



St Wilfrid's Roman Catholic Voluntary Aided Primary School

Inspection Report

Unique Reference Number 108400
LEA Gateshead
Inspection number 277965
Inspection dates 4 April 2006 to 5 April 2006
Reporting inspector Mr Keith Bardon

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

Type of school	Primary	School address	Old Fold Road
School category	Voluntary aided		Gateshead
Age range of pupils	3 to 11		Tyne and Wear, NE10 0DJ
Gender of pupils	Mixed	Telephone number	0191 4771909
Number on roll	103	Fax number	0191 4789460
Appropriate authority	The governing body	Chair of governors	Mr Phil Cunningham
Date of previous inspection	1 November 2000	Headteacher	Mr Alan Murray

Age group 3 to 11	Inspection dates 4 April 2006 - 5 April 2006	Inspection number 277965
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small primary school, which includes a support base for pupils with moderate learning difficulties, serves a community that is socially and economically deprived. Most children start school with attainment that is much lower than usual. About one in ten pupils is from a traveller family. A similar proportion of pupils are from a minority ethnic background, although all pupils speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is high and almost one in ten has a statement of special educational need. A substantial number of pupils change schools part way through their primary education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school working in very challenging circumstances. This evaluation is the same as the school's evaluation of itself. Provision in the Foundation Stage (Nursery and Reception) is satisfactory, but many children do not reach the levels expected by the end of Reception. Pupils' achievement and progress are satisfactory, but many find learning very difficult. Standards at the end of Year 2 and Year 6 are well below average, although they are rising. Teaching and learning are satisfactory but at times opportunities are missed to challenge pupils fully. Pupils' personal development is satisfactory. They behave well, although younger pupils can get over-excited and this slows the rate at which they learn. Attendance has improved this school year but is still below average. The curriculum covers all the required subjects but is not lively enough to persuade the oldest pupils to contribute fully to lessons. The school takes good care of its pupils and makes effective use of its links with other organisations to promote their well-being. Parents and pupils hold generally positive views of the school, but many parents do not work closely enough with the school to help their children to learn. Leadership and management are satisfactory. Managers collect a great deal of detailed information about the school and accurately identify the areas for improvement. The school has made steady progress since it was last inspected and its plans for the future are satisfactory. Governors have a realistic grasp of the issues facing the school and play an increasing role in monitoring its effectiveness. The school provides satisfactory value for money.

not applicable

What the school should do to improve further

Raise achievement and standards by:

- providing all pupils with consistently good quality teaching and ensuring that they are constantly challenged by the work they are set
- maintaining the drive to improve attendance and to involve parents fully in their children's learning
- enlivening the curriculum so that it interests and engages pupils all the way through to the end of Year 6.

Achievement and standards

Grade: 3

Throughout the school, pupils' achievement is satisfactory. Children make steady progress in the Foundation Stage class, although many are still well short of the standards expected when they move into Year 1. A high proportion of pupils in Years 1 to 6 have substantial learning difficulties and/or disabilities and they do not perform well in tests. Consequently the school's standards in national tests are often well below average. Despite making steady gains in knowledge, understanding, and skills as they move through the school, by the end of Year 6 many pupils do not read as well as

expected and their writing lacks style and flair. Their vocabulary is rather narrow and many have problems expressing themselves fully when they speak. Most know how to add, subtract, multiply and divide but find mathematical problems difficult to solve. The school missed most of the targets it set for Year 6 pupils in 2005. The targets for 2006 are higher than the 2005 results. Standards are rising and Year 6 pupils are on track to achieve their targets. Pupils with learning difficulties and/or disabilities, including those in the support base and those from traveller families, make satisfactory progress.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Most pupils say that they enjoy coming to school and learning new things but the attendance of some is poor. Behaviour is often good but pupils in Years 1 and 2 tend to get over-exuberant and interrupt the flow of the lesson. Attitudes to learning are satisfactory. Older pupils need regular encouragement to contribute to lessons. Pupils willingly take on responsibilities around school and cooperate well. Pupils of all ages develop a good understanding of the importance of regular exercise and a healthy diet. Relationships are good and pupils feel safe and secure. The school works hard to raise pupils' self-esteem. Pupils develop effective skills to help build good relationships but leave at the end of Year 6 with a narrow range of literacy and numeracy skills which puts them at a disadvantage for later life. Children make good progress in their personal development in the Foundation Stage class. They learn to work and play with others and adapt well to school routines.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and pupils make steady progress. Lessons are organised well and often contain a number of different activities which maintain pupils' interest and concentration. However, the tasks pupils are given to do by themselves and the responses teachers expect during discussion do not always challenge pupils to think hard enough. Teachers ask well judged questions to draw pupils' attention to important points and to increase their understanding. However, in an effort to get through everything they have planned, teachers sometimes miss interesting responses from the children. Despite teachers' careful revision at the start of each lesson, many pupils have difficulty remembering what they have been taught previously, which slows their progress. The contribution made by teaching assistants varies, and is satisfactory overall. It is good in some lessons but less effective in others, depending on how well and often they work closely with the pupils. Teaching and learning in the Foundation Stage are satisfactory, based on well planned lessons suited to the age of the children. Provision for pupils with learning difficulties and/or disabilities is satisfactory, and the teaching in the support base takes full account of pupils' learning

needs so that work is planned well to meet them. Teachers mark pupils' work regularly but their comments do not always provide enough guidance on how pupils can improve their work.

Curriculum and other activities

Grade: 3

The curriculum, including that provided for pupils in the support base, is satisfactory. Pupils study the full range of National Curriculum subjects, religious education and have the opportunity to learn French. The school is making a number of changes to enliven the curriculum, but the activities provided for pupils in Years 5 and 6 do not generate as much enthusiasm as those for younger pupils. Although sufficient lesson time is allocated to English and mathematics, there are occasions when the curriculum does not meet pupils' literacy and numeracy needs well enough in other subjects. A carefully planned programme of personal, social and health education and citizenship supports pupils' personal development and helps them to acquire important skills of how to get on with one another and to understand how to stay safe and healthy. The curriculum is enriched with a range of visits, visitors and extra-curricular activities which pupils thoroughly enjoy. The curriculum in the Foundation Stage class is satisfactory and provides children with suitable experiences in all the required areas of learning.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. Effective procedures for risk assessment, health and safety and child protection provide a safe and secure environment. Pupils are confident that there is always someone they can talk to privately if they have a concern. A wide range of strategies are used to encourage good attendance and there has been some improvement of late, but more is needed to ensure that all pupils attend regularly. The school keeps detailed records of pupils' academic progress and sets them clear targets to aim for. Pupils with learning difficulties and/or disabilities receive the support they need to participate fully in lessons and to make satisfactory progress. The school makes good use of outside agencies to help it to meet pupils' differing needs. Although the school tries hard to involve parents in their children's education, it has very limited success and this slows pupils' rate of progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school has made steady improvement since it was last inspected, despite being without a deputy headteacher for most of that time. The vacancy, now filled, and the absence of other staff through illness have caused some problems, but thoughtful management has kept the disruption to pupils' learning to a minimum and the school runs smoothly. Procedures for measuring how

well the school is performing are well established. The school's careful self-evaluation generates issues to be improved. Teachers are given a clear set of priorities for development and contribute effectively to the monitoring of progress. Recent changes to the governing body have strengthened its ability to help and support the school. However, systems that enable governors to monitor the work of the school for themselves are new and governors rely heavily on information from the headteacher. The school has a very positive and inclusive ethos that helps pupils to develop a sense of self-worth and take a pride in their achievements. Parents and pupils are consulted regularly and the school takes due account of their views. However, despite its best efforts, the school has considerable difficulty in involving parents in their children's education. Managers make good use of the support available from outside agencies and coordinate their contributions carefully to ensure that pupils and parents obtain maximum benefit. Financial management is satisfactory.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	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

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Nord Anglia Inspections

Anglia House

Carrs Road

Cheadle

Stockport SK8 2LA

T 0161 491 4191

F 0161 491 9677

Ofsted helpline

08456 404045

The School Council

St Wilfrid's Roman Catholic VA Primary School

Old Fold Road

Gateshead

Tyne and Wear

NE10 0DJ

06 April 2006

Dear Children

Thank you very much for the very friendly welcome you gave me when I visited your school recently. Although I was with you for only two days, I thoroughly enjoyed finding out about the work you do, and a special thanks to those who talked to me about the school.

These are the things I particularly liked about the school:

the school is a happy place to be and everyone gets on well

you enjoy learning new things

most of you behave well and pay attention to your teachers, but there is a lot of calling out in Class 2

you willingly help each other and the staff

adults take good care of you and are always there to help

you have a good understanding of how to do things in safe and healthy ways

you enjoy joining in the after-school clubs.

I also looked at what the school might do next. Here are some of the things I suggested:

encourage you to think hard all of the time

make sure everyone attends school as often as possible

make learning even more fun, especially for the older children.

Best wishes

Keith Bardon

Lead inspector