

St Wilfrid's RC VA Primary School

Murphy Crescent, Bishop Auckland, County Durham, DL14 6QH

Inspection dates

16–17 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching has not been challenging enough over time to ensure that all pupils, including those learning to speak English as an additional language, make at least good progress.
- Despite improvements in the quality of the learning opportunities pupils are given, information on their progress is not used relentlessly to match tasks to their needs and interests.
- Opportunities are sometimes missed to enable pupils to practise their writing skills in all subjects.
- Senior leaders and those who lead subjects have an accurate view of the school's effectiveness, but their checking of lesson quality is not rigorous enough to make certain that all actions taken to improve teaching are successful.
- In a few lessons, pupils are unclear how to improve further and teachers do not always provide sufficient opportunities for them to find things out for themselves.

The school has the following strengths

- Overall attainment is average. Reading is much improved and is now above average.
- Teaching is good and occasionally thought-provoking, especially in the Early Years Foundation Stage, Year 3 and Year 6. This is ensuring that progress is improving. Pupils supported by additional government funding (pupil premium) make variable progress, but are reaching standards which are increasingly close to those of other pupils in other schools.
- Pupils are exceptionally well cared for, are very happy and feel safe. All parents agree.
- All teachers manage behaviour effectively and set high expectation for classroom routines. Consequently, pupils' behaviour is good and sometimes exemplary.
- The current achievement of pupils with special educational needs and those of Gypsy/Roma heritage is similar to their classmates.
- Decisive action taken by senior leaders to tackle weaknesses is steadily improving the quality of learning, resulting in an emerging pattern of good progress and achievement.

Information about this inspection

- Inspectors observed 15 lessons of which three were joint observations with the head teacher. In addition, the inspection team made a number of short visits to lessons and support sessions.
- The inspection team held discussions with pupils, parents, members of the governing body, school staff including senior leaders and those with responsibilities such as leadership of subjects, and a local authority representative.
- Inspectors took account of the 22 responses to the on-line questionnaire (Parent View). The inspection team observed the school's work and examined a range of documentation including the school's own records of pupils' current progress, records from the observation of lessons and checking of pupils' work, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Clive Pets, Lead inspector

Additional Inspector

Deborah Bailey

Additional Inspector

Full report

Information about this school

- St Wilfrid's is an average-sized primary school.
- The proportion of pupils eligible for pupil premium funding (which is provided to support the learning of pupils who are entitled to free school meals or in the care of the local authority) is above the national average.
- The proportion of pupils whose learning needs receive the level of support known as 'school action' is above average.
- The proportion supported at 'school action plus' or with a statement of special educational needs is twice the national average.
- A much lower than average proportion of pupils is from a range of minority ethnic groups, including those of Gypsy/Roma heritage, with a few who are at an early stage of learning to speak English.
- The school meets the current floor standards which set out the government's minimum expectations for attainment and progress.
- The school extends its services in that it provides a breakfast club each day.

What does the school need to do to improve further?

- Ensure that pupils' progress is rapid and sustained and they learn exceptionally well by:
 - making sure that information on pupils' progress is always used to plan activities that closely match the needs of pupils, including those at the early stages of learning to speak English
 - ensuring that all pupils have a clear understanding of how they can improve
 - extending the range of opportunities for pupils to practise their writing skill in all subjects
 - Increasing pupils' confidence and skill in finding things out for themselves.
- Improve the impact of senior leadership in making certain that the proportion of outstanding teaching increases by:
 - sharpening the quality of evaluation to make sure that all actions taken have the expected impact in the classroom
 - increasing the frequency of subject leaders' observation of lessons
 - Ensuring that staff training promotes imaginative, inspiring and exciting approaches to teaching lessons.

Inspection judgements

The achievement of pupils

requires improvement

- The school has made considerable progress in the last year in tackling underachievement. Recent test results at the end of Year 6 show attainment in writing a little below average and above average in reading and mathematics. This is a much more positive picture than in the previous two years, when attainment was below the level expected and pupils of all abilities and backgrounds had not made enough progress.
- Children enter Nursery with skills well below those typically seen for their age. Speech and language are often underdeveloped. The recently appointed Early Years Foundation Stage leader has improved the quality of learning resources which are now really well matched to the wide range of children's abilities and skills. As a result, children are making at least good progress with excellent progress in their social and emotional skills. All children are confidently working towards the goals expected of them for their age by the end of Reception.
- Progress made by pupils in Years 1 to 6 is accelerating speedily, because more is expected of pupils and lessons are more interesting and challenging. Inconsistencies in the matching of activities to the age, abilities and needs of pupils are being systematically eradicated. Weaknesses in girls' attainment in mathematics have been attended to. Although attainment in English is rising, opportunities are missed to enable pupils to practise and improve their writing skills in all subjects.
- Pupils are increasingly confident applying their skills to solve problems. However, the use of thought-provoking approaches which encourage pupils to think for themselves and demand more complex answers and detailed explanations is sometimes uneven.
- The progress of pupils supported by pupil premium and those learning to speak English as an additional language for the first time can be variable. Over time their progress and achievement is lower than that of their classmates or with similar groups nationally. However, the concerted action taken by the school to improve teaching and the quality of support for these pupils is enabling them to catch up quickly.
- The improved teaching of sound and letter relationships to prepare pupils for early reading and writing is effective. Much progress is being made with encouraging an enjoyment of reading. Although attainment in reading by the age of six is below average, using reading regularly to discover and question is adding to the richness of pupils' learning. Older pupils of all abilities speak enthusiastically about their reading and show a good grasp of an individual author's theme and style of writing.

The quality of teaching

requires improvement

- Although the impact of improved teaching has yet to be sustained, inspectors found the majority of teaching to be good and classroom support effective. As a result, a consistent pattern of faster progress for pupils of all abilities and backgrounds is emerging. More pupils are doing better than expected in both English and mathematics.
- Children in the Nursery and Reception benefit from inspiring and interesting teaching which motivates them to investigate and explore the world around them, whether inside or outdoors. Adults skilfully follow children's thinking, continually prompting and probing their knowledge and understanding.
- Progress is fastest when:
 - learning intentions are clearly understood and pupils know exactly what to do
 - practical, active approaches encourage pupils to think for themselves and apply their skills to solve challenges, puzzles or problems
 - Frequent comment by teachers ensures that pupils know how well they are doing and what they need to do to improve.

- When teaching is less challenging and the pace of learning is a little uneven:
 - lesson planning is insufficiently detailed to ensure pupils of different abilities and needs learn at a brisk pace
 - demands made of pupils do not continuously test and extend their thinking
 - questioning does not check pupils' knowledge and understanding frequently enough to pinpoint any gaps
 - Opportunities are sometimes missed to inspire and motivate pupils in imaginative ways.
- The pupil premium funding has enabled the school to improve the quality and frequency of intervention and support in lessons for those pupils for whose benefit the funding is intended. Combined with an increasing range of rich first-hand learning experiences, such as watching an Olympic football match or visiting the battlefields of Ypres in Belgium, these pupils' progress is becoming closer to the national average.
- The close working relationship with families who are increasingly involved in their children's development, for example in the Early Years Foundation Stage, is strengthening the school's drive for sustained improvement.

The behaviour and safety of pupils are good

- Secure expectations, clear boundaries for appropriate behaviour, the successful use of 'golden time' rewards and positive adult role models all add to pupils' strong sense of being safe and secure. The good and sometimes excellent behaviour is characterised by their courtesy, consideration and kindness to others, regardless of their background.
- The happy, friendly, family atmosphere in the popular breakfast club sets a highly positive tone for the day. Pupils enjoy school life and are proud of their school's achievements. They willingly work hard in lessons and their positive attitudes are reflected in their above average attendance.
- The excellent relationships with staff reflect the mutual respect that exists. Instances of inappropriate behaviour in classrooms or at play are rare. Pupils demonstrate a good grasp of what constitutes bullying and they are confident how to resolve any worries or concerns they may have.
- Discussions with pupils show that they have a good awareness of how to look after and protect themselves in order to stay safe. Break times and lunchtimes are effectively supervised, ensuring that sensible and safety conscious habits are fostered. Pupils' behaviour is thoughtful and their attitudes are wholeheartedly positive. However, opportunities are sometimes missed to allow pupils to take even more responsibility to manage their own behaviour and learning, even when teaching is generally good.
- Arrangements to support children whose needs are sometimes complex and whose circumstances make them at risk of not doing as well as others are effective. This includes targeted use of specialist support agencies, such as for speech therapy. All parents and carers appreciate the high quality of care that school staff provides.

The leadership and management are good

- Senior leaders are improving the quality of learning in the school very effectively. The head teacher's direction and passion to provide rich, positive learning experiences are shared by all staff. The positive action taken to raise achievement is steadily eliminating the variations in the quality of challenge and pace in lessons. Those with responsibility for subjects are developing their expertise and confidence well. However, training is not sufficiently focused to develop their direct observation of teaching in lessons and checking teachers' skills effectively. Overall, capacity to sustain improvements is good.

- Systems to check pupils' progress are increasingly secure and accurate in identifying gaps in pupils' learning. Although school's own judgements are accurate, the information gathered from the checking of pupils' progress is underused when planning classroom activities to match their needs. Checking of the impact of action taken to improve teaching is not consistently rigorous.
- The good curriculum provides stimulating first-hand experiences which capture the interest of pupils. It promotes positive attitudes well, but opportunities are sometimes missed to adopt more creative approaches to encourage an even faster pace of progress, especially when practising essential skills such as writing in different subjects. Occasionally, it does not fully meet the needs of individual pupils at the early stage of learning English.
- A wide range of visits, visitors and school clubs adds to the quality and enjoyment of pupils' learning. These include, for example, working in the school allotment with an experienced local allotment owner and learning about school life in the Tanzanian partner school. This contributes positively to their excellent spiritual and good moral, social and cultural development.
- Teaching is capably led. Training programmes for staff address school priorities and good support is provided for those newly qualified. Management of teachers' work is firmly targeted towards holding teachers responsible for producing faster rates of progress and higher achievement.
- Staff work hard to promote equality opportunity. All pupils are given opportunities to join in and achieve success, including those newly arrived and pupils from traveller families. The school engages families well. This includes those who find working with the school difficult. Excellent use is made of opportunities to enhance what the school has to offer for pupils, such as working collaboratively with the adjacent secondary school and the local network of schools.
- Safeguarding meets requirements with much effective practice adopted adding strength to the high quality of care of pupils.

■ **The governance of the school:**

- The governing body leads perceptively, challenges and holds the school to account in resolute and positive ways. It ensures that the school takes full advantage of the local authority expertise, and gives constructive and effective support. Governors use the headteacher's setting of targets meeting as an opportunity to add to their challenge and drive for continuous improvement. They use the expertise gained from local authority training to check directly pupils' progress, including measuring the impact of pupil premium funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114262
Local authority	Durham
Inspection number	405505

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Joanne Hart
Headteacher	Simon Rudd
Date of previous school inspection	9 September 2010
Telephone number	01388 603451
Fax number	01388 451500
Email address	s.rudd100@durhamlearning.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012