

St. Wilfrid's Catholic Junior and Infant School

Inspection report

Unique reference number	103451
Local authority	Birmingham
Inspection number	376907
Inspection dates	15–16 May 2012
Lead inspector	David Shears

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

Type of school	Primary
School category	Voluntary Aided School
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Johnny Moore
Headteacher	Richard Baker
Date of previous school inspection	4 March 2009
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Age group	3–11
Inspection date(s)	15–16 May 2012
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Introduction

Inspection team

David Shears

Additional inspector

Kathryn Skan

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 13 lessons taught by eight different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at policies, planning documents, assessment data and pupils' work. They analysed the questionnaires returned by 107 parents and carers, 29 members of staff and 99 pupils.

Information about the school

St Wilfrid's Catholic Primary is an average-sized primary school. The majority of pupils are from White British backgrounds, with the remainder from other cultures, the largest being of Black origin. The proportion of disabled pupils and those with special educational needs is lower than the national average. The percentage of pupils who speak English as an additional language is lower than the national average, although the proportion of pupils known to be eligible for free school meals is higher than the national average. The school meets the current floor standards, which are the minimum standards expected by the government. It has gained the Quality Mark for Primary Schools, the Activemark and has National Healthy Schools status.

A breakfast club and after-school childcare operates on the same site. Both of these provisions are managed externally and inspected separately.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. It is not good because the majority of pupils in Years 1 to 6 make satisfactory progress. Following the previous inspection, attainment dipped due to significant issues regarding staffing and the quality of teaching but these are being tackled. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' attainment is broadly average over time but is now rising. Similarly, rates of progress are satisfactory overall but are beginning to increase in most areas. However, pupils have too few opportunities to apply their literacy, numeracy and information and communication technology skills across the curriculum.
- Teaching is satisfactory. It is consistently good in the Early Years Foundation Stage and satisfactory overall in Years 1 to 6. Where lessons are good, pupils achieve well because both teaching and support staff have high expectations and enthusiastically meet the needs of pupils. However, some lessons do not sufficiently challenge pupils and make sure they progress well. Marking does not always let pupils know what they need to do to improve and not enough time is given for them to learn from their mistakes.
- Behaviour and safety are good. Pupils behave well in lessons and on the playground, and they feel safe and secure. Attendance has risen since the last inspection and is currently above the national average.
- Leadership and management are satisfactory. Senior leaders and managers have improved the quality of assessment data to enable them to track pupils' progress more closely but overall targets for year groups are not sufficiently challenging. The management of teaching is satisfactory. While improving teaching is a priority, there is not enough emphasis on pupils' learning either in monitoring procedures or in school development planning.

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What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make at least good progress and thereby raise attainment by ensuring that:
 - lessons consistently meet the learning needs of all pupils through the development of their skills
 - all teaching assistants are fully effective in supporting learning in all parts of lessons
 - teachers provide greater challenge in developing pupils' thinking skills through carefully chosen questions for pupils of all abilities
 - marking helps pupils to know how they could improve their work and that teachers allocate time for them to respond to this.

- Improve the effectiveness of the curriculum by:
 - developing a skills-based programme in all subjects throughout the school
 - ensuring that there are planned opportunities for pupils to practise their literacy, numeracy and information and communication technology skills in other subjects.

- Improve the effectiveness of leaders and managers by:
 - ensuring that targets for groups of pupils are sufficiently challenging, including for more-able pupils
 - refining school development planning so that is more sharply focused on specific areas for development that can be effectively evaluated
 - ensuring that the monitoring of lessons consistently focuses on the quality of learning for all groups of pupils.

Main report

Achievement of pupils

Children arrive in the Nursery with skills and knowledge that are significantly lower than that expected nationally. They settle quickly into school and make good progress so that, by the time they leave the Early Years Foundation Stage, their attainment is broadly in line with the national average. This is because the teaching they receive is effective in meeting their needs. For example, in one lesson seen in the Nursery the staff had high expectations of learning for all children, who interacted well with the teacher in extending their knowledge of letter sounds. Support staff were effectively making notes of the progress of individuals as part of on-going assessment.

Pupils in Years 1 to 6 make satisfactory progress overall and leave at the end of Year 6 with attainment that is broadly average and rising. Pupils' attainment in reading is broadly average and improving at the end of Year 2 and Year 6. Due to good support with specific programmes, pupils with English as an additional language make good progress, together with disabled pupils and those who have special educational

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needs, particularly in reading. Pupils who are known to be eligible for free school meals make satisfactory progress, as do the majority of pupils from minority ethnic groups.

Where teaching is good, pupils are challenged to extend their thinking skills. For example, in a lesson in Year 6 pupils were exploring similes and metaphors; they were engaged in trying to identify what was being described in a poem and discovering how these are used to good effect. They, in turn, created their own poetry along the same lines. The teaching assistant was well deployed in supporting lower-ability pupils to access the learning through clear explanations and encouraging these pupils to respond. However, in lessons where pupils made less progress, for example in a mathematics lesson in Key Stage 2, work was not sufficiently matched to their learning needs, particularly for the more-able pupils. In another lesson in Key Stage 1, while groups of pupils were working on different activities, often they were practising the same skill. Consequently, the work was occasionally too difficult for some and, more frequently, too easy for others. The very large majority of parents and carers who responded to the questionnaire felt that their children were making good progress. However, inspectors found that while children are making good progress in the Early Years Foundation Stage, in Years 1 to 6 too many pupils are making satisfactory progress.

Quality of teaching

The quality of teaching is improving although it is satisfactory overall in Years 1 to 6 because pupils are not consistently challenged by the work they are given. This is in contrast to the provision in the Early Years Foundation Stage where good teaching is evident across all the areas of learning and children make good progress. In all classes, pupils have good relationships with staff and are eager to please. Good use is made of technology such as interactive whiteboards to support teaching. Teachers have good subject knowledge. However, they do not consistently challenge pupils enough through careful questioning to extend their thinking skills. Good attention is paid to the spiritual, moral, social and cultural development of pupils, as seen in an assembly about giving support to a child in Rwanda. The teaching of reading is good in the Early Years Foundation Stage and satisfactory in Years 1 to 6. Disabled pupils and those with special educational needs are taught well because of the good intervention work which allows them to develop their key skills successfully.

Teachers have accurate assessment information available and use this to plan activities for pupils, although in some classes there is not enough emphasis on skill development in different subjects. Teachers clearly inform pupils about what they are going to learn in lessons and share how pupils will know when they have been successful. While most pupils know the level at which they are working and have targets that refer to these in books, they are not always sure of what they need to do to achieve these. While pupils' work is regularly marked and includes positive comments to encourage pupils, there is not enough guidance to help pupils know the next steps in learning and little opportunity for them to respond to comments. Similarly, there was little evidence in lessons observed to demonstrate that pupils

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evaluate their own learning to help teachers adjust planning to meet their needs. The vast majority of parents and carers who responded to the questionnaire feel that their children are taught well and a similar proportion of pupils agree. Inspectors found that while there is some good teaching and it is improving, there are still too many lessons where teaching is satisfactory.

While there is a good number of teaching assistants working at the school, their effectiveness varies. While some are proactive in engaging with pupils throughout the lesson, too many are not involved enough in the main teaching part of the lesson and do not always adapt or extend activities later in the lesson to ensure that pupils make good progress.

Behaviour and safety of pupils

Pupils behave well in lesson and are attentive, polite and courteous. They have very positive attitudes towards their learning and enjoy being in school. Inspectors found that while this is true for the vast majority of the time, occasionally there was some restlessness in the least effective lessons. Pupils behave well in the playground and assert that there is no fighting or bullying in the school. They have a good understanding of the different types of bullying, including cyber bullying, and know what to do if any incident occurs. Consequently, pupils all feel safe and secure, one commenting that she felt safe because 'teachers and friends look after you' and others stating that they have 'no worries'. Moreover, pupils know how to keep themselves safe and have a good understanding of issues such as internet safety. The school's positive ethos is a key strength in encouraging pupils' spiritual, moral social and cultural development: pupils have a good understanding of right and wrong and successfully learn how to relate well to others, regardless of their background. The very large majority of parents and carers who responded to the questionnaire feel that pupils behave well and a similar proportion of pupils agree. As a result, most pupils and all parents and carers feel that pupils are safe.

The attendance of pupils has improved from being broadly average in the last inspection to above the national average. Parents and carers are well informed about attendance in newsletters; attendance percentages are displayed for each class in school and pupils value the certificates and stickers they receive for attending regularly. Procedures are in place to follow up poor attendance and any persistent absence is rigorously monitored. The vast majority of pupils arrive in good time for school and any lateness is followed up.

Leadership and management

Senior leaders and managers have a satisfactory overview of the strengths and shortcomings of the school, informed by their self-evaluation procedures. While the school development plan identifies overall areas for improvement, these are not clearly focused enough, making it difficult for the school to measure whether actions have been successful. Leaders and managers regularly monitor the quality of teaching and this informs appropriate professional development and performance

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management, which is focused on raising achievement. This has resulted in an increase in the proportion of pupils making at least expected progress. While lesson observations are very detailed, with clearly identified strengths and areas for improvement, there is insufficient focus on the quality of learning for different groups. Consequently, there is still some disparity in their progress and so the promotion of equal opportunities is no better than satisfactory. The curriculum is satisfactory. Through the monitoring undertaken by middle leaders, the school has rightly identified that the development of skills in each subject is not sufficiently systematic and has begun to explore this. However, there are not enough opportunities for pupils to practise their literacy, numeracy and information and communication skills in other subjects.

The governing body is very supportive of the school and, along with the senior management team, is strong in promoting pupils' spiritual, moral, social and cultural development and providing pastoral care and support for pupils and their families. For example, parents and carers can work alongside their children in particular areas such as writing and mathematics, enabling them to help their children at home. The school's safeguarding policies and procedures meet current government requirements.

There have been some notable improvements since the last inspection. The quality of assessment has improved, giving teachers clear information with which to plan lessons. The introduction of meetings to discuss each pupil's progress has enabled the school to more rapidly identify those who are in danger of falling behind and giving them extra support to close the gap with their peers. However, the school has not targeted all those pupils who are making satisfactory progress to ensure that they are enabled to make good progress. This is because overall targets for year groups are not challenging enough. Nevertheless, the number of pupils making at least expected progress is reflected in improving attainment and attendance has improved. These indicators demonstrate the school's capacity to improve.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 May 2012

Dear Pupils

Inspection of St.Wilfrid's Catholic Junior and Infant School, Birmingham, B36 8LY

Thank you for the welcome that we received when we visited your school recently. It was lovely to meet you all and find out about your school. You told us that you feel safe because adults around you look after you so well. We were particularly pleased with the polite and courteous way in which you talk to adults in the school and we can see that you enjoy your learning. We are also pleased that more of you are coming to school every day so that you do not miss out on your learning. Well done.

We found that you go to a school that gives you a satisfactory education, which means that some things are good but others are not. While the youngest children make good progress in their lessons, not everyone in the rest of the school makes as much progress. To make sure that you all make good progress in every class, we have asked your headteacher and teachers to make sure that:

- all of you always have challenging work that is neither too hard nor too easy
- teaching assistants help you to make good progress throughout each lesson
- the comments made when marking your work tell you how to improve
- you have regular opportunities to practise your literacy, numeracy and information and communication technology skills
- they regularly check that you are making the best possible progress in lessons.

You can help by working hard, telling your teachers how well you are getting on and making sure that you always ask for help when you need it.

Thank you again for looking after us so well.

Yours sincerely

David Shears
Lead inspector

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