

# St Wilfrids Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	106509
<b>Local authority</b>	Wigan
<b>Inspection number</b>	377415
<b>Inspection dates</b>	21–22 May 2012
<b>Lead inspector</b>	Clare Henderson

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>	244
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Rowbotham
<b>Headteacher</b>	Clare Orrell
<b>Date of previous school inspection</b>	28 January 2009
<b>School address</b>	Golborne Road Ashton-in-Makerfield Wigan WN4 8SJ
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## Introduction

Inspection team

Clare Henderson  
Geoffrey Yates

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 16 lessons taught by eight teachers, listened to individual pupils reading in Years 1, 2 and 6 and scrutinised pupils' work. They held meetings with members of the governing body, staff and three groups of pupils. They observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance. The inspectors scrutinised the questionnaires completed by staff and pupils and analysed the 80 received from parents and carers.

## Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is average. The proportion of disabled pupils and those supported by school action plus or with a statement of special educational needs is average. Most pupils are of White British heritage; the proportion of pupils who speak English as an additional language is below average. The governing body manages breakfast and after-school clubs which were observed during this inspection. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has Healthy School status, Artsmark silver award, Eco-Schools bronze award, Let's get Cooking accreditation and Royal Horticultural Society Gardening for Schools level 3 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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Key to its success is pupils’ enjoyment of school which is reflected in above average levels of attendance and their outstanding behaviour. Furthermore, the school promotes outstanding spiritual, moral, social and cultural development and enrichment to pupils’ learning within the curriculum. The school is not yet outstanding overall because pupils’ achievement is not consistently high.
- Children make good progress in the Early Years Foundation Stage. At least good progress is made through Key Stages 1 and 2 so that pupils’ achievement by the end of Year 6 is good. When they leave school in Year 6, their attainment is above average in reading and mathematics and broadly average, though rapidly improving, in writing.
- Pupils show very positive attitudes to learning although they are not always given enough time to follow up comments teachers make when they mark their work. Parents and carers unanimously report that their children are safe and happy in school and this is endorsed by inspection findings. Pupils show high levels of respect and care towards each other and to all adults. Their behaviour around the school and in lessons is outstanding.
- The quality of teaching is good with outstanding practice evident. Teachers and support staff are extremely attentive to pupils’ personal and academic needs. This enables all groups of pupils to make at least good progress. However, pupils and, in particular, the more-able do not always have enough opportunities to extend their writing skills across the curriculum.
- Senior leaders and members of the governing body have given high priority to improving the quality of teaching and learning and being involved in reviewing the school’s performance. However, some subject leaders, new to their present role, have not had enough involvement in monitoring and evaluating pupils’ achievement across all subjects of the curriculum.

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

- Raise the achievement of all pupils to outstanding in writing by:
  - providing more opportunities, particularly for the more-able, to extend their writing skills across all the subjects of the curriculum
  - providing enough time for them to follow up the comments teachers make when marking work.
- Raise the quality of leadership and management to outstanding by:
  - further involving all subject leaders in monitoring and evaluating the quality of pupils' achievement across all subjects of the curriculum.

## Main Report

### Achievement of pupils

Children in the Early Years Foundation Stage make good progress from below expected starting points. There is a high focus on developing their personal development, speaking and listening and reading skills. This helps them to settle in, enjoy the wide range of exciting activities on offer and make good progress in all aspects of their learning.

A key priority in all classes to develop pupils' understanding and application of letters and sounds has successfully ensured that, by Year 2, pupils' reading skills are average. Attainment in the current Year 6 in reading and mathematics is above average. This is because teachers and support staff provide pupils with a love of literature and wide ranging opportunities for them to read for pleasure and to acquire new information. Investigative mathematics and problem solving enable pupils to reach the higher levels in mathematics. Attainment is average rather than above average in writing. This is because pupils, and in particular the more-able, do not have enough opportunities to extend their writing skills across all subjects of the curriculum. This is why achievement is judged good rather than outstanding.

Learning is good and often outstanding in lessons. It is particularly strong when learning is based on children's interests. For instance, Reception-aged children were observed holding a conversation with an alien, using musical instruments to make repetitive patterns of sounds to correspond to those found in the names of the planets. Children confidently used clip boards to write, for example, menus for aliens and set up an astronaut fitness camp. Such exciting learning, which is particularly appealing to the boys, contributes effectively to developing children's reading and writing skills.

In Year 6, pupils achieved highly as they enthusiastically used acting and improvisation to express feelings and emotions which were subsequently transferred imaginatively and fluently into their written work. Through excellent support and quality provision, disabled pupils and those with special educational needs make at least good progress, when compared to similar groups nationally in reading, writing and mathematics. Most parents and carers agree with the inspection findings that their children make good progress. However, a few feel that because of the unavoidable absence of the teacher in Year 2 last year the pace of learning for their children slowed. While this was the case at that time,

inspection evidence finds that pupils are rapidly making up the gaps in their learning and have made good progress in Year 3.

## **Quality of teaching**

Most parents and carers believe that their children are taught well and inspection evidence supports this view. In all lessons, pupils are fully absorbed in their learning and eager to give their best. Relationships with pupils are a key strength of teaching. In the best lessons, assessment and review of learning is a central part of the learning process. However, while marking of pupils' work reflects the strengths evident and usually provides clear direction on how to improve, teachers do not always provide enough time for pupils to follow up on the advice. Teachers and support staff are extremely dedicated and committed to the pupils' well-being and to promoting success in learning for all pupils including disabled pupils and those with special educational needs.

In all lessons, there are excellent opportunities, which pupils fully embrace, to reflect on, discuss and empathise with moral, social and cultural issues. Imaginative teaching and pupils' full participation in learning are integral to all lessons. For instance, Year 4 pupils reflected on how what is seen on the outside is not always a reflection of what is on the inside. Exciting film clips were used very effectively for pupils to consider these points and to apply them to their writing. This resulted in some excellent writing which considered feelings and emotions from differing points of view. Such learning extends pupils' understanding of equality and diversity very effectively.

All teachers provide excellent opportunities for pupils to identify with situations and characters, for example, when reflecting on the Great Fire of London or the feelings of children in the Victorian era. Listening to different styles of music, reflecting on the work of different artists and residential holidays to France all heighten pupils' spiritual and cultural development very effectively. Teachers, through high quality teaching of reading, drama, music, sports and French, are successful in promoting enjoyment of learning and give pupils a good range of experiences which prepare them well for their future lives.

## **Behaviour and safety of pupils**

Pupils are mature, confident and extremely proud of belonging to this school. This is reflected in their above average rates of attendance. The outstanding behaviour of all pupils has a significant impact on their good achievement. Behaviour was never less than good in all the lessons observed, and was often outstanding. The consistency of the school's well-established reward system, including whole-school adherence to the six golden rules, makes a considerable contribution to the pupils' outstanding behaviour. Pupils are extremely aware of safety issues and explain confidently that knives have to be handled with care and that, to avoid being ill, food must be prepared following strict hygiene rules. 'You must make sure you do not use the same chopping board to prepare chicken and vegetables', is a view typical of those received during the inspection.

Staff at all levels are committed and highly skilled in promoting good behaviour and consequently defuse and address all issues efficiently and fairly, allowing lessons to proceed without interruptions. Pupils' behaviour around the school, in the corridors, dining hall and in assemblies continues to be outstanding. The school teaches about and responds effectively to all types of bullying and, as a result, pupils say they feel very safe in school. Parents and carers are overwhelmingly positive about this aspect of the school's provision. They do not

express any concerns about bullying and most do not feel that their children's learning is being disrupted by poor behaviour. The pupils' views and the school's records show that the few incidents that occur are managed well and parents and carers are kept well informed. The daily breakfast and after-school clubs attended by high numbers of pupils demonstrate the good relationships in the school and the support parents and carers have for the school staff.

## **Leadership and management**

The school is led effectively by the headteacher and the senior leadership team. Senior leaders, in close partnership with staff, identify priorities clearly that will improve the school further. However, a few subject leaders new to their present roles are not fully involved in monitoring the quality of pupils' achievement across all subjects of the curriculum. Staff say how much they value the support they receive and how their planned professional development, and opportunities to review this, help them address the school's priorities. Staff work in close collaboration with each other to review and monitor pupils' progress. For instance, inspectors observed staff knowledgeably working together to moderate and agree levels of pupils' attainment in writing. Good progress has been made in response to the school's identification of its weaker areas. This is shown by the rise in achievement throughout the school, particularly in reading and mathematics and for pupils now in Year 3 whose progress was slowed when they were in Year 2. This demonstrates the school's clear vision and relentless drive to improve further.

The governing body has a good range of expertise that enables it to give school leaders good challenge, as well as support. It is knowledgeable, well-informed and fully involved in monitoring the work of the school. Visits and visitors enrich the understanding of themes studied and pupils are enthusiastic about these opportunities and the excellent range of extra-curricular activities available. However, the curriculum is good rather than outstanding because pupils do not consistently have enough opportunities to apply their writing skills across all subjects of the curriculum. The governing body, senior leaders and staff work effectively to prevent discrimination and ensure that all pupils have equal opportunities to enjoy the full curriculum.

The school promotes pupils' spiritual, moral, social, and cultural development exceptionally well. Numerous opportunities for pupils to reflect on their work, relationships and behaviour are woven successfully into learning and the ethos of the school. Good partnerships with local schools ensure smooth transition at all stages of the pupils' education. Most parents and carers say and the inspection agrees that they are well-informed about the work of the school through such avenues as newsletters, parent mail, parent meetings and the school website. However, a few feel they would like more communication with school staff. Safeguarding procedures meet statutory requirements and parents and carers expressed no concerns about their children's safety.

## 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](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.

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.**



23 May 2012

Dear Pupils

### **Inspection of St Wilfrid's Catholic Primary School, Wigan, WN4 8SJ**

We really enjoyed our time in your school. Some of the highlights for us were seeing pupils and teachers playing brass instruments so confidently, hearing the choir singing so tunefully practising for Robin Hood and talking to so many of you about your experiences at school.

We agree with you that yours is a good school. These are some of the things we liked best. You make at least good progress in reading, writing and mathematics. Teaching is good and helps you to be interested in what you are doing. Behaviour is outstanding and your spiritual, moral, social and cultural development is promoted extremely well within the curriculum you study. You have an exciting range of activities, which help you excel in art, music, French and sports. We read the comments made by your parents and carers. Almost all were very pleased with all that your teachers do to help you to learn and enjoy school. Please thank them for taking the time to write to us.

Your headteacher, other staff and the governing body are determined to make your school even better. To do this we have asked them to ensure that:

- you have more opportunities to extend your skills at writing in all the subjects you study
- you have enough time to follow-up the comments teachers make when they mark your work
- all the subject leaders are fully involved in checking you always achieve as well as you can in all your learning.

We hope you will play your part by continuing to work hard and to do your best to make your school even better.

Yours sincerely

Clare Henderson  
Lead inspector

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