

Inspection of a good school: St Wilfrid's Catholic Primary School

Greenbank Lane, Hartford, Northwich, Cheshire CW8 1JW

Inspection dates:

18 and 19 October 2022

Outcome

St Wilfrid's Catholic Primary School continues to be a good school.

What is it like to attend this school?

At St Wilfrid's Catholic Primary School, warm and welcoming relationships permeate throughout the school. Pupils said that their teachers 'truly care' about them.

Parents and carers spoke highly of the care and support that their children receive from staff. This helps pupils to feel safe in school. They know who to speak to if they have any worries or concerns. Children settle quickly into the early years because of the nurturing environment that leaders and staff have created.

Pupils follow the school rules closely. They behave sensibly in classrooms and on the playground. Pupils are polite and courteous. They give new pupils and visitors a warm welcome and a smile. Pupils said that if any bullying occurred, their teachers would stop it happening. Leaders deal with any incidents effectively.

Pupils have many opportunities to take on responsibilities in school. For instance, pupils enjoy being reading ambassadors or 'Mini Vinnie' leaders. They are keen to help out in the school community. Pupils benefit from a range of extra-curricular activities, such as cricket, art club and choir. All pupils, including those with special educational needs and/or disabilities (SEND), take an active role in school life.

Leaders have high ambitions for pupils. Pupils work hard to meet these high expectations and achieve well. Pupils are happy and enjoy attending this school. The majority of parents would recommend this school to others.

What does the school do well and what does it need to do better?

Leaders have given much thought to how they have organised the curriculum for pupils, including in the early years. It is suitably broad and balanced. Leaders have made content choices based on the context and locality of the school. For example, when learning about castles in history, pupils visit a local castle.

Leaders have made it clear to teachers the important knowledge and skills that pupils should remember. Pupils learn topics in a logical order. The curriculum in the early years ensures that children are well prepared for learning that will take place in key stage 1.

Staff have benefited from suitable training in a range of subjects. They receive effective support from subject leaders. This means that staff have the appropriate subject knowledge to design learning that deepens pupils' understanding of concepts. Teachers consider carefully the prior knowledge that pupils need to be successful.

Teachers are starting to revisit important aspects of the curriculum more frequently. This is to ensure that pupils can recall what they have learned previously. However, in some subjects, teachers do not ensure that pupils have sufficient opportunity to refresh their knowledge of earlier learning. This sometimes slows pupils' learning of subsequent topics.

The curriculum has been organised by leaders to meet the needs of all pupils, including pupils with SEND. Teachers make regular checks to see how well pupils are learning. Leaders are quick to identify any pupils who may need additional support, including those with SEND. Activities are carefully chosen by staff to help pupils with SEND to learn the curriculum and achieve well.

Leaders make reading a high priority. Staff are well trained to teach reading and phonics. Children in the Reception Year get off to a flying start in their early reading. Staff are clear about the sounds that pupils should know by the end of each half term. Reading books are carefully matched to the sounds that pupils know. If pupils fall behind, they receive the support needed to catch up quickly. Leaders promote reading for joy throughout the school. For example, they have invested in a wide variety of texts to enhance the new library.

Pupils have positive attitudes to learning. This begins in the early years, where children play and learn cooperatively. Pupils behave well in lessons. Any slight disruptions to learning are dealt with quickly by teachers. Pupils respond well to reminders about how they should behave. They show respect to each other and to their teachers. Leaders ensure that there is an orderly and calm atmosphere throughout the school.

Leaders have ensured that the curriculum provides opportunities to broaden pupils' development. Enrichment experiences, such as learning to play instruments and visits to museums, form part of the curriculum. Pupils learn about different religions. They understand about the importance of tolerance and respect.

Leaders, including governors, are clear in their ambition for pupils. They have accurately identified the strengths of the school and what needs to be done to bring further developments. Leaders are considerate of the well-being and workload of staff when making decisions. Staff feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. They ensure that staff access the necessary training to recognise the risks that pupils may face. Staff are vigilant in their safeguarding duties. They respond swiftly to any concerns raised about pupils' safety. Leaders are tenacious in their efforts to secure appropriate support for pupils and their families.

Staff teach pupils how to keep themselves safe. For example, pupils learn about how to keep themselves safe when working online, or how to escape a fire.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not revisit key knowledge with enough frequency and afford pupils sufficient opportunity to recall earlier learning. This means that pupils sometimes do not remember some aspects of the curriculum sufficiently well. Leaders should make sure that teachers revisit essential parts of the curriculum so that pupils embed this essential knowledge into their long-term memory.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	111461
Local authority	Cheshire West and Chester
Inspection number	10241892
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair of governing body	Elaine Morrissey
Headteacher	Justine McEniff
Website	www.st-wilfrids.cheshire.sch.uk
Date of previous inspection	19 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Shrewsbury. The school's most recent section 48 inspection was in March 2018.
- Leaders do not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.
- During the inspection, the inspector met with the headteacher and members of the senior leadership team. She met with two members of the governing body. The inspector held a telephone conversation with a representative of the local authority.
- The inspector considered the responses to Ofsted Parent View, Ofsted's online survey, including the free-text comments. She considered the responses to Ofsted's staff and pupil surveys. The inspector spoke with parents at the start of the school day.
- The inspector examined a range of safeguarding documents. She made checks on staff recruitment and spoke with staff to check how well they understood their safeguarding

responsibilities. As well as this, the inspector explored the staff's views about their workload and well-being.

- The inspector observed pupils' behaviour in lessons and around school. She spoke with pupils to gather their views about behaviour and safeguarding in their school.
- The inspector carried out deep dives in early reading, mathematics and history. She met with a selection of other subject leaders, visited lessons and spoke with teachers. The inspector spoke with pupils and looked at examples of their work.

Inspection team

Bev Dolman, lead inspector

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022