



# St Wilfrid's, York, Roman Catholic Primary School

## Inspection Report

**Unique Reference Number** 121648  
**LEA** York  
**Inspection number** 281069  
**Inspection dates** 13 September 2005 to 14 September 2005  
**Reporting inspector** Mr George Crowther CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Monkgate
<b>School category</b>	Voluntary aided		York
<b>Age range of pupils</b>	4 to 11		North Yorkshire YO31 7PB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01904 659726
<b>Number on roll</b>	252	<b>Fax number</b>	01904 673879
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Eileen Sparks
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Mr Colm Flanagan

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 13 September 2005 - 14 September 2005	<b>Inspection number</b> 281069
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## Introduction

The inspection was carried out by three additional inspectors. It took place in the first full week of the new school term.

## Description of the school

St Wilfrid's is an average-sized primary school situated near the centre of York. About two-thirds of the children live relatively close to the school, the rest travelling from further away, owing to parental choice. The families are from a wide range of social circumstances but, taken together, these are about the same as the national picture. The proportion of children eligible for free school meals is about average and has increased significantly during the past year. When children join the Reception class, there is a wide range of ability but, overall, their attainment is fairly typical for their ages. The proportion of children with learning difficulties or disabilities is below average. The great majority of the children come from white British backgrounds, but the number from minority ethnic heritages is increasing and most of these are learning English as an additional language. The school recently gained a Basic Skills Quality Mark for the way it teaches literacy and numeracy.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St Wilfrid's is a satisfactory school with a number of good features. It provides satisfactory value for money. Inspectors do not agree, however, with the school's view that it is already fully effective because, whilst children's progress is good in some areas, it is satisfactory in others.

Children did well in the 2004 Year 6 national tests. Progress is consistently good in reading and standards are high. Children who have learning difficulties make good progress, and the school is effective in supporting the small group of children learning English as an additional language.

The school is absolutely right to say that children's personal development is good. Children's attitudes to school and their behaviour are exemplary, reflecting the good standard of care and guidance and excellent relationships between children and with staff. Parents and children like the school because it is an enjoyable and interesting place for learning.

In some respects, however, the children could be doing better. Results of the 2003 and 2005 Year 6 national tests show that these children made satisfactory progress. Children make satisfactory progress in mathematics, but there are weaknesses in teaching and learning and the more able children are not always challenged sufficiently by the work they are given. Teaching, learning and the curriculum are satisfactory overall, and teaching is good for the older juniors. Provision in the Foundation Stage is satisfactory; at an early stage in the term, the children are settled and working well.

Assessment has strengths, but children's progress is not tracked carefully enough to ensure they fulfil their potential. Senior managers are keen for the school to do better and know where there is room for improvement, which creates a satisfactory capacity to improve. At present, however, self-evaluation does not have the rigour to reveal the precise reasons for weaknesses in children's progress and so action to raise standards is not purposeful or effective enough.

### What the school should do to improve further

- Raise achievement in mathematics by giving more time in lessons for children to use and apply their skills and increasing the level of challenge for the more able.
- Increase the rigour of systems to check on the quality of teaching and learning and develop further the procedures for measuring children's progress, so that action to raise achievement is more focused and effective.

## Achievement and standards

### Grade: 3

Children's achievement is satisfactory overall and standards are broadly average. The school's view, however, is that children's progress is good overall. This is largely based on the good 2004 Year 6 test results, but the last three years' results together show

a picture of satisfactory progress. There are examples of groups of children making good progress, such as the older juniors and those with learning difficulties, because they are taught well. The school sets realistic and challenging targets for learners and, more often than not, these are met.

Standards in reading are high and children make good progress. A recent focus on art and design led to the children producing high quality work, which is displayed very effectively around the school. Since the last inspection, standards in information and communication technology (ICT) have risen and are now broadly average. The very good presentation of children's work shows they take a pride in what they do.

Children with learning difficulties make good progress because work is well matched to their needs and they get good support from teachers and teaching assistants. Progress for more able children is satisfactory overall, but variable. In the best lessons, extension tasks are provided, which ensure the more able children are challenged. In less successful lessons, however, they do much the same work as other children or are asked to complete work that is too easy before moving on to more challenging activities. Progress and standards in mathematics are not as good as in English and science. Progress in learning to calculate is good, but children do not have enough opportunities to use and apply their skills in problem solving and investigations.

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

### **Grade: 2**

Children's personal development is good, with some outstanding features. Children of all ages come to school eagerly and feel safe. Their exemplary behaviour, attitudes to school and relationships with others, create a very friendly and happy atmosphere in which they learn without being afraid of making mistakes. Children enjoy lessons and talk enthusiastically about school. One boy said he did not like holidays because he missed the routines of the school day. Children are very aware of the need to keep themselves safe and they know about the importance of healthy lifestyles. The school is working towards gaining a national Healthy Schools' Award. Children make a good contribution to the community, particularly through strong links with St Wilfrid's Church, charities and by participating in local sporting events.

The school's very good provision for children's spiritual, moral and social development, along with good opportunities to strengthen their cultural awareness, helps them to become increasingly mature, sensible and willing learners. The newly introduced school council has good potential for increasing children's understanding of what it means to be a good citizen, and to have even greater involvement in making decisions about their school.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory overall, not quite as good as the school's evaluation suggests. A good feature common to all lessons is the effective management of children. Consequently, they work purposefully and with enjoyment. Teachers explain new ideas clearly and use questioning profitably to make children think. Effective use of homework is a factor in promoting children's good progress in reading. Occasionally, teachers talk for too long which results in insufficient time for children to improve their problem solving skills, particularly in mathematics. In the best lessons, children's different learning needs are catered for equally well. However, where teaching is less effective, the level of challenge and the pace of the lesson are insufficient to fully meet the learning needs of the more able children. The best teaching has outstanding features, for example when children are inspired to use highly imaginative language in their written work.

The use of assessment to measure children's learning is satisfactory overall, but focuses too much on whether they are doing well enough for their age rather than for their ability. Regular assessments provide information that is used well to guide and support children who find learning difficult. Teachers are well aware of the needs of children learning English as an additional language and encourage their growing skills well, particularly in group activities. Teachers are beginning to use what they know about children's attainment to set targets for future learning. However, this is a relatively new development and only applies to writing. The great majority of children are keen to learn and would benefit from knowing exactly what steps they need to take to reach the next level, for example in mathematics.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory, rather than good, as the school believes. There are some good features, such as the wide range of after school enrichment activities and the effective personal, social and health education programme. Effective provision, made in key areas such as reading and calculating, has earned the school the Basic Skills Quality Mark. However, not enough opportunities are provided for children to apply and extend their basic skills.

The curriculum very successfully meets the needs of children with learning difficulties, and the school has made a promising start in catering for the recent arrival of several children who are learning English as an additional language. The school has identified a small number of children who are gifted and talented and is in the early stages of developing programmes of work matched to their particular needs. A recent curriculum innovation involving children working with local artists produced some stunning work. In helping children to prepare for the future, enterprise days are held where older children design, make and organise games to raise funds at school fairs.

## Care, guidance and support

### Grade: 2

The school is correct in saying it provides a good standard of care, guidance and support for its children. This makes a strong contribution to their personal development. For example, children who are new to the school are well supported to settle in and to feel quickly at home in their new surroundings. Adults are very sensitive in their dealings with children. Consequently, children have confidence in the adults and, if there are problems, turn to them easily. Staff are very keen to keep children from harm's way. For example, they make careful and safe arrangements for those children who travel home on buses. Health, safety and child protection matters are well attended to. Children with learning difficulties or disabilities have good quality individual education plans and benefit from good support in lessons. For example, one child explained how his enjoyment of lessons and sense of achievement increased as a result of learning to touch type on a computer. The school has made a positive start with setting targets to help all children to improve their writing skills, and there are good plans to extend this to other aspects of children's learning.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall, with a number of good features. The school's view that leadership and management are good is correct in some respects, but the focus on raising standards is not sharp enough.

The headteacher, well supported by an effective deputy, has set the tone for a school that provides a very positive, caring environment for learning. Everyone shares a real enthusiasm for the school to do well.

Procedures to check on the quality of teaching and learning, and to identify individuals or groups of children who may not be doing as well as they could are satisfactory, but not rigorous enough. Good work has been done to raise standards in writing, and the school has made efforts to tackle children's variable progress in mathematics. Overall, however, senior managers do not always have a clear enough view of which children are at risk of underachieving or why, so measures taken to raise standards are not precise enough. This is reflected in the school development plan, which contains appropriate initiatives, but is not clear enough about the desired impact on children's achievement, as seen in the current plan for ICT.

The school's efforts to ensure that all children are successful, whatever their background or ability, are variable. Children with learning difficulties and those learning English as an additional language are well supported, enhanced by good partnerships with outside agencies. The school cannot, however, ensure that all children do as well as they can because staff lack information about each child's progress.

Improvement since the last inspection is satisfactory. The school has dealt with the two main issues raised. Standards in ICT have improved, and governors now play a satisfactory and growing role in checking on the work of the school and encouraging

developments. The school has a satisfactory capacity to improve because the staff and governors are determined to do so. The level of staffing, accommodation and resources are good. Resources are used well by the staff: for example, the large computer screens help teachers to enliven lessons. Overall, the school provides satisfactory value for money.



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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	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	1	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	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**

As you know, a team of school inspectors visited your school last week to find out if your school is giving you the education that you should receive.

First of all, thank you very much for welcoming us to your school so well. We enjoyed talking with you and finding out about the things that you enjoy doing. All of you were very friendly and helpful. I particularly enjoyed the company of the groups of children I sat with when I was having my lunches.

We think there are lots of things your school does well, but we also think there are ways in which your school can help you to learn even better. The things we particularly like are:

- your school makes learning interesting, and it's a safe and happy place to be
- you enjoy your learning and you are always keen in lessons
- your school cares for everyone equally well
- your outstanding artwork displayed around the school
- the excellent way you all behave towards each other and your teachers.

We have asked your teachers to improve two things to make your school even better.

- We think you should be doing better in mathematics, so we have asked your teachers to look again at the activities they give you in lessons to make sure the work is not too easy. We want you to have work that really makes you think hard, so you will learn as much as possible.
- We want the teachers to find out how well you are doing in all aspects of your work so that, if you are not doing as well as you should, they will be able to give you more support or different work to help you do even better.

Thank you for helping us so much with the inspection of your school. We all hope you will carry on enjoying learning and helping your teachers to make St Wilfrid's RC Primary School a good place to be.