



# St Wilfrid's CofE Aided Primary School Northenden

## Inspection Report

**Unique Reference Number** 105549  
**LEA** Manchester  
**Inspection number** 277376  
**Inspection dates** 15 May 2006 to 16 May 2006  
**Reporting inspector** Mr Stephen Wall CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Patterdale Road
<b>School category</b>	Voluntary aided		Northenden
<b>Age range of pupils</b>	3 to 11		Manchester, Lancashire M22 4NR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 9983663
<b>Number on roll</b>	331	<b>Fax number</b>	0161 9459858
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev Forster
<b>Date of previous inspection</b>	2 October 2000	<b>Headteacher</b>	Mrs Ford

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

St Wilfrid's Church of England Voluntary Aided Primary school is larger than average and is situated about eight miles from Manchester city centre. Most pupils come from broadly average socio-economic backgrounds and most are of white British background. In some year groups, there are significantly more boys than girls. Many staffing changes have taken place in the last two years, including the appointment of a new headteacher in September 2005.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The school judges its overall effectiveness to be good but inspectors judge it to be satisfactory. Standards vary considerably from year to year but are broadly average overall. Pupils make satisfactory progress in response to teaching which, although satisfactory overall and occasionally good, often lacks sufficient challenge to get the best out of them. Achievement is satisfactory but is stronger in mathematics than in English, where standards in writing should be higher. Quality and standards in the Foundation Stage are satisfactory overall. Pupils' personal development is good. The Christian values of the school ensure that their spiritual development is strong. They enjoy coming to school and the quality of relationships is good. Teachers and pupils make effective use of information and communication technology (ICT) in lessons. The curriculum is satisfactory with an improving range of activities designed to enrich pupils' learning. The school provides a safe and welcoming environment for all its pupils. Good links with outside agencies are in place to help pupils who need extra support or attention. Leadership and management are satisfactory. Since her recent appointment, the headteacher has identified the correct priorities to take the school forward. These include the need for subject co-ordinators to play a more active role in their areas of responsibility and for the procedures to monitor pupils' progress to be strengthened so that teachers can plan accurately for the next steps in learning. The school has good capacity for further improvement. It provides satisfactory value for money.

### What the school should do to improve further

- Raise standards in writing.
- Raise the level of challenge in teaching where it is insufficient.
- Improve procedures for checking the progress pupils make so that teachers can plan more accurately the next steps in their learning.
- Enable subject co-ordinators to have a clearer view of standards in their subjects so that they can identify and help develop improvement strategies.

## Achievement and standards

### Grade: 3

The school judges achievement and standards to be good but they are satisfactory. Pupils enter the Foundation Stage with average skills and move into Year 1 with broadly average standards as a result of satisfactory teaching. Average standards are maintained in the national tests in Years 2 and 6, indicating that pupils make satisfactory progress during their time at school. Standards vary considerably from year to year, especially in national tests in Year 6, but do not show a better than average profile overall. Because the school's procedures for tracking pupils' progress are not yet effective enough, it cannot explain accurately the cause of the variations in standards, although the recent work done by the headteacher is starting to improve this picture. Pupils in Year 6 meet their targets in mathematics but standards in English, especially in writing,

are not as high as they should be and some pupils do not meet their targets in this area. All groups of pupils make no better than satisfactory progress because the school does not have a sharp enough view of exactly how well they are doing and teaching sometimes does not challenge pupils to achieve as well as they should.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Their spiritual, moral and social development is good and because of the strong Christian values at the heart of the school they develop into caring and polite young people with a clear sense of right and wrong. They behave well around school and learn and play together harmoniously. Their awareness of other religions and cultures is satisfactory. Pupils enjoy coming to school, as demonstrated by attendance rates which are above the national average. They understand the importance of healthy eating and healthy lifestyles. They enjoy the wide range of sports activities and participation rates are high. Pupils are learning the importance of personal safety through the improved provision for personal, social and health education (PSHE). They feel confident in approaching adults with concerns and know that any instances of bullying 'will be dealt with quickly'. Nearly all have positive attitudes to school. 'I love coming to school. It's great!', was one young girl's way of putting it. The newly formed school council is valued by the pupils and is giving them the opportunity to play their part in the development of the school. They play an active role in their community by joining in charity work, for example. Their acquisition of good personal qualities prepares them well for their future economic well-being, although the weakness in writing skills limits them in this regard.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. The school's view that it is good is not justified by the progress pupils make in all year groups except the Nursery, where teaching is good and pupils make good progress as a result. In other years, teaching is mostly satisfactory and only occasionally better. Teachers make frequent use of interactive whiteboards to add interest to their lessons. However, in some classes they rely too much on worksheets and these fail to challenge and inspire pupils, especially the older ones, to learn. Often teachers do not make sufficient demand on pupils and this results in only satisfactory progress being made when pupils could do better. Teachers generally plan their lessons in detail but do not build in a broad enough range of varied and interesting activities. Pair work and group work are used effectively and relationships in lessons are usually respectful. In some classes there are significantly more boys than girls and teachers work hard to tailor their teaching accordingly.

Marking in books is often supportive but fails consistently to give the pupils precise information about their next steps of learning. Target setting is in its early stages. As

a result, extra support is not yet targeted precisely enough to ensure better than satisfactory progress.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It meets statutory requirements and the pupils' needs but provides insufficient opportunities for practical activities in lessons, much to the disappointment of some pupils. The range of enrichment activities is satisfactory and is improving, with plans in place for more educational visits, visitors to the school and other activities. 'We've got opportunities to learn musical instruments now and I'm really looking forward to the residential later - no one has done that before' said one Year 6 pupil. The satisfactory provision for PSHE is also improving and a new scheme of work has been introduced to make teaching more coherent and lessons more interesting.

The curriculum has a clear focus on developing pupils' skills in numeracy. The school is rightly starting to give extra emphasis to the effectiveness of its provision for literacy, especially writing, where standards are not as high as they should be. The installation of the new interactive whiteboards is having a positive impact on the way the teachers support learning in other subjects through ICT.

## **Care, guidance and support**

### **Grade: 2**

Care and safety of pupils are given high priority and are good. The school provides a safe and stimulating environment for learning. Procedures for child protection are good. Pupils in need of additional support are quickly identified and the required support is provided. Rigorous assessments take place to ensure the safety of the building and equipment. Administrators of first aid are appropriately trained. Risk assessments are carried out conscientiously, as are statutory checks on adults working in the school. Supervision during playtimes and lunchtimes is good. Parents feel their children are well cared for. Pupils know what to do if they have any concerns or worries. Their personal development is closely monitored. Good quality support enables pupils with learning difficulties and/or disabilities and those for whom English is not their first language to participate fully in every aspect of school life. Strong links with outside agencies exist to support pupils when needed. The school does all it can to prepare pupils for their move to secondary schools. Academic guidance is satisfactory. The school recognises the need to make clearer to pupils how well they are progressing.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. The new headteacher is providing good leadership and has identified accurately the school's strengths and areas for development. Procedures and systems for self-evaluation are improving from a very low base. As a result, the school's view of its performance is sometimes accurate

but sometimes too favourable. The school's aims demonstrate commitment to Christian values, the individual and improvement. This is evident in good relationships and the good care provided for pupils. Teachers, many of whom are new, are beginning to work together effectively. This is especially so in Years 5 and 6, where all the teachers are recent appointments. However, other areas of school management are not yet strong enough to impact on pupils' achievement. Subject co-ordination is satisfactory. The co-ordinators are beginning to analyse data and draw up action plans to include in the new school improvement plan, but this in its early stages. The monitoring of teaching and learning by the co-ordinators and subsequent sharing of good practice are yet to be sufficiently developed and, as such, their impact on what teachers do is too limited. Checking on pupils' performance and progress is in the early stages of development and does not yet allow resources to be most effectively deployed to support improvements in standards and achievement. However, the school's new leadership is demonstrating good capacity to bring about further improvement.

The governing body fulfils its statutory responsibilities satisfactorily. Governors are very supportive but recognise the need to be sometimes more critical of the school's performance.

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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>
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### 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>	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	2	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	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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**

Thank you for the warm welcome you gave us when we came to inspect your school. We enjoyed talking to you and were very grateful for the help you gave us in finding our way around. We are especially grateful to the pupils who gave up some of their lunchtime and breaks to meet us.

We think your school is giving you a satisfactory quality of education overall. We think it is doing a good job in making sure you develop into polite and confident young people. We also think the school is caring for you well and is making sure you have a safe and secure environment in which to learn. We think your teachers are giving you satisfactory lessons overall but many lessons could make you think and work harder. Some of you thought you could do more 'hands on' work in lessons and we agree; we are sure your teachers will try to do this. We were impressed with the way you behaved around the school and with the way you get on well together and with your teachers. We think you make satisfactory progress in your learning during your time at St Wilfrid's but it could be better. To make sure of this, we are asking the school to do some important things:

- we want your headteacher and teachers to help you do better in writing
- we want your teachers to make lessons more challenging so that you make better progress in your learning
- we are asking the school to make sure it checks everyone's progress thoroughly so that you and your teachers know how well you are doing and what you need to do to improve
- teachers who are responsible for different subjects should have more opportunities to check on the standards and progress you are making, so that they can help you learn better.

We know that you will support your new headteacher, Mrs Ford, in making sure that St Wilfrid's goes from strength to strength in future.