

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

St Wilfrid's Terrace, Longridge, Preston, Lancashire PR3 3WQ

Inspection dates:

13 and 14 March 2023

Outcome

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

What is it like to attend this school?

Pupils come happily through the gates every day. This is a friendly school where pupils flourish, feel safe and achieve well. Pupils act out the Christian values of love and forgiveness, which helps everyone to feel included.

Pupils know and live up to the high expectations and aspirations that leaders and staff have of them. They are polite and well-mannered. They behave well in lessons and during playtimes. They know the school rules, and gently remind each other of them if needed. Staff are warm and friendly, and develop positive relationships with pupils. Pupils trust the staff in school and know whom to speak to if they have a problem. Pupils said that leaders deal with any bullying should it occur. This, along with the strong Catholic ethos, results in a calm, caring school.

Pupils show pride in their school. They work hard and are keen to share what they have learned. Pupils look forward to celebrating their achievements and finding out who will join 'Wilf', the 'very important pig', at their weekly picnics.

Pupils enjoy the wide range of clubs on offer in order to pursue their talents and interests, including sports and crafts. These help them to learn new skills. Trips and visitors broaden pupils' learning experiences, which helps them to know and remember more. Pupils commented on how the recent trip to France helped them to understand and reflect on life in the trenches during the First World War.

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

Leaders have planned an interesting curriculum that is suitably broad and ambitious. Leaders have high aspirations for all pupils to achieve well. They set out clear expectations for what they want pupils to learn in subjects each year, beginning in the early years.

In most subjects, leaders have thought carefully about what they want pupils to learn and in what order. They have ensured that the curriculum is planned so that pupils extend their vocabulary in each subject. This helps pupils to build on what they know and to achieve well across many areas of the curriculum.

However, in a small number of subjects, leaders are still developing what they want pupils to know and the order in which this new learning should be delivered. This means that teachers are less certain about what they should teach and check. In these subjects, a small number of pupils do not achieve as highly as they could.

Teachers have strong subject knowledge. They explain new learning clearly to pupils and provide opportunities for pupils to revisit previous learning. This helps pupils to learn and remember important knowledge and vocabulary. For example, pupils in Year 6 spoke confidently about the causes of the First World War and, in Year 3, pupils shared their knowledge of Ancient Sumer. In most subjects, teachers use a range of assessment strategies well to check what pupils know and to address any errors and misconceptions that they may have. They use this information to decide the next steps in learning. This includes providing additional teaching for pupils who need it.

In some subjects, leaders gather a range of information about how the curriculum supports pupils' learning. This provides them with a clear understanding of how the curriculum helps pupils to increase their knowledge successfully over time. However, in other subjects, subject leaders' work to gather this information is less well developed. This prevents them from fully understanding how well pupils remember their learning over time in these subjects.

Reading is at the heart of the curriculum. Pupils read widely and choose books from their well-stocked class libraries. They talk enthusiastically about their favourite authors and genres. Pupils said that they love to read, commenting that 'reading lifts my mood' and 'creates adventures in your head'.

A newly introduced early reading programme is having a positive impact on pupils' learning. Pupils learn letters and the sounds letters make as soon as they start school. Pupils read books that are closely matched to their knowledge and understanding. Teachers make frequent checks to ensure that they remember the necessary phonic knowledge. If pupils fall behind, staff give effective support to enable them to catch up.

Pupils with special educational needs and/or disabilities are supported well. Leaders identify their needs quickly and provide appropriate support for them. This involves external professionals when needed. These pupils access the same curriculum as their peers, sometimes with adapted activities that enable them to achieve well.

Pupils, including children in the early years, have positive attitudes to learning. Pupils listen carefully to their teachers and show respect for their peers. These behaviours ensure that pupils work diligently and that their learning is rarely disrupted.

Pupils have many opportunities to represent the school through pupil leadership roles, and they are proud to serve their school. Through assemblies, pupils learn about British

values, such as respect for the beliefs and views of others. They know that being unique is something to celebrate.

Governors and staff are proud to be members of the school community. Leaders, including governors, have a clear vision for school improvement. Governors are well informed about leaders' work to improve the school. They provide leaders with effective support and challenge. Staff feel well supported by leaders. They value the time that they are given by leaders to do their work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that keeping pupils safe is a priority for all staff. Regular training ensures that all staff and governors have a clear and robust understanding of their safeguarding duty. Staff use reporting procedures well, and leaders are quick to respond to concerns. Leaders ensure appropriate support is in place for the families and pupils who need it.

Pupils are taught to keep themselves safe, both in their community and when online. Pupils are encouraged to ask questions if they are unsure about something. Staff answer pupils with sensitivity. Pupils can also tell 'Wilf' the worry pig, the school's worry box, as a form of communication.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In one or two subjects, leaders have not finalised the knowledge that they want pupils to learn. As a result, some teachers are not clear enough about the most important knowledge that should be taught and checked. This leads to gaps in some pupils' knowledge over time. Leaders should make sure that, in all subjects, teachers are aware of the essential knowledge that pupils should acquire and when they should acquire it.
- In some subjects, subject leaders' work to check on the impact of the curriculum is at an early stage. This means that these subject leaders do not have a clear enough understanding of how well the curriculum is helping pupils know and remember more. Leaders should ensure that, in these subjects, they gather the information they need to make sure that the curriculum is helping pupils to build up their knowledge securely over time.

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	119636
Local authority	Lancashire
Inspection number	10256198
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair of governing body	David Oxberry
Headteacher	John McHugh
Website	www.stwilfridsrcprimary.co.uk
Date of previous inspection	6 December 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not currently make use of alternative provision for pupils.
- The school is voluntary-aided and part of the Diocese of Salford.
- The school's last section 48 inspection took place in March 2019.

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 that into account in his evaluation of the school.
- During the inspection, the inspector held meetings with the headteacher, senior leaders and members of the governing body, including the chair of governors. He also spoke with a representative of the local authority and a representative of the diocese.
- The inspector carried out deep dives in early reading, mathematics and history. This involved visiting lessons with subject leaders, discussing subject curriculums, talking to pupils and teachers and looking at pupils' work. He also observed pupils reading to a familiar adult.

- The inspector observed pupils' behaviour at breaktimes, at lunchtime and during lessons. He also talked to pupils about their views of the school.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. He also considered responses to Ofsted's online surveys for pupils and for staff.
- The inspector checked leaders' safeguarding procedures. He scrutinised a range of safeguarding documentation and considered how safeguarding incidents are managed and recorded.

Inspection team

James Blackwell, lead inspector

Ofsted Inspector

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