

INSPECTION REPORT

ST WILFRID'S CATHOLIC PRIMARY SCHOOL

Tunstall, Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 124378

Headteacher: Miss M E Tunney

Reporting inspector: Mr D Hayward
21234

Dates of inspection: 18th – 19th March 2002

Inspection number: 197487

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Queen's Avenue Tunstall Stoke-on-Trent Staffordshire
Postcode:	ST6 6EE
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D Henshall
Date of previous inspection:	October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Wilfrid's is an average sized primary school for pupils from 3 to 11 years old. It is situated close to Tunstall town centre, the most northerly of the six towns that make up Stoke-on-Trent. The school building dates from 1990 and provides good, modern accommodation, including a computer suite. The school has recently installed a new toilet block for pupils. It is soon to undergo extensive building work, when new classrooms will be added to allow the school's admission number to be increased from 30 to 45 each year.

Currently there are 219 pupils on roll who attend full time. There are also 30 children who attend the nursery. A few of these attend for morning or afternoon sessions only, although most attend full time. Children are admitted to the nursery after their third birthday. The school starts them at different times in the autumn term to make it easier for them to get used to school. Most of the pupils who attend St Wilfrid's are white and all of them speak English as their first language. The percentage of pupils eligible for free school meals is average. The percentage of pupils with special educational needs is well below average, although the percentage with statements of special educational need is above average. Assessments given to children shortly after they start in the nursery show that they have a wide range of ability, although their attainment overall is broadly average. The school has just won its second Department for Education 'Achievement Award' for its high results in national tests.

HOW GOOD THE SCHOOL IS

St Wilfrid's is a very good school with outstanding features. It is warm and welcoming and there is a great sense of teamwork amongst everyone involved. The school is very happy and successful. It is very popular and very well managed. It provides a very good standard of education and very good value for money.

What the school does well

- It helps pupils of all abilities to make very good progress and to achieve results that are very high in national tests when they are 7 and 11 years of age. It uses the results of tests and assessments very well to set targets for pupil improvement.
- It provides very good standards of teaching. Teachers work well as a team, and have very good relationships with pupils and high expectations of what they can achieve. Pupils say that, *'Teachers reward you when you do well and that gives your confidence a boost. If we struggle with our work we can always go back for help'*.
- Pupils' behaviour in lessons and around the school is outstanding. They are extremely polite and welcoming and work very hard in lessons. The school stresses the importance of caring for each other.
- The school forms very strong links with the community. Its excellent links with parents, other schools and the church help pupils to learn about a varied and exciting range of subjects. Pupils say that, *'In school we work as a team and get on well together. It's like a community where we work together to overcome any difficulties'*.
- The headteacher provides excellent leadership. Parents and pupils feel that she is an outstanding leader. Pupils say that, *'You can rely on her. She's fair all round and she's good fun. She'll listen to both sides if there's an argument.'* She and the deputy headteacher form a very effective partnership. Governors and staff with management responsibilities are very knowledgeable and provide very good support.

What could be improved

- Opportunities for pupils to develop an awareness of multi-cultural life in Britain.
- Pupils' annual reports to parents, so that they are more precise and more informative.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

St Wilfrid's was last inspected in 1997, when it was judged to provide good value for money. It has successfully addressed the three key issues from the last inspection. For example, curriculum planning is much better now and the school has introduced effective systems to find out what pupils can do and set challenging targets to enable them to do even better. The school has published its policy for sex education, as it is required to do. It has also worked hard to improve in other areas that were not weaknesses during the last inspection. For example, the monitoring of teaching is much more effective now. Standards in the foundation subjects are much better than they were and opportunities for information and communication technology are very good. There is now a very good range of equipment for outdoor play in the nursery and reception classes. There are very good opportunities for pupils' spiritual development in subjects such as music, art and drama. Opportunities for older pupils to use their initiative have improved, as has the level of challenge in work for all pupils. The school now provides very good value for money and is very well placed to continue to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	B	B
Mathematics	A	A	A	A*
Science	A	A*	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school has successfully managed the difficult task of maintaining high very standards since 1999 at the end of both key stages. Results for 7-year-old pupils, in comparison with those in all schools in the country, have twice been in the top 5 per cent nationally. At the end of Key Stage 2 the picture is very similar. With the exception of last year in English, when pupils' results were 'above average', results have always been 'well above average' or in the top 5 per cent of schools since 1999. The school has not been content to let things stand still. The percentage of pupils attaining the higher Level 3 at Key Stage 1, and Levels 5 and 6 at Key Stage 2, has continued to rise since the last inspection. These results show that the school helps pupils of all abilities to achieve their very best standards. The school's outstanding results for 11-year-olds have placed it in the top two primary schools in Stoke-on-Trent for the last five years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Children settle into the nursery very quickly and make a good start. All pupils really enjoy coming to school and are very proud of it. They say, <i>It's really special. We come to St Wilfrid's to get a good education. This school is the best around.</i> They work very hard in lessons and are very willing to help each other.
Behaviour, in and out of classrooms	Pupils are very well mannered and helpful. Their behaviour is excellent in lessons and around the school at playtimes and lunchtimes. Parents say that they are a credit to the school when they go out on trips and visits.
Personal development and relationships	A strength of the school. Pupils have lots of opportunities to take responsibility. They work extremely well together and respect each other's ideas. They are very caring and sensitive to the needs of others. Pupils say that, <i>'School makes you feel special by giving you responsibility for jobs to do'</i> .
Attendance	Very good. Attendance is better than in most primary schools. Pupils arrive

	punctually for school.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

During the inspection 17 lessons were observed. Teaching was good or better in 16 lessons (94 per cent), very good or better in 11 lessons (65 per cent) and excellent in 4 lessons (24 per cent). This is very high quality teaching and it is found throughout the school. The teaching of literacy and numeracy is of a consistently high quality and has a significant impact on the progress that pupils make in these subjects. From the time that children start in the nursery, teachers have high expectations of what they can do and set work that is challenging, yet at just the right level for their ability. Teachers throughout the school have extremely good relationships with pupils. They listen carefully to what their teachers say and they want to do well for them. Teachers are very positive in what they say and do. They use praise very well to boost pupils' confidence and make them want to do even better. Lessons are well planned and teachers use a range of books and resources well to make them interesting, so that the pupils are keen to learn. Classroom assistants provide very positive and important support for pupils in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school quite rightly emphasises the importance of subjects such as English, mathematics and science. It also plans a wide range of interesting and stimulating activities in other subjects. Information and communication technology is being used very well to help pupils learn. The school places a high value on providing lots of opportunities for pupils to keep fit and active through physical education. Very good links are made between the school and the community that help to provide pupils with very interesting opportunities for learning. The school provides a very good range of activities for pupils of all abilities, including those who are gifted and talented.
Provision for pupils with special educational needs	Very good. Pupils' special educational needs are identified early and they have lots of good support to help them make progress. Provision for pupils with disabilities is excellent. They say that, ' <i>The school always finds a way to get round any problems</i> '.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. It helps to develop a high level of tolerance, understanding and respect. Pupils' confidence and self-esteem are developed well, because everyone's talents are valued. It provides many opportunities for pupils to learn about their own culture. Not enough is done to develop their understanding of different cultures in Britain.
How well the school cares for its pupils	Relationships in school are excellent. Pupils say that, ' <i>You can ask any adult and they will help you.</i> ' There are very good systems for finding out what pupils can do.

Parents are delighted with the work of the school. They feel that it helps their children to achieve high standards. They are convinced that it helps them to learn good manners and to think about and help other people. Very good links with the nearby secondary school have helped pupils to attain high standards in dance and drama.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and is very highly regarded by parents and pupils. She is decisive, knows the pupils very well and ensures that the school continues to provide a very good education. The deputy headteacher provides excellent support and an outstanding example of teaching. Co-ordinators work very hard to ensure that high standards are maintained in their subjects.
How well the governors fulfil their responsibilities	Governors are very knowledgeable, enthusiastic and hardworking. They support the school very well and play an important part in monitoring its work.
The school's evaluation of its performance	Pupils' results in national tests make St Wilfrid's one of the most successful schools in the local education authority. Even so, it is continually looking for ways to improve the quality of education it provides.
The strategic use of resources	The school uses its budget and additional funding extremely well to provide a high standard of education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> All parents say that their children's behaviour is good and that they become mature and responsible. All parents say that teaching is good and that the school is well managed and led. All parents say that the school has high expectations and that they are well informed about their children's progress. Almost all parents say that the school works closely with them and that it listens to what they say. They are happy to approach the school if they have concerns. 	<ul style="list-style-type: none"> One or two parents would like to see the school set more homework for older pupils.

Inspectors agree with parents' positive comments. Parents' questionnaires and comments made at the pre-inspection meeting indicate the strength of their support for the school. In particular, they think that their children are extremely happy and very well cared for. The homework supports pupils' work in school. Older pupils agree that it is about the right amount and prepares them well for secondary school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school helps pupils of all abilities to make very good progress and to achieve results that are very high in national tests when they are 7 and 11 years of age. It uses the results of tests and assessments very well to set targets for pupil improvement.

1. Children's attainment when they start in the nursery shows a wide range of ability. There is, at present, no data to show the comparative attainment of children starting in nursery classes in different schools in the local authority. This comparison is made in the following year, when children have been attending the reception class for a few weeks, and reveals standards very similar to those of many children at the same age in the local education authority.
2. St Wilfrid's makes very good provision for pupils of all abilities. It sets out to make the most of pupils' interests, talents and abilities and to compensate for those who find learning more difficult. It has ensured that pupils' results in national tests at the ages of 7 and 11 years have remained consistently high over a number of years, despite the varying attainment of children in successive years when they start school at 5 years of age. To achieve this difficult task, the school uses assessment information very effectively to show what difference it makes. Many schools now refer to this eventual progress, in relation to what children could do when they started school, as '*value added*'. It indicates how influential the school has been in furthering the pupils' progress. There is very good evidence that work at St Wilfrid's builds quickly, logically and progressively from year to year on what pupils know and can do. Its targeting and monitoring systems ensure that pupils' rates of progress are maintained from the time that they start in the nursery class until they leave. The school's success in tests at the end of Key Stage 2 has meant that it has been in the '*top two*' schools in Stoke for the past five years.
3. The results of last year's tests and assessments for 7-year-old pupils were well above average in reading and writing and very high in mathematics compared with those in all schools nationally. This means that pupils' results in mathematics were in the top 5 per cent of schools in England. Results for 7-year-olds since 1998 have only once been lower than '*above average*' and have, on several occasions, been '*very high*'. The school has achieved a remarkable level of attainment and pupils consistently make very good progress from the time that they start school. In comparison with those in similar schools, last year's results were well above average in reading and writing and very high in mathematics.
4. In the 2001 tests for 11-year-olds, results were above average in English and well above average in mathematics and science. The school's long-term pattern of success at Key Stage 1 is also apparent at Key Stage 2. Since 1998 results have never been lower than '*above average*'. Usually results are '*well above average*' or '*very high*'. In comparison with those in similar schools, results were above average in English, well above average in science and very high in mathematics.
5. The school has developed very good systems that help it to identify pupils' strengths and weaknesses and then plan work that is challenging, as well as identifying where additional support should be provided. It has become skilled at using data extremely effectively in tracking the progress of groups of pupils and of individual pupils. It sets targets for them that are achievable yet challenging, in order to maintain the high standards that have been apparent at both key stages over the past four years. Ninety-four per cent of parents in their questionnaires agree that their children make good progress at school. The view of the inspection team is that the great majority of pupils make **very good** progress, regardless of their attainment on entry to the school.

6. For example, teachers assess children within a few weeks of starting school to find out how much they know; for example, their language development and their number skills, how well they concentrate and how they get on with other children. This is called the *'Early Learning Record'* and is the beginning of the school's collection of information that helps to track pupils' progress as they move through the school. The teachers use assessments constructively to forecast how well pupils will progress. In the light of these, together with additional information from teachers' own assessments, and a range of tests that the school uses, teachers review pupils' predicted levels of attainment against their actual results. The level of difficulty of pupils' work is then adjusted if necessary and additional teaching support is provided accordingly.
7. The school is very good at carrying out assessments to monitor pupils' progress as they get older in order to predict their attainment at the ages of 7 and 11 years. Teachers collect a wide range of evidence from pupils to monitor how well they are doing. They have become much more exact about assessing the work against fixed National Curriculum criteria so that they can be absolutely precise about how well pupils are attaining, compared with other pupils nationally at the same age. The school is determined to ensure that all pupils are **achieving** the highest level they can and doing as well as they can.
8. As well as using national levels against which to track and measure pupils' progress, the school very effectively uses a system of **target setting** that is appropriate to pupils' particular levels of attainment, ability and stages of maturity and social development. Older pupils describe aiming to reach their targets as, *'Like you're trying to get a medal in the Olympics. You work really hard and then you reach them'*.
9. Target setting starts in the nursery class, where targets are linked to the Early Learning Goals¹ to develop such social skills as *'playing well together'*. As pupils become older and move through the school the targets tend to become more focused on their literacy and numeracy. Pupils are well aware of them and know what they have to do to achieve them. Targets for literacy are set for half a term and then reviewed and amended. By the time that pupils are in Year 6 they have three targets for literacy. One is an **individual target** and is based specifically on the teacher's knowledge of what is particularly appropriate for each pupil to work on, for example the pupil's use of speech marks. Additionally, there is a **group target**. In literacy lessons, pupils sit at tables with other pupils of similar ability. Their shared target is based on the level of work they are tackling, and any common problems they might have encountered or areas that need to be developed, for example the use of alliteration. Finally, there is the **class target** that the teacher identifies as an area that the whole class needs to work on to develop their writing in a particular way, for example the use of short sentences to heighten effect. Teachers are very good at the start of lessons about reminding pupils of their targets. Their marking also reinforces the importance of the targets and whether they have achieved them. For example, *'A beautifully written story which contains lots of descriptive phrases and clauses to create interest for the reader. You also show awareness of your other target i.e. varying the length of sentence for effect. Well done'*.
10. The school collects samples of work from each pupil to show the progress that they make as they move through the school. These are useful as yardsticks against which to measure individual progress; for example, in writing there is a clear progression in terms of style and maturity as pupils get older. Recent collections of literacy and numeracy work allow comparisons to be made with nationally expected levels and provide very

¹ Early Learning Goals – these are targets for learning by the end of the reception year. They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world, and physical and creative development.

clear evidence of the development of pupils' work as they move through the school, for example the subtlety of content and the correct use of punctuation.

11. In Year 1, for instance, a pupil wrote, *'on mothers Day I gave my mum sum box choclats. I helped Katie mack breckfast for my mum. I helpd DaD to maeck a cup off tie for mummy'*. By the time pupils reach Year 3 they have learned to consider a wider range of descriptive words in their writing. *'One day a package arrived for my Nana. I opened it and there was a lovely stripy teapot. It had red, white, blue, green and orange strips. It was so colourful it made my eyes sparkle'*. By Year 6, pupils have been taught to consider very carefully their use of vocabulary for maximum impact and have developed an extremely sensitive style. For example, when they rewrote the start of the story of *Goodnight Mister Tom* one pupil wrote, *'Willie watched the platform shrink until it was so small it could have been a part of the train set that he had always longed for'*.
12. It is the school's ability to use its knowledge of individual pupils that enables it to challenge them to do the best that they can. In last year's tests, the percentage of pupils attaining the higher Level 3² at Key Stage 1 was above average in reading and science, well above average in writing and very high in mathematics. The percentage of pupils attaining Level 3 has gradually increased in all subjects. The judgement made in the previous inspection that there was a lack of challenge for more able pupils in science can no longer be made. In science, the percentage attaining Level 3 has increased from 0 per cent in 1999 to 31 per cent last year. At Key Stage 2, the percentage attaining Level 5 and above was average in English and well above average in mathematics and science. The percentage of pupils attaining the higher levels has gradually increased over the last four years, indicating that the school recognises that it has to challenge higher attaining pupils and has done so successfully.
13. The provision for pupils with special educational needs is also very good. The school recognises that there are some pupils who experience a degree of difficulty with some areas of learning. Its assessment systems help to identify those pupils at an early age, but without labelling them as *'slow learners'*; and its early identification of pupils with special educational needs has been improved by the co-ordinator for special educational needs. From the early years, the school supports pupils with additional help that is targeted on the basis of informal class assessments and, later, the results from statutory and non-statutory tests. Pupils receive very good help from teachers and support assistants. In lessons, work is carefully adapted to meet the particular needs and abilities of these pupils. As well as identifying those with learning difficulties, at the opposite end of the ability scale the school also monitors the progress of those pupils who are gifted and talented. For example, it identifies pupils who have particular ability in art, swimming, football and music, as well as those who are very able in the more *'traditional'* academic subjects. *'Booster'* classes for more able pupils effectively help them to achieve higher standards.

The school provides very good standards of teaching. Teachers work well as a team, and have very good relationships with pupils and high expectations of what they can achieve. Pupils say that, *'Teachers reward you when you do well and that gives your confidence a boost. If we struggle with our work we can always go back for help'*.

14. In their pre-inspection questionnaires, all parents indicated that they felt that teaching is good at St Wilfrid's. Teachers are committed to the success of the school. The quality of teaching is high and reflects the hard work that the headteacher and senior staff have put into monitoring teaching and improving its quality. Pupils clearly like and respect their

² Levels – By the end of Year 2 pupils are expected to attain Level 2 in reading, writing and mathematics. By the end of Year 6 they are expected to attain Level 4 in English, mathematics and science. Those pupils who attain Level 3 at the age of **seven-7** and Level 5 at the age of **eleven-11** are, therefore, attaining above nationally expected levels.

teachers and know that the feeling is mutual. It is one reason why they like coming to school.

15. Teaching was good in all but one (94 per cent) of the 17 lessons observed and, in that lesson, it was satisfactory. It was not as good as many other lessons because the lesson introduction was too long and not all pupils completed enough work. Teaching was at least very good in 11 lessons (65 per cent) and excellent in 4 lessons (24 per cent). This is very high quality teaching and it is found throughout the school. It is significantly higher than the current national quality of teaching, which indicates that 75 per cent of teaching is good or better and 17 per cent of teaching is very good. The quality of teaching in this inspection is much better than it was in 1997, although fewer lessons were observed in the current inspection. In 1997, 65 per cent of teaching was good, compared with 85 per cent in the current inspection, and 21 per cent was judged to be very good or better compared with three times as much in this inspection.
16. Teaching was much better in Key Stage 1 during this inspection than in 1997 when it was judged to be sound overall. Many of the teaching strengths identified in that inspection throughout the school are still apparent; for example, the teamwork amongst the staff, their lesson planning, good lesson pace and the deployment of classroom support assistants. Major improvements noted in this inspection are in the high level of challenge to pupils' work and the teachers' expectations of what can be achieved. Teachers' high expectations of pupils were a constant and significant feature of teaching during this inspection and play a major part in the high standards that pupils achieve in lessons and in tests at the end of Year 2 and Year 6.
17. One of the reasons for the improvement in the quality of teaching is the successful implementation of the National Literacy and Numeracy Strategies. They have enabled teachers to focus precisely on particular skills in literacy and numeracy that have to be taught in a logical sequence. The teaching of literacy and numeracy is invariably good, and sometimes very good or excellent. The work that co-ordinators have done in observing lessons in order to improve teaching has been effective. Teachers are good at sharing with pupils at the beginning of lessons what they want them to learn. This '*lesson objective*' is usually written in one or two sentences on the board at the beginning of the lesson. In the very best lessons it is referred to during the course of the lesson and also in very good plenary sessions at the end. In an excellent literacy lesson, the teacher had set up an extremely effective system of '*response partners*'. Pairs of pupils checked the quality of each other's work to judge whether the learning objectives had been achieved. They were fair, critical and supportive of each other. This is an excellent way of ensuring that pupils' work is valued by others.
18. Teachers use lesson introductions very well to revise the content of previous lessons and check that pupils have remembered what has been taught. They use questioning very well to get the lesson off to a quick start. For example, in a very good mental arithmetic introduction in Key Stage 1, the teacher's skill at questioning pupils about odd and even numbers had them all desperate to answer questions. The speed with which they are able to answer correctly showed how good they have become at working sums out in their heads. Her use of a glove puppet only served to heighten pupils' interest and involvement. Their amazement that the puppet could recognise and count in odds and evens seemed to make them even more determined to match its ability in mental arithmetic! During lesson introductions teachers demonstrate very good subject knowledge and their use of correct subject vocabulary is also very good. Their correct use of specific subject vocabulary is also evident in other lessons, for example design and technology and information and communication technology.
19. Teachers use questions well to make very good ongoing assessments of how much pupils are learning. They are especially good at asking other pupils for their opinions to

draw them into discussion to determine their knowledge and understanding. For instance, by asking one particular boy *'Do you agree with Katy?'* the pupil's response provided the teacher with important information. In the middle of a very good design and technology lesson, the teacher brought work to a stop to ask the whole class, *'Can anyone see a design fault with this cam?'* This clever use of pupils' work to allow other pupils to suggest improvement was an example of very good and timely intervention. So too was a teacher's comment about a specific piece of writing, *'I love your use of 'paralysed with fear'. Can anyone think of any improvements?'* Teachers also use questions well at the end of lessons to make pupils reflect on what they have learned, for example, *'Is there anything you think that could be improved?'*

20. The relationships between teachers and pupils are strong and supportive, and have a direct impact on pupils' progress. Teachers willingly accept all pupils' answers and praise them for their attempts to answer. For example, in the nursery, adults praised the way in which children worked together in the classroom and outside when using games equipment. In a very good drama lesson, when the pupils were performing in public for the first time, the teacher stressed the importance of enjoying themselves above all else, encouraging them by saying, *'It doesn't matter if it's not exactly right, even during the performance'*. Teachers combine their use of oral praise with the use of house points to confirm that pupils are doing well. Comments such as, *'Yes, you're quite right! You can have a house point for that!'* are welcomed by pupils who say, *'Teachers always praise you. You know that you can do more'*. There is no doubt that teachers' use of praise adds to pupils' belief in themselves and develops their self-esteem.

Pupils' behaviour in lessons and around the school is outstanding. They are extremely polite and welcoming and work very hard in lessons. The school stresses the importance of caring for each other.

21. All parents who returned their questionnaires and all those who attended the pre-inspection meeting agreed that the pupils' behaviour was very good and a strength of the school. Parents talked about positive comments that adults had made about the behaviour of pupils when they were out on visits to places of interest. They also mentioned that leaders of Cub, Brownie, Guide and Scout groups easily identified pupils who attended St Wilfrid's because their behaviour was so good. Pupils regard good behaviour in a very *'matter of fact'* way. They are well aware of how they are expected to behave in school and are extremely polite to visitors. Pupils are very conscious of the responsibility that the school places on them to behave well. Pupils of all ages agree that bullying is not a problem at St Wilfrid's.
22. Ninety-seven per cent of parents in their questionnaires indicated that the school helps their children to become mature and responsible. At the pre-inspection meeting they strongly supported the view that St Wilfrid's promotes positive and worthwhile values; for example, caring for others and fund-raising for charities. Pupils' very positive attitudes and values were also identified in the previous inspection. They talk enthusiastically about their school and their work. They are very proud of the school and are keen to tell visitors all about it and about their role in school. One pupil said, *'We're proud of the school and we're proud of ourselves. We try really hard'*.
23. Pupils feel that the school cares very much for their well-being. They say that, *'School makes you feel special by giving you responsibility with jobs to do'*. Older pupils are very proud of the work they have to do as monitors, house captains and prefects. They do not flaunt their authority, but use it positively and constructively. They say that, *'We work as a team and get on well with each other'*. This aspect of good relationships plays a very positive part in the day-to-day work of the school. It is something that the school promotes when children start in the nursery, and was clearly evident in the children's attitudes towards each other in the Foundation Stage. A group co-operated very well in

the 'school corner' when one took responsibility for 'teaching' the others a nursery rhyme. They shared the use of buckets and spades in the sand tray and let others take turns. Throughout the school, pupils work well in mixed gender groups. They bring positive and conscientious attitudes to their work and carry out their tasks sensibly and thoughtfully. Pupils' willingness to listen carefully to what they have to do, to start work quickly and to concentrate and work hard means that very little time is wasted in lessons.

24. Extremely positive aspects of the ways in which the idea of caring for each other is promoted are the way in which all pupils are fully included in all activities and the lengths to which the school goes to ensure that this is the case. At the pre-inspection meeting the parent of a child from a minority ethnic group praised the way in which her child had been positively welcomed into a mainly 'white' school. The parents of pupils with disabilities contacted the inspection team to stress the positive way in which their children had been fully included, supported and cared for. One of the pupils himself endorsed this view and said that, *'The school has always found a way to get round any problems'*.
25. Recently introduced 'Circle Time' sessions with older pupils have added a positive approach to the school's development of pupils' personal, social, health and citizenship awareness. Extremely sensitive and thoughtful sessions provide well-planned and valuable opportunities for pupils to extend their use of vocabulary in discussing important national issues, for example peer pressure and adolescent behaviour. These sessions also provide pupils with a chance to examine their own behaviour and their relationships with others. As one pupil wrote, *'Circle Time has helped me to express my feelings in front of others and to forgive others even when it is hard. I have also been helped in Circle Time to value my friends and the consequences of my actions towards them'*.

The school forms very strong links with the community. Its excellent links with parents, secondary schools and the church help pupils to learn about a varied and exciting range of subjects. Pupils say that, *'In school we work as a team and get on well together. It's like a community where we work together to overcome any difficulties'*.

26. At the pre-inspection meeting a parent spoke about, *'The lovely warm feeling you get when you come into school'*, and other parents agreed completely. All of them said that they were well informed about their children's progress. Almost all agreed that the school works closely with parents and that they are happy to approach the school if there are any problems. Although many pupils come from outside the local parish and some travel to school by bus each day, St Wilfrid's is very much a 'neighbourhood' school and works hard to forge links with the community it is proud to be part of. The many and varied displays around the school reflect many different subjects and activities; for example, trips into the nearby town and pupils' performances in drama and music. The way in which the school has developed strong links with the community has enhanced the pupils' learning experiences.
27. Close links are formed with parents during children's induction into the nursery. All parents said that this was a positive experience, which helped them and their children to settle very quickly into school routines. The school provides lots of good quality information for parents. The school prospectus and the governors' annual report to parents are informative and parents new to the school say that they are welcomed into school on visits and that these help their children to settle in quickly. The school sends out regular newsletters and reports, although annual reports are not as specific as they should be about pupils' progress and areas for improvement. The school is extremely popular and has a very good reputation in the area. Its values and the quality of education it provides are so sought after that it is considerably oversubscribed each year.
28. The school works very hard to maintain its position in the wider town community, whilst creating a community within the school. Pupils say that the school is, *'Like a community*

where we work together to overcome any difficulties'. Pupils' books show the good links that are made in history with the working traditions of the Potteries that many parents are still involved with. Pupils are very proud of their town and the school's reputation within it. A recent article in the local newspaper suggested that Stoke was the worst city in the country to live in. Pupils in Year 6 responded strongly in their writing, saying that, *'We believe that our city isn't atrocious, but pleasant and pleasing'* and that, *'We hope we can enhance our community and make it even more welcoming'*.

29. The school has enthusiastically taken part in local community and national initiatives that have enhanced the pupils' work. For example, it has benefited from very positive links with a local secondary school's efforts to gain specialist status as a school with expertise in the performing arts. A dance and drama teacher from the school works with St Wilfrid's pupils on a regular basis, culminating in a high quality performance in public. The school's positive involvement in the *'College in the Community'* project has led to parents and grandparents being involved in productive and worthwhile weekly tutored sessions to make costumes and resources for school under the guidance of a further education tutor.
30. The school makes positive links with the parish Roman Catholic church and other local churches, for example the nearby Methodist church and the Salvation Army, and takes part in the Christian Unity week that involves many different churches. Pupils lead mass in school and in church and feel that the church provides a larger family for them. Their close links with the church and the responsibility they feel towards others are evident in their written *'Lenten promises'* displayed in the hall. A young pupil in Year 1 wrote, *'My promise will be to try to finish my work. I will try not to worry'*. A pupil in Year 6 wrote, *'My promise is to be a good person to my family and friends and not to fight, especially with my brother. My Lenten thought is to think about others besides myself'*.

The headteacher provides excellent leadership. Parents and pupils feel that she is an outstanding leader. Pupils say that, *'You can rely on her. She's fair all round and she's good fun. She'll listen to both sides if there's an argument'*. She and the deputy headteacher form a very effective partnership. Governors and staff with management responsibilities are very knowledgeable and provide very good support.

31. The impact of the very good leadership and management of the headteacher is evident in the school's results in national tests and the headteacher's ability to maintain those results over a number of years. All the issues from the previous inspection have been successfully dealt with. The *'effective and purposeful leadership'* by the headteacher was noted in the last report. All parents in their returned questionnaires indicated that the school is well led and managed. The inspection team supports this judgement. At the pre-inspection meeting there was high praise for the quality of her leadership. Parents like the fact that the headteacher knows and greets every parent by name. They respect her and so do the pupils. She provides clear educational direction for the work of the school.
32. The headteacher and deputy headteacher form an extremely effective partnership. They are very good at identifying priorities and making policy decisions. For example, the school's good assessment systems have recently been *'fine tuned'* and improved to provide even better information than before about pupils' progress. Purposeful and regular monitoring of teaching has had the effect of improving standards of teaching and is now firmly embedded as good practice throughout the school. The head is determined that, despite very good results in national tests over a number of years, the school should continue to improve and has identified areas where this is possible. This forms an important part of the school's ongoing self-review and evaluation process.
33. The subject and aspect co-ordinators undertake formal and regular monitoring of standards of pupils' work and the quality of teaching. Teachers receive detailed feedback

on their lessons, which promotes their professional development. The school is committed to continuous professional development of staff as a means of school improvement. Subject co-ordinators are experienced and well trained. The importance that the headteacher places on developing the role of co-ordinators is evident in her willingness to commit expenditure to professional training and providing teaching cover to release staff to undertake their monitoring role. The headteacher has deliberately developed the role of subject co-ordinators and co-ordinators for discrete areas; for example, responsibility for key stages and for special educational needs. Their roles are important to the smooth running and success of the school and they carry them out very effectively.

34. The governing body is very well informed about local and national initiatives and is extremely well led by the chairman. Governors' regular formal and informal contact with the headteacher enables them to have a really good overview of the way in which the school works and the reasons for its success. Their good work was also noted in the previous report. Their involvement in lengthy admissions appeals each year, in the local authority's private finance initiative and with Catholic education in Staffordshire has enabled them to make difficult decisions with confidence in their own ability. They are proud of the school's success and are assured of the reasons why it is as good as it is.

WHAT COULD BE IMPROVED

Opportunities for pupils to develop an awareness of multi-cultural life in Britain.

35. The school makes good provision for developing pupils' awareness of their own culture. They visit local industries. Indeed, one member of staff has written a book about the 'Potteries' and pupils' work is based on that. Pupils pay visits to local places of interest and music and drama play a significant part in their education. Pupils' musical skills are well developed and they perform very ably in concerts. Good artwork is a feature of the school. The school is aware that most of its pupils are white and has worked hard to plan opportunities to study the lives and cultures of people in other countries. However, there are not enough opportunities to study the lives, customs and cultures of minority ethnic groups in Britain.

Pupils' annual reports to parents, so that they are more precise and more informative.

36. At the pre-inspection meeting parents said that they felt that their annual reports indicated that teachers knew their children well. They also commented positively on comments written on each child's report by the headteacher. However, the quality of reports varies between classes. Some are vague about what pupils can do, giving only an outline of the work that has been covered. None provides an indication of whether pupils' work is good enough and what they need to do to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the already high standard of education it provides, the school should:

- (i) consider how it can better inform pupils about life in multi-cultural Britain;
- (ii) review annual reports to parents to ensure that they comply with requirements.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	4	7	5	1	0	0	0
Percentage	24	41	29	6	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	219
Number of full-time pupils known to be eligible for free school meals	n/a	45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	16	16
	Girls	13	13	13
	Total	29	29	29
Percentage of pupils at NC Level 2 or above	School	100 (97)	100 (97)	100 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	16	16
	Girls	13	13	13
	Total	29	29	29
Percentage of pupils at NC Level 2 or above	School	100 (97)	100 (97)	100 (97)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	21	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	13	13
	Girls	21	20	21
	Total	33	33	34
Percentage of pupils at NC Level 4 or above	School	97 (100)	97 (97)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	13	13
	Girls	21	19	21
	Total	33	32	34
Percentage of pupils at NC Level 4 or above	School	97 (83)	94 (86)	100 (100)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	1
White	180
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	27
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	112

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A
Total number of education support staff	2
Total aggregate hours worked per week	66
Number of pupils per FTE adult	15

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000 / 2001
	£
Total income	455,902
Total expenditure	450,074
Expenditure per pupil	1,808
Balance brought forward from previous year	14,110
Balance carried forward to next year	19,938

Results of the survey of parents and carers

Questionnaire return rate 41%

Number of questionnaires sent out	249
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	1	1	1
My child is making good progress in school.	82	15	2	0	1
Behaviour in the school is good.	86	14	0	0	0
My child gets the right amount of work to do at home.	62	29	5	0	4
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	73	27	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	16	0	1	0
The school expects my child to work hard and achieve his or her best.	93	7	0	0	0
The school works closely with parents.	79	20	1	0	0
The school is well led and managed.	93	7	0	0	0
The school is helping my child become mature and responsible.	80	20	0	0	0
The school provides an interesting range of activities outside lessons.	47	40	2	2	9