

Inspection of St Wilfrid’s CofE Junior and Infant School

Mabel Street, Newton Heath, Manchester M40 1GB

Inspection dates: 19 and 20 September 2023

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	Requires improvement

What is it like to attend this school?

Pupils are embraced in the warmth of this school. They know that they are cared for and valued. Pupils said that the school is very respectful and welcoming. This makes them feel happy and safe.

Around school, pupils' behaviour is calm and sensible. Most pupils concentrate on their lessons and know not to disturb others. Pupils are keen to learn. In the early years, children are settled and able to stay focused on their learning. Children and pupils follow the school rules by listening carefully and learning to take turns. They speak kindly and respectfully to each other.

The school has high expectations for pupils' achievement. Many pupils reach these expectations and, as a result, are ready for the next stage of their education. The school makes sure that pupils receive the support they need, academically, socially and emotionally.

Pupils take on various responsibilities with pride. For example, pupils in Year 5 and Year 6 wear a different-coloured jumper to the rest of the school. This is to make them visible as role models for younger pupils. They live up to their role and set a high standard of behaviour for others.

Pupils appreciate the opportunities to take part in extra-curricular clubs, such as choir and quiz clubs. They enjoy the visits that they go on as part of their learning to help bring it to life. The school council plays an active role in the school, organising events and acting as a voice for children and pupils.

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

The school has carefully designed an interesting and ambitious curriculum. Most pupils learn well from the curriculum. This includes those with special educational needs and/or disabilities (SEND).

The curriculum is structured in a well-thought-out order. Pupils' learning is broken down into small sections that the school has identified as important knowledge. The school checks that pupils understand what they have learned. It uses this information to make sure that pupils have the essential knowledge needed to learn from the curriculum. Where appropriate, the school adapts learning so that pupils do not have gaps in their knowledge.

The school makes sure that pupils with SEND are identified early and receive the support that they need in a timely manner. Where appropriate, pupils with SEND have specialist resources to help them with their learning. The school is careful to ensure that pupils with SEND access the full curriculum.

The school places high priority on children and pupils learning to read. From the Nursery Class, children practise hearing sounds and developing their listening skills.

This means that when they start learning phonics from the outset in Reception Year, they can hear and identify individual sounds. Children quickly gain the knowledge and skills they need to be able to read confidently and fluently. Phonics is taught consistently across the school. Pupils benefit from reading books that only contain the sounds that they know. This means that they achieve success at an early stage of their reading. Pupils who are not keeping up with the pace of the phonics programme are quickly identified. The school then makes sure that these pupils receive extra support.

Pupils regularly visit the well-stocked school library. Parents and carers appreciate the trolleys placed outside containing books to borrow. The school makes sure that pupils read regularly. However, some older pupils do not read the wide range of books that the school intends. This means that some older pupils do not have a broad knowledge of different books and authors.

Pupils place a high value on acceptance and tolerance. They understand what it means to celebrate differences between themselves and others. Pupils told inspectors that everyone in their school are friends. Pupils learn about social and moral issues through regular philosophy lessons. They spoke confidently and articulately about a range of issues. This helps pupils to prepare for life in modern Britain.

The school has systems in place to identify and support pupils who do not attend regularly enough. However, these systems are fragmented and there are still some pupils who do not have good attendance. This means that they miss out on valuable learning.

The school, including governors, has successfully addressed the points raised during its last inspection. This has been done while considering and prioritising staff workload. It has allocated specific time to developing subject leadership. Staff are extremely positive about the school. They appreciate the consideration given to their well-being, through initiatives such as counselling, should they require it.

Parents are regularly updated about their child's learning, for example through online platforms and termly reports. Parents said that the school works closely with them to develop positive relationships and to support their children.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Too many pupils do not attend school regularly enough. These pupils miss out on important learning. The school should improve systems to work with parents so that pupils' attendance increases, and they access the full curriculum offer.
- The school does not have a clear overview of how widely some older pupils read. It has not identified that some pupils do not read from the wide range of books and authors that it intends. This means that these pupils do not develop a broad knowledge of books and authors. The school should ensure that older pupils read the breadth of books that the school intends.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105496
Local authority	Manchester
Inspection number	10294225
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair of governing body	Jane Belton
Headteacher	Sarah Brereton
Website	www.stwilfridsceprimary.co.uk
Dates of previous inspection	11 and 12 February 2020, under section 5 of the Education Act 2005

Information about this school

- St Wilfrid's Infant and Junior school is a voluntary controlled Church of England primary school within the Diocese of Manchester.
- The most recent section 48 inspection took place in January 2016.
- The next section 48 inspection is due to take place before January 2026.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point in time judgement about the quality of a school's education process.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the headteacher, the deputy headteacher, the early years leader and the SEND coordinator.

- The lead inspector also held telephone conversations with a representative from the local authority and a representative from the Diocese of Manchester.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and design technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to a range of pupils about their learning and looked at samples of pupils' work.
- The lead inspector observed some pupils from Year 1 to Year 3 reading to a familiar member of staff.
- Inspectors also discussed the curriculum in some other subjects. They looked at curriculum documentation and the work completed by pupils.
- Inspectors considered the results of Ofsted Parent View, including the free-text comments.
- Inspectors also considered the results of the Ofsted staff survey.
- There were no responses submitted to the Ofsted pupil survey.
- Inspectors also spoke to a range of parents and pupils to gather their views on the school.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.

Inspection team

Sheena Clark, lead inspector

His Majesty's Inspector

Nicola Howard

Ofsted Inspector

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