

# The Giffard Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	104383
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	324035
<b>Inspection dates</b>	18–19 June 2009
<b>Reporting inspector</b>	Jenny Batelen

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	245
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maria Pofiwnycz
<b>Headteacher</b>	Ann Lombardi
<b>Date of previous school inspection</b>	14 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Hordern Close Hordern Road Newbridge Wolverhampton WV6 0HR

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The Giffard Catholic Primary School is an average sized primary school. The provision for the Early Years Foundation Stage consists of a Nursery class and a Reception class. The proportion of pupils eligible for free school meals is above the national average. The percentage of pupils from minority ethnic groups is well above the national average and a few are at an early stage of learning to speak English as an additional language. The number of pupils identified as having learning difficulties and/or disabilities is well below the national average. There is considerable mobility of pupils in some year groups. The school has Healthy Schools' status and manages a breakfast club in the school hall each morning.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to leadership and management.

Good induction procedures, starting with home visits, ensure that children make a confident start to school and parents speak of the 'lovely school'. Children enter the Nursery with skills and abilities well below the levels expected for their age. They make good progress throughout the Early Years Foundation Stage although standards are still below average on entry to Year 1. Children are able to make good progress because their needs are correctly understood and there is plenty of provision for independent learning and tasks which are correctly matched to their ability. There is good progress in Year 1, although through the rest of the school rates of progress are only satisfactory. By the end of Year 6, standards in reading, writing and mathematics are broadly average. Pupils with learning difficulties and/or disabilities are provided with suitable support enabling them to make satisfactory progress.

The personal development and well-being of the pupils are good. Their behaviour is good; they are well mannered, polite and care for each other well. They are able to make healthy choices, know how to keep themselves safe and show great enjoyment in their lessons and other activities. They have good opportunities to participate in their school community saying, 'We belong in the school and we're one big family – we don't just come to learn.' Pupils are active in the life of the parish, but links with the national and global community are underdeveloped.

While teaching and learning across the school are satisfactory overall, there are too few good lessons. There is insufficient challenge and not enough good learning opportunities to ensure that all pupils make consistently good progress, particularly in Key Stage 2. Marking often does not relate to pupils' targets or give them clear guidance for the next steps to take so that they might improve their work more quickly. The satisfactory curriculum is planned to ensure links across all subject areas. There is a satisfactory range of extra-curricular opportunities, although pupils would like more. The pastoral care of the pupils is good, but the guidance given to them to support their progress is often only satisfactory.

The headteacher is committed to the welfare of the pupils and has worked hard to give stability to the school after several years of uncertainty. There has been some recent progress in developing the effectiveness of senior leaders. However, leaders and managers at all levels are not yet rigorous enough in identifying areas of weakness and putting in place strategies to address these. Improvements made to address issues from the previous inspection are too recent and have not had enough time to embed and demonstrate any significant impact. While targets are now used to help pupils make progress, they are generally too broad and not understood by the pupils. Consequently there is insufficient evidence of sustained progress for all pupils. Governors are not yet giving sufficient challenge to the school and they are not holding the senior leaders to account for the quality of provision and outcomes. The leadership team has recently been strengthened and this has led to actions resulting in progress in some areas such as establishing a system for tracking pupils' progress and improvements in the standards of writing. The senior leaders are now able to identify most of the priority areas for

improvement such as school self-evaluation, teaching and learning and the accountability of staff for pupils' progress. As a result the school has a satisfactory capacity to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The Early Years Foundation Stage provides children with a good start to their schooling. The staff have a good understanding of children's needs and the open-plan unit enables staff to work together to ensure that the learning is well planned. There is a good mix of child-initiated and adult-led activities, based on a common theme across Nursery and Reception. When children start in the Nursery many have poor communication and personal and social skills. They make particularly good progress in these areas, especially those pupils at an early stage of learning to speak English as an additional language. They enjoy talking about their activities, such as making traffic lights, following their recent walk to the library. They work and play together well and have many opportunities to cook and learn the skills of measuring, mixing and baking, as well as taking turns. Children are able to freely access the safe and secure outside area, which has recently been refurbished and is rightly identified by the school as a priority for further development. Staff assess the children's progress through observation complemented by photographs and this is shared with parents. Children are able to make healthy snack choices, water is freely available and they are independent in their hygiene routines. Their good progress means that they are able to move into Key Stage 1 with confidence and ready to learn.

### **What the school should do to improve further**

- Establish a strategic and rigorous programme of school self-evaluation to enable the school to make secure judgements about all areas of its work.
- Improve the quality of teaching and learning by increasing the proportion of good and better teaching, so that all pupils make at least consistently good progress.
- Ensure leaders and managers at all levels, including governors, are able to identify areas of weakness, take effective action to eliminate them and secure improvement for all pupils.

## **Achievement and standards**

### **Grade: 3**

Pupils make satisfactory progress from their entry to school and achieve standards that are slightly below average by the end of Year 6. Progress in the Early Years Foundation Stage and in Year 1 is good, but there has been inconsistency of progress in Key Stage 2. High levels of pupil mobility have been identified as a factor affecting the achievement of some year groups. The current assessment of pupils' standards indicates that attainment this year is likely to be in line with the national average. A new tracking system has been recently introduced and this is beginning to enable the school to identify areas of underachievement. However, this is not embedded and the school is not yet confident in putting in place appropriate strategies to eliminate all perceived weaknesses. A focus on raising the standard of writing is beginning to show pupils making some progress. Long term targets set are realistic and now based on analysis of pupil data, but in the past they have not been sufficiently challenging and as a result pupils in Key Stage 2, particularly, only make satisfactory progress. Pupils with learning difficulties and/or disabilities are identified early and appropriate provision put in place to enable them to make progress in line with their peers.

## Personal development and well-being

### Grade: 2

Pupils make good progress in their personal development, particularly in their spiritual, moral and social understanding. There are opportunities for reflection within assemblies and in the classroom and pupils' very good behaviour means that they support each other well. Pupils' cultural understanding is not yet fully benefiting from the cultures represented within school. Most pupils are confident to make healthy lifestyle choices and take part in the opportunities for physical activity. Pupils feel safe, know they can talk to staff about any problems they may have and also are able to understand and support fellow pupils who sometimes have difficulties. They are confident saying, 'We enjoy our time, have fun, but also learn.' The school council, house meetings and a class suggestion box give the pupils opportunities to make suggestions such as more playground equipment and the development of the library area. Pupils have opportunities to take on roles of responsibility as monitors and Year 6 pupils support good playground behaviour as trained play leaders. Parents say their children learn 'good study skills' and this, along with the pupils' satisfactory progress, mean that they are adequately prepared for their next steps in learning.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory overall with some good elements. In the most effective lessons, teachers ensure that all pupils make good progress because the pace of the lesson is brisk enough to ensure pupils are engaged and actively involved with their learning and so achieve well. They have opportunities to talk and work independently and collaboratively with other pupils. As a result of this good teaching, pupils talk confidently about what they are learning, how they can improve their work and demonstrate their good knowledge as in the 'connectives game' in a literacy lesson. In the least effective lessons, pupils spend long periods of time being inactive because teachers spend too much time talking. In almost all lessons, pupils are not given sufficient success criteria to help them with their learning. As a result progress is not as good as it should be. Pupils have limited opportunities to assess their own progress and that of their peers. Marking is often unhelpful because pupils are not given clear enough guidance on what they need to do next to improve. Even though the school has recently introduced individual targets they are not having the desired effect because they lack precision.

### Curriculum and other activities

#### Grade: 3

Pupils enjoy learning and find their lessons fun. However, extra-curricular activities are limited and pupils say they would like more. There is little evidence of cultural diversity being reflected within the curriculum and wall displays, including those of a multicultural dimension. Pupils are able to make healthy choices, and opportunities for physical activity are enhanced by provision such as the morning fitness session – 'Shake and Wake', which involves staff and pupils. Links with other schools support the curriculum, particularly for more able pupils, which has allowed them to visit and create links with pupils in Russia through a space project. The close links with the parish give pupils opportunities to take on responsibilities within the church services.

## Care, guidance and support

### Grade: 3

The pastoral care of the pupils is good. All staff are committed to ensuring that pupils are happy and confident learners. Robust safeguarding procedures supported by policies and risk assessments ensure the safety and health of the pupils. The provision of the breakfast club is beneficial in helping pupils to be on time for school. Pupils at risk are identified early and sound support is put in place, including the involvement of outside agencies when necessary. Pupils who are at an early stage of learning to speak English as an additional language have good support, enabling them to learn effectively and make progress in line with their peers. The school works effectively with parents, building on the strong relationships developed in the Early Years Foundation Stage. However, although pupils are becoming better informed about their progress, are beginning to assess their work and identify how to improve, this is still at an early stage and academic guidance is not rigorous enough.

## Leadership and management

### Grade: 4

The school has correctly identified that it needs to raise standards further, but as yet leadership and management have had too little effect in ensuring that all pupils are able to make good progress. Satisfactory self-evaluation is now being undertaken by the senior leaders and is beginning to identify the main priorities for the school. There is some evidence of the impact of actions recently taken, particularly in raising the standards of writing. The senior leadership team has only recently begun to work as a team and consequently has had too little time to have an impact on the standards and achievement throughout Key Stages 1 and 2. Governors have not given the school sufficient challenge. The monitoring of teaching and learning is not rigorous enough so the increase in the amount of good teaching is too slow. The school's leadership is committed to ensuring equality of opportunity for all pupils and welcoming those of different cultures and faiths, but there are some missed opportunities for promoting community cohesion, including within the curriculum planning.



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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</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>	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

**Annex B****Text from letter to pupils explaining the findings of the inspection**

22 June 2009

Dear Pupils

Inspection of The Giffard Catholic Primary School, Wolverhampton WV6 0HR

Thank you for welcoming us to your school when we visited recently. We enjoyed talking to you and sharing in your activities, particularly 'Wake and shake'! We found that the adults who run your school need to do more to help you learn more quickly.

- These are some of the things that we found out about your school.
- You behave very well and look after one another.
- You know how to keep yourselves healthy and safe.
- You like your teachers and enjoy your lessons.
- You think you are able to share your ideas to make the school better and feel that you make a difference.
- Children in Nursery and Reception have a really good start to school.
- Your teachers work hard, but they do not always help you to learn as much as you could.
- The governors and your headteacher and other leaders do not always find the most important things to do to make your school better.

We have asked your teachers to do three things that, with your help, will make your school better.

- Look more carefully at how well the school is doing to find out where things are not working as well as they could, and then make changes to ensure that improvements happen more quickly.
- Make sure that in all your lessons you get the best teaching to help you learn well in all subjects.
- Find the areas of learning that are not as strong as others and make improvements, so that you can all make good progress.

Yours faithfully

Jenny Batelen Lead inspector