introduction

This inspection was carried out by three additional inspectors. Thirty five parts of lessons were observed and 35 teachers were seen teaching. Meetings were held with students, key staff, representatives of the local authority and the Chair of the Governing Body. Discussions were also held with the governor responsible for safeguarding and several parents. Inspectors observed the school's work and looked at safeguarding procedures and self-evaluation documentation. Inspectors also analysed examination outcomes and action/development plans, as well as minutes from meetings of the governing body.

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

- How well the school has tackled the areas for improvement from the previous inspection.
- The quality of provision, including the curriculum, and the quality of care, guidance and support that students receive.
- How well leaders have developed the capacity to make sustained improvement.
- Whether the progress students are currently making is good enough.

## Information about the school

St Wilfrid's is a slightly smaller-than-average secondary school. The percentage of students known to be eligible for free school meals is above average. Very few students are at an early stage of speaking English as an additional language. The vast majority of students are of White British heritage with a small proportion from a number of minority ethnic backgrounds. The percentage of students with special educational needs and/or disabilities is lower than the national average and the number with a statement of special educational needs is lower than that found nationally. The school has a specialism in mathematics and computing.

Since the previous inspection in October 2010 when the school was judged to require special measures, inspectors have visited the school on three occasions.

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

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

**2**

### Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Since its previous inspection, St Wilfrid's has improved significantly, so much so that it now provides students with a good quality of education and is hence a good school providing good value for money. The school has made exceptional progress in tackling the weaknesses identified at the previous inspection. Overall, the quality of leadership is good; however, the executive headteacher and head of school demonstrate exceptional leadership qualities. Their inspirational leadership together with good support and challenge from the governing body has created a climate of collective responsibility for sustaining improvement. The exceptionally strong focus on improving the quality of teaching and learning has brought about very strong improvements in students' outcomes and the much improved progress they now make. It is as a result of the very strong senior leadership that the school has been removed from special measures in a shorter than usual time. As a result of the significant sustained improvements, the school demonstrates good capacity for further improvement.

Students' attainment has risen very significantly and by the end of Year 11 in 2011 was above average overall. This much improved level of attainment last academic year has been sustained and is still improving, as evidenced in students' work observed during the inspection. Given their overall average starting points, students' achievement is now good. This is all the more impressive taking into consideration the significant legacy of underachievement students were previously accruing, as identified in the 2010 inspection.

Students are very well cared for and this results in them feeling exceptionally safe. They have an excellent understanding about what constitutes unsafe situations and say they feel safe in school at all times. Behaviour in lessons and around the school is good. As a result of the very clear expectations of leaders and teachers, there is a strong ethos for learning and of high quality behaviour by the students. The unequivocal drive by the leadership to improve teaching through very well targeted professional development has meant teachers now ensure students' learning meets their needs well. Consequently, the quality of teaching overall is now good with an increasing proportion that is outstanding. The curriculum now provided for students is good and also meets their needs well. The leadership very clearly understands that in order to improve further the quality of all teaching, their focus will have to remain on ensuring that all teaching is at least consistently good. The school's specialism in mathematics and computing is helping to develop further the quality of teaching and learning across the school. All students study computing and, as seen in the Year 11

results, they generally perform very well.

As a result of the very rigorous, good quality-assurance processes now well established in the school, the senior leadership team, along with middle leaders generally, are able to identify and further improve any areas which require development. Middle leaders share their senior colleagues' enthusiasm for improving the school further. However, a small number, especially those new to their role, have not had time to benefit fully from the opportunities the school and its outstanding partner school are providing, in order that they can contribute fully to the school's drive for further improvement.

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

- Improve the consistency of teaching in order that all is at least good by:
  - sharing best practice
  - providing more frequent opportunities in lessons for students to develop their thoughts on their learning through, for example, better use of questioning
  - refining the quality and precision of curricular targets set especially in Key Stage 3
  - ensuring that the challenge and support already provided for some teachers, for example, of the more-able students and in the minority of relatively less well performing subjects continue to have the desired impact.
  
- Enhance, where necessary, the strategic skills and roles of middle leaders, especially those new to the school, in order that they can contribute fully to improving the school further by:
  - providing developmental opportunities additional to the already high quality training middle leaders receive, so that they are fully prepared to be the best leaders they can be.

### **Outcomes for individuals and groups of pupils**

<b>2</b>
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At St Wilfrid's students make good progress and enjoy their learning as seen in the lessons observed during the inspection and from discussions with students. Consequently, over time students now achieve well given their attainment on entry to the school. Gaps previously seen in the progress and attainment of the different groups of students have been narrowed. The standards of attainment at the end of Key Stage 4 in 2011 rose very substantially to an above-average level, as seen for example in the proportion of students who gained five or more A\* to C grades at GCSE including English and mathematics. Inspection evidence and the school's very robust analysis of students' current progress indicate that students, including those with special educational needs and/or disabilities, are continuing to make good progress and are on track at least to meet the school's challenging targets for 2012. Students at St Wilfrid's demonstrate good attitudes to learning and enjoy coming to school. This is clearly seen by their above-average attendance, which from September 2011 to date has improved even further; this confirms how much

students value the improved teaching on offer. The good academic outcomes now achieved are matched by those for students' personal development. Consequently, students now leave St Wilfrid's well prepared with the skills and personal qualities to support their next steps in education, training or employment.

Students' contribute well to the local community, for example through their wide-ranging charity work, as well as in school, for example through their running of a Fair-Trade stall. At St Wilfrid's, the promotion of spiritual, moral and social development is very strong, though currently leaders are focusing upon improving the students' relatively less-well-developed understanding of life in multicultural Britain. Students know well how to lead healthy lifestyles because of the guidance they receive and the many sporting opportunities they can and do take part in.

*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:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
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>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Overall, teaching is good. Inspection evidence indicated that teaching now has many more strengths than relative weaknesses. Teachers demonstrate secure subject knowledge; they prepare lessons thoughtfully and foster good relationships. Pupils enjoy interesting learning, and work effectively with others. In the best lessons, teachers have high expectations and plan their lessons well in the short and long-term. In these lessons the teacher, as seen for example in a science lesson, demonstrated a very good understanding of students' learning needs and met these needs very well. In some of the satisfactory lessons, opportunities were sometimes missed to use questioning effectively and to ensure that students' short-term curricular targets were precise enough. Overall, in the lessons observed where the application of literacy and numeracy was featured, its impact was mainly good. However, in some satisfactory lessons, such best practice was not observed.

<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

The curriculum at St Wilfrid's now provides well-organised, imaginative and effective opportunities which contribute well to the students' academic development and their well-being. The Key Stage 3 curriculum has been developed well to prepare students, especially in terms of the key skills they need for their future learning. The Key Stage 4 curriculum has also been enhanced further to ensure the increased range of pathways fully meet students' needs. There is a good range of enrichment opportunities which many pupils take advantage of.

The very effective house system means each student is very well known and hence has adults to turn to should they need to. The pastoral care students receive is of a high quality and results in all students, irrespective of ability or background, making vastly improved progress both academically and personally. Students are guided well and receive appropriate support. Across the school the very rigorous tracking of students' progress leads to interventions where necessary to keep individuals or groups on track to meet challenging targets; this has resulted in the rapid yet sustained improvements in achievement.

*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?

The ultra-clear vision and inspirational leadership of the executive headteacher and head of school has meant that the very ambitious journey for improvement is well known by all staff. Consequently, staff are very well motivated and very intent on improving the outcomes for all students.

At St Wilfrid's, monitoring and evaluation are highly effective management tools that enable senior leaders to achieve consistency in the improvement across all aspects of the school's work. No inadequate teaching was observed during this inspection; clear evidence of the leaders' focus on ensuring that teaching is at least satisfactory and that the great majority is good. Inspectors found this to be the case. A sign of the strong capacity of the leadership is that they have a clear recognition that their next step is to ensure all teaching is at least consistently good. The leadership sees the need to ensure that the challenge and support they already provide for teachers continues, especially in the small minority of relatively less-well-performing subjects. Senior leaders overall have developed successfully into their roles and their capacity has increased. Middle leaders in post for some time have overall developed their monitoring and evaluation roles well as a result of, for example, the effective training and support from the strong partnerships brokered with other schools. New middle leaders recently appointed are already demonstrating the qualities needed for their role, though have not had time to access all of the high quality

training opportunities the leadership has arranged for them. The governing body is effective. It is strongly led and is clearly influential in holding the school to account and in determining the strategic direction of the school. The school engages well with parents and carers.

The leaders' drive to ensure equality of opportunity for all students is seen in the good outcomes for all groups of students. The school ensures that community cohesion is promoted effectively. Good safeguarding procedures are in place and the school integrates learning about keeping safe effectively into the curriculum.

*These are the grades for 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>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.



## 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 are 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.**



10 December 2011

Dear Students

**Inspection of St Wilfrid's RC College, South Shields, NE34 0PH**

Thank you for the warm welcome you gave us when we inspected your school. We found it very helpful to talk with you, especially about how well you are learning and how well your school has improved. It was very pleasing to hear how very safe you feel in school and how you know there is always an adult you could turn to if you need help. We agree with you.

I am pleased to be able to tell you that your school no longer requires special measures to be taken to help it improve. As a result of the very effective improvements made by the leaders of your school, your school is now a good school.

The good behaviour the vast majority of you demonstrate, along with the above-average level of attendance many of you have, combined with the much improved teaching you now receive, all help you to achieve well.

In order that your school can continue to improve we have asked your leaders to ensure that all of the teaching you receive is at least good and that all leaders, especially those new to the school, have the opportunities to be able to contribute fully to improving the school further.

You can help your school to continue to improve and give you an even better education by ensuring that you all take full responsibility for your learning and know what it is you have to do to improve in each of your subjects that you study.

I wish you the best of success and happiness for your future.

Yours sincerely

Mark Wilson  
Lead inspector

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