

St Wilfrid's Roman Catholic Voluntary Aided Primary School

Old Fold Road, Gateshead, Tyne and Wear, NE10 0DJ

Inspection dates 2 October 2013

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

- Teachers do not always expect the most from pupils and so not enough pupils make good or better progress.
- The more-able pupils are not always challenged enough because sometimes the work is not at the right level of difficulty.
- Teaching assistants tend to do a bit too much for pupils and so pupils miss out on finding things out for themselves.
- Achievement in reading, writing and mathematics is not consistently good, especially in Key Stage 1.
- Transition arrangements between Reception and Year 1 are not as good as they should be. As a result, the pupils who are not ready to access the Year 1 curriculum struggle at first.

The school has the following strengths

- Pupils make good progress in Years 5 and 6 because teaching is consistently good or better.
- Pupils in Years 3 and 4 are catching up at a fast rate because they are well taught.
- Behaviour is good in lessons and around school. Pupils are proud of their work and keen to do well.
- Pupils feel safe. They are polite and conduct themselves impeccably in assemblies.
- The school is well led and managed by a capable leadership team. As a result teaching has improved and pupils' attainment in English and mathematics has risen dramatically by the end of Year 6.
- Governors effectively support school improvement.

Information about this inspection

- The inspection team observed eight lessons or parts of lessons taught by four teachers and teaching assistants.
- The inspectors held meetings with staff, the Chair of the Governing Body and one governor, a representative from the local authority and three groups of pupils.
- Insufficient responses were available on the online questionnaire (Parent View) for the lead inspector to be able to access them. The lead inspector talked informally with a few parents.

Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The large majority of pupils are White British. A small number come from minority ethnic groups. A few are at an early stage of learning English as an additional language.
- A very small minority of pupils are Gypsy Roma. They join the school at different times for part of the school year. None were present at the time of the inspection.
- The school is an Additionally Resourced Mainstream School, funded to provide inclusive support for up to eight pupils, aged from three to seven, who have complex learning needs.
- The proportion of pupils supported through school action is high.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is above average and high in some year groups.
- The proportion of pupils who enter or leave the school at times other than the usual is above average.
- The school receives additional funding through the pupil premium for the majority of pupils. This is a high proportion. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The acting headteacher started in September 2012 following a period of acting headship by an executive headteacher supported by the deputy headteacher. There have been several staffing changes since the last inspection.
- The school did not meet the government's current floor standards in 2012, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and a baby and toddler group.

What does the school need to do to improve further?

- Make sure that teachers expect the most from all pupils, through:
 - asking searching questions that get pupils thinking and to see how much they have understood
 - using teaching methods that make the most-able pupils think hard for themselves and setting tasks that are at the right of level of difficulty to challenge them and allow them to make at least good progress
 - using teaching assistants more effectively to enable all pupils to work on their own and learn through finding out for themselves.
- Raise pupils' achievement in reading, writing and mathematics, especially in Key Stage 1, by making sure that teachers fully meet the needs of the different pupils, especially the most able, in their classes.
- Improve the transition from Reception into Year 1 so that pupils who are not yet ready to access the Year 1 curriculum have time to catch up.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement shows strong improvement over the last year. It is not yet consistently good in all classes or over time but the trend is upwards.
- Children make good progress from their starting points in speech, language, social and communication skills. However, by the start of Year 1, two-thirds have not achieved a securely good level of development in early literacy and mathematical skills.
- Achievement in Key Stage 1 is not consistently good over time. This is because the majority of pupils are not ready to access the Year 1 curriculum initially and so they struggle at first because the work is too hard for them. The most-able pupils do not make fast enough progress in reading, writing and mathematics in this key stage because the work does not challenge them enough.
- Achievement is good in Key Stage 2, especially in Years 5 and 6. However, attainment has been generally below average by the end of Year 6 because, historically, pupils have had too much to catch up in their final two years. Older pupils are now forging ahead because they have built up skills systematically throughout this key stage.
- Pupils across the school read enthusiastically. Younger pupils have a good understanding of how letters and sounds link together to form words (phonics). Their attainment in the Year 1 phonics screening check is above average. This is reflected in improved reading skills.
- Pupils are also beginning to write more accurately and at increasing length following the school's focus on 'fab writing'. By Year 5, pupils write neatly, using a good range of punctuation, interesting vocabulary, paragraphs and different types of sentences.
- In mathematics, pupils are now making rapid gains, with a small proportion in Years 5 and 6 comfortably exceeding expected levels.
- Although pupils did not meet the government's floor targets in 2012, their attainment in the 2013 national tests at the end of Year 6 shows huge improvement, with 100% of pupils reaching expected levels or above in mathematics and over 80% in English.
- Currently, pupils throughout Key Stage 2, including those supported through the pupil premium funding, are making rapid progress. Attainment is now close to average in English and mathematics by the end of Year 6. The proportion of pupils exceeding expected levels is small but increasing each year.
- Pupils who are supported through the pupil premium make better progress than others in school because of the extra help they receive. The attainment of pupils known to be eligible for free school meals, the large majority, exceeds that of other pupils in the school.
- Pupils who are learning English as an additional language make good progress and achieve well compared to similar groups nationally.
- The group of pupils supported through the Additionally Resourced Mainstream School provision make good progress in learning to follow routines and join in with other pupils. They are well prepared for moving on to Key Stage 2.
- Pupils who are supported through school action, school action plus or who have a statement of special educational needs make similar progress to other groups in school. They receive good support in lessons but sometimes rely a bit too much on help from adults.
- The school is tackling discrimination and promoting equality of opportunity assiduously and this is beginning to show in pupils' improved performance.

The quality of teaching

requires improvement

- Teaching requires improvement because over time and in some instances, it does not ensure that all pupils consistently achieve well.
- Less successful teaching methods include missing opportunities to ask pupils questions that help

teachers to gauge how much pupils have understood and to use this information to push learning on.

- Sometimes, the teaching does not make the most-able pupils think hard for themselves, especially in Key Stage 1. Pupils' learning slows because the work is not hard enough for them.
- The way that teachers use teaching assistants to help pupils to learn varies from class to class. Sometimes, teaching assistants give pupils a bit too much help and so pupils do not learn through finding out for themselves. In other instances, support is effective, especially for those pupils in the Additionally Resourced Mainstream School provision.
- In the best lessons, teachers make sure that the content interests pupils. They give pupils sufficient time to try out new skills so they learn through applying what they have been taught. In these lessons, teachers' good subject knowledge both enlivens and moves learning on at a rapid rate. Lessons are well planned and are clearly based on what pupils need to learn next. Teachers expect the most from pupils and pupils respond to the challenge by working really hard.
- Marking is a strength across the school. It gives pupils clear pointers as to what to do to improve their work. Teachers also give pupils time to respond to these and to be self-critical. This means that pupils check their work carefully and learn from their mistakes.
- In all lessons, teachers manage behaviour well and establish good classroom routines.

The behaviour and safety of pupils are good

- The vast majority of pupils attend well. Recent attendance figures show that attendance is above average. Classes vie with each other to win the attendance prize. A few pupils have difficulty attending regularly for medical or cultural reasons. The school supports individual families well.
- Typically, pupils arrive at school in good time and settle quickly to work. Pupils are keen to learn and so lessons are rarely disrupted. They concentrate well, listen attentively and try to carry out instructions.
- Newcomers quickly settle in because pupils are friendly and enjoy playing together. Lunchtimes and before- and after-school clubs are happy, sociable occasions.
- Pupils respect each other. While they are aware that a few pupils have problems managing their behaviour they do not feel intimidated. Although bullying occasionally occurs, pupils know who to contact and are confident that adults in school will help. They understand the different types of bullying and have a reasonable grasp of e-safety.
- A notable strength is pupils' respectful, reflective behaviour in assemblies. They discuss moral issues sensibly and know, for instance, that it is good to share and to help others but that there are times when it is better to get an adult involved too.
- A lot of pupils take part in sports activities. This makes a good contribution to pupils' confidence, healthy outlook and physical well-being.

The leadership and management are good

- Leaders know the school's strengths and weaknesses and have taken rapid and effective action to improve pupils' achievement and the quality of teaching.
- The leadership team has accomplished a great deal in a short time. The proportion of pupils meeting or exceeding expected levels of attainment rose dramatically in the 2013 national tests and compare very favourably with the national picture, as a result of its well-judged actions. These include: stringent checks on teaching effectiveness; frequent checks on pupils' progress; and intensive professional development of all staff. In addition, assessment methods make sure that teachers are fully accountable for pupils' progress in their classes.
- Senior leaders share responsibility for leading teaching through a mixture of coaching,

demonstration and team teaching. These methods have secured improvements in teaching and teachers are very keen to improve their practice.

- Appraisal is used rigorously to ensure that those who need support receive it. The work in pupils' books confirm that performance management is effective at accelerating pupils' progress.
- Teachers' responsibilities match their level of pay. Only those who are effective move up the pay scale.
- An uncompromising stand on punctuality, attendance and uniform is reflected in pupils' good behaviour, responsible attitudes to learning and much improved attendance.
- Having proved their effectiveness in rapidly improving teaching and pupils' achievement in Key Stage 2, leaders are now turning their attention to ensuring that transition from the Reception class to Year 1 and aspects of teaching and pupils' progress in Key Stage 1 improve equally as well.
- Senior leaders successfully involve parents in school life, including those who are hard to engage. Initiatives such as the breakfast club and toddler and baby group, alongside courses in cookery and computers, encourage parents to come into school and work with their children.
- The school uses the additional sports funding to provide after-school sports clubs, establish links with a specialist sports college and to engage both boys and girls in competitive sports. These are new ventures which are making a difference to pupils' health and well-being, their attitudes to school and to gender equality.
- The interesting curriculum makes good provision for the creative arts, supported by community links with The Baltic for instance. It promotes pupils' spiritual, moral, social and cultural development extensively. These factors contribute to pupils' good learning attitudes.
- The local authority, recognising the school's emerging strengths, supports the school through professional development as required.
- **The governance of the school:**
 - Governors have a clear grasp of pupils' achievement from analysing data, regular school visits to check on specific aspects according to a pre-determined programme and asking challenging questions. Governors know precisely how the pupil premium and the new primary school sport funding are spent and their impact on pupils' achievements. Governors are closely involved in the management of staff and have tackled staffing issues competently. They know first-hand how teaching is led and managed. They have productive relationships with the local authority and diocese.

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	108400
Local authority	Gateshead
Inspection number	425779

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	103
Appropriate authority	The governing body
Chair	Phil Cunningham
Headteacher	Liz Wright
Date of previous school inspection	15 September 2011
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