

Inspection of St Wilfrid's Catholic Primary School – a Catholic Voluntary Academy

Monkgate, York, North Yorkshire YO31 7PB

Inspection dates: 22 and 23 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

St Wilfrid's Catholic Primary School is an inclusive school where pupils feel safe and happy. Bullying rarely happens and, if it does, pupils know an adult will sort it out quickly. Leaders have an ambitious vision for all pupils to achieve well. The Christian ethos of the school is central to this.

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). They have introduced new routines to make sure that playtimes are calm and so that pupils have the space to play with their friends. Most pupils behave very well in lessons. Some pupils, who missed out on education during the COVID-19 pandemic, take longer to settle into their learning.

Leaders give pupils a wide range of experiences to help them develop both academically and personally. Pupils get the opportunity to develop their confidence and resilience through different leadership positions, such as the charitable group Mini Vinnies, sports leaders and the school council.

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

Leaders are developing an ambitious and challenging curriculum. In most subjects, leaders have identified the important knowledge that they want pupils to know and remember. Leaders make sure that new content connects to what pupils already know. In most areas of the curriculum, teachers use assessment well to check on what pupils have learned. However, in a small number of subjects, curriculum planning is not as well developed. Leaders still need to identify the most important knowledge that pupils need to know and remember in these areas of the curriculum.

Leaders have recently introduced a new approach to teaching pupils to read. Reading lessons are systematic and consistent. Pupils know the routines and join in shared activities with excitement. Pupils acquire phonic knowledge progressively. In Reception, pupils learn how to articulate sounds accurately. The books pupils read help them to become skilled and fluent readers. However, the activities pupils are given to practise their writing do not consistently match their phonic knowledge. This means that some pupils in Reception and key stage 1 cannot form letters accurately. Leaders need to ensure that pupils get enough time to practise accurate letter formation through the curriculum.

Pupils with SEND are supported well, including those in the early years. Teachers are given clear guidance on how to meet pupils' needs. Pupils study the same curriculum and teachers adapt their teaching to meet the needs of pupils with SEND.

Staff in the early years have created an environment that supports the children's needs. Leaders have adapted the outdoor spaces to promote curiosity and independent learning. The relationships between adults and children are strong. Children show positive attitudes towards their learning. However, some aspects of

the early years curriculum are not as well developed as other phases. Although children acquire important knowledge, this is not mapped out as well as it could be.

Most pupils behave very well. They demonstrate positive attitudes towards their learning. Leaders are aware that some pupils need stronger routines to support their behaviour. Leaders are taking action to address this. Pupils are taught that being kind, considerate and tolerant is important. This is reflected in the way that pupils treat each other.

Pupils' personal development is a priority for leaders. The curriculum for personal, social and health education is well planned. It teaches pupils the risks that are associated with their local area, such as road and water safety. Leaders have identified the trips and experiences that will help to build pupils' cultural knowledge of the world around them. Pupils have a good understanding of equality and fundamental British values. Pupils are prepared for life in modern Britain but still need to develop their knowledge of other faiths. They understand the importance of tolerance and respect.

The actions that leaders have taken have improved the school in a short space of time. Teachers feel supported by leaders. They receive regular training that helps them to improve their teaching. Parents and carers are very positive about the school. Governors challenge leaders about the key issues for the school. The school has only recently become part of the Nicholas Postgate Catholic Academy Trust but leaders are clear about what the school needs to do to improve.

Safeguarding

The arrangements for safeguarding are effective.

School staff are vigilant in keeping pupils safe. There is a strong culture of safeguarding across the school. Leaders ensure that safeguarding is everyone's responsibility. Staff are clear about how to identify pupils at risk and how to share their concerns with leaders.

Leaders work closely with external partners and agencies when required. Leaders are tenacious in checking that pupils get the support that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years and in some subjects, the curriculum does not identify the most important knowledge that pupils need to know and remember. This means that pupils do not build a consistent depth of knowledge across all areas of the curriculum. Leaders need to ensure that they specify the most important knowledge and skills that they want pupils to know and remember across all areas of the curriculum, including in the early years.

- In the early years and in key stage 1, some pupils are set writing tasks that do not match their phonic knowledge. This means they cannot write or use letters accurately as well as they should. Leaders need to ensure that pupils get opportunities to practise letter formation that is matched to their phonic knowledge in order to be ready for the next stage of their education.

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	147418
Local authority	York
Inspection number	10242440
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	257
Appropriate authority	Board of trustees
Chair of trust	Joseph Hughes
Headteacher	Helen Keith
Website	www.stwilfridsprimaryyork.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The new headteacher has been in post since September 2022.
- The school became part of the Nicholas Postgate Catholic Academy Trust in September 2022.
- The school's last section 48 inspection was in June 2019.

Information about this inspection

- Inspectors carried out deep dives in early reading, history, art and design, and mathematics. As part of the deep dives, inspectors visited lessons, reviewed curriculum plans and spoke with curriculum leaders and teachers. They also talked to pupils about their learning and looked at the work they had completed.
- Inspectors met with the special educational needs and disabilities coordinators, spoke to pupils with SEND, reviewed plans to support these pupils and visited lessons to see how pupils are supported to learn.
- Inspectors met with the designated safeguarding leads and reviewed a range of documentation, including safeguarding records and policies, to ensure that appropriate actions are being taken to keep children safe.

- Inspectors considered the views of pupils, parents and staff through Ofsted surveys, as well as additional communication from parents during the inspection.
- Inspectors scrutinised the school's records of bullying, reviewed the actions leaders take when bullying occurs and spoke to several groups of pupils, including some single-gender groups, to understand their experience of school.
- Inspectors met leaders to discuss pupils' behaviour and reviewed the school's data on suspensions.
- Inspectors met with representatives from the multi-academy trust and the academy scrutiny committee.
- Inspectors scrutinised records relating to attendance and pupil movement.

Inspection team

Stuart Voyce, lead inspector	His Majesty's Inspector
Kirsty Godfrey	His Majesty's Inspector
Steve Kernan	Ofsted Inspector

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