



# St Wilfrid's RC Junior and Infant School

Inspection Report

**Unique Reference Number** 103451  
**LEA** Birmingham  
**Inspection number** 276925  
**Inspection dates** 17 January 2006 to 18 January 2006  
**Reporting inspector** Alison Grainger AI

This inspection was carried out under section 5 of the Education Act 2005.

|                                    |                    |                           |                       |
|------------------------------------|--------------------|---------------------------|-----------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Shawsdale Road        |
| <b>School category</b>             | Voluntary aided    |                           | Birmingham            |
| <b>Age range of pupils</b>         | 3 to 11            |                           | West Midlands B36 8LY |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 0121 7473319          |
| <b>Number on roll</b>              | 245                | <b>Fax number</b>         | 0121 7495616          |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> |                       |
| <b>Date of previous inspection</b> | 27 November 2000   | <b>Headteacher</b>        | Mrs Jackie Deasy      |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school draws pupils mainly from the parish of St Wilfrid in Castle Bromwich. Most pupils are of White British heritage and others are from a variety of minority ethnic backgrounds. No pupil is at an early stage of learning English as an additional language. Although the percentage of pupils with learning difficulties or disabilities is below the national average, many children enter the Nursery with attainment lower than expected for their age. The percentage of pupils known to be eligible for free school meals is above the national average.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 2

St Wilfrid's is a good school that provides good value for money. This is also the view of pupils and their parents. It has made good improvement since its last inspection and, given its track record, has the capacity to improve further.

Children get off to a good start in the Nursery and Reception Year, where their enjoyment of school begins. This strong start is built on well in Years 1 to 6. By the end of Year 6, pupils have done well in relation to their starting points and capabilities in English, mathematics and science. In the work seen in other subjects, such as design and technology, geography and history, pupils make satisfactory progress.

Pupils' personal development is good. They have positive attitudes, behave well and form good relationships, learning to become responsible citizens. The school cares well for pupils of all capabilities and is particularly successful in pushing on those who have low starting points.

Leadership and management are good. Self-evaluation is good overall but there is an aspect of it that requires improvement. Currently, the school is quick to identify any underperformance or low attainment and to rectify it. To build on its strengths and to prevent any points at which progress might slow, the analysis of how teaching and the curriculum contribute to pupils' progress needs sharpening. Improvement is also needed in the quality of pupils' presentation of their work and in how teachers use marking.

### What the school should do to improve further

- Sharpen the analysis of teaching and the curriculum to build on the many strengths in the already good quality of education and to prevent any points at which pupils' progress might slow.
- Improve the quality of presentation of pupils' work and ensure that teachers' marking gives pupils clear guidance on how to make progress.

## Achievement and standards

### Grade: 2

Pupils achieve well in relation to their starting points and the challenging targets set for them in English and mathematics. By the end of the Reception Year, almost all children are working at a level close to that expected nationally in early reading, writing and mathematics, and also in all other areas of learning.

Children's good start is built on well in Years 1 and 2. The test results in recent years have been a little above the national average in reading and writing at the end of Year 2. In 2005, the mathematics results improved to a level significantly above the national average.

Pupils, including those who are the most capable, make further good gains by the end of Year 6. The results in the national tests in 2005 were significantly above the national average not only in English and mathematics but also in science. In Years 1 and 2,

progress in science is satisfactory and standards are broadly average at the end of Year 2.

The pupils who make the greatest progress at each stage are those who have relatively low starting points, including those with learning difficulties and disabilities. Although overall progress is good throughout the school in English and mathematics, it is slower in Year 3 than in other years and not all pupils do as well as they should. In work seen in subjects other than English, mathematics and science, progress is satisfactory from entry to Year 1 and through to the end of Year 6.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall. From the start in the Nursery and Reception classes, children move on in leaps and bounds in their personal and social skills and quickly form good relationships. Behaviour is good in lessons throughout the school, in extra-curricular clubs and at play. Pupils of all ages enjoy school and are keen to learn, but not all take enough pride in the presentation of their work.

Pupils develop well spiritually, benefiting from the Catholic ethos of the school. They make a good contribution to the school and wider community, for example, conscientiously undertaking responsibilities and raising funds for charities. Although pupils satisfactorily develop awareness of the values and beliefs of those from other faiths and cultural backgrounds, this aspect of personal development is less well developed than others.

Pupils have a good understanding of the importance of healthy eating and regular exercise. They adopt safe practices such as in physical education lessons and when moving around the school. Pupils make good progress in developing the skills necessary for their future economic well-being, for instance, in using computers and in working with others. The attendance rate is average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching is the main reason for pupils' good achievement. Teaching is sharply focused on meeting pupils' needs in almost all classes from the Nursery to Year 6. Teachers are clear about what they want the pupils to learn and ensure that the pupils also understand what they are aiming to achieve. Often, teaching is particularly well tuned to the needs of lower-attaining pupils, both within whole-class lessons and when a group is taken out for support.

In the Nursery and Reception Year, lessons are stimulating and engage children through 'hands-on' experience. In Year 6, there are occasions when teaching is outstanding and leads to rapid learning. Year 6 pupils are taught, for example, how to write a

convincing argument in a focused, lively and exciting way involving role play, discussion, explanation and demonstration.

Although the quality of teaching is good overall, the work in pupils' books shows that teaching is no better than satisfactory in subjects such as design and technology, geography and history in Years 1 to 6. Expectations of standards of pupils' presentation are too patchy and marking does not always do enough to help pupils to make good progress. In Year 3, teaching does not promote all pupils' learning as well as it should.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets pupils' needs and external requirements well. Children in the Nursery and Reception classes experience a good range of activities across all the areas of learning. Currently, the school is developing more outdoor activities, as this is a relatively weaker aspect of the provision.

Throughout Years 1 to 6, activities in English and mathematics ensure that pupils progress well. In English, the good attention to speaking, listening, reading and writing helps pupils to become confident communicators. Targeted provision for lower-attaining pupils and those with learning difficulties or disabilities is particularly effective.

In some other subjects, such as geography and history, the range of learning opportunities is satisfactory. The school recognises that this needs improvement to challenge pupils more and, for example, to develop awareness of different cultures.

Enrichment of the curriculum is good. Clubs and visits, including residential experiences and a range of extra activities on Wednesday afternoons, contribute significantly to pupils' personal and academic development and their enjoyment of school.

## **Care, guidance and support**

### **Grade: 2**

The overall care for pupils makes a good contribution to their progress. The family atmosphere helps to make pupils feel safe. Pupils are confident that they have an adult to turn to should the need arise. The school is particularly good at working with outside agencies and families to ensure that pupils' needs are met, including those of pupils with learning difficulties or disabilities.

The school is a safe and secure environment, free of major hazards. Child Protection procedures are properly in place. Pupils are taught to use equipment and tools safely in subjects such as science and design and technology. They are encouraged to eat healthily, take exercise, and drink water regularly.

Good use of individual targets helps pupils to progress from one level to the next in English, mathematics and science. However, opportunities are missed to use marking to guide pupils to do even better with their school work.

## **Leadership and management**

### **Grade: 2**

Good leadership and management ensure that pupils make good progress overall. The headteacher is very effective and 'hands-on' in leading initiatives and is determined to provide the best for the pupils. During a period of major staff changes, for example, the headteacher, well supported by the deputy, has minimised disruption for pupils. She has successfully ensured that new staff settled in quickly so that they are already contributing well as part of the school team.

The school is outward looking and seeks out good practice from which it can learn. It works well in partnership with others to benefit the pupils. The quality of self-evaluation is good, with governors making an effective contribution. The school is particularly good at analysing pupils' progress and as a result taking swift action to rectify any underperformance or low attainment, so that pupils do well in the national tests.

Although self-evaluation is good, an aspect of it needs even greater rigour. In looking at how well pupils are doing, there is not a sharp enough focus on how teaching affects progress in order to prevent any points at which it might slow. It is also the case that the focus on evaluating the effectiveness of provision has so far been mainly on English, mathematics and science in Years 1 to 6. The school acknowledges that the scope of its monitoring now needs extending.

There is good involvement of pupils and their parents in improving the school. Given the school's good track record of development since the last inspection, it has the capacity to improve further.

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## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   | NA |
| The quality and standards in foundation stage  | 2   | NA |
| The effectiveness of the school's self-evaluation  | 2   | NA |
| The capacity to make any necessary improvements  | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | NA |

### Achievement and standards

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> reached by learners   | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 2 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 | NA |
| The behaviour of learners   | 2 | NA |
| The attendance of learners  | 3 | NA |
| How well learners enjoy their education   | 2 | NA |
| The extent to which learners adopt safe practices   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 2 | NA |
| The extent to which learners make a positive contribution to the community                                    | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 2 | NA |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 2   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Thank you very much for helping us when we visited your school. We enjoyed talking with you. We saw that you enjoy school, behave well and get on well with each other. You are sensible when you move about the school and also out on the playground. You were very well behaved when you went across the road to the church on Wednesday morning.

We found that your school is a good one. The youngest children in the Nursery and Reception classes get off to a good start. By the time pupils leave the school they have done well in English, mathematics and science and have made satisfactory progress in other subjects.

The adults in school look after you well. You told us that the adults are friendly and approachable. We know that parents are also pleased with the school and how well you are looked after.

The adults in school work well together to meet your needs. They look carefully at how well you are doing and make sure that any of you who need extra help get it quickly. We have asked them to look even more closely at how well they help you to learn to make St Wilfrid's even better for you.

There is something important that you can do. Not all of you take enough care with the presentation of your work. The adults in school will be working with you on this. Also, the teachers are going to look more carefully at how they can help you when they mark your work.

Once again, thank you for your help. We hope that Year 6 enjoyed their visit to Alton Castle. We watched the Year 6 pupils going to the coach with their luggage on Wednesday afternoon!