

# St Wilfrids Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	106509
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	324416
<b>Inspection dates</b>	28–29 January 2009
<b>Reporting inspector</b>	Sheila O’Keeffe

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)	259
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>	Mr John Rowbotham
<b>Headteacher</b>	Mrs Clare Orrell
<b>Date of previous school inspection</b>	3 May 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>	Golborne Road Ashton-in-Makerfield Wigan Lancashire WN4 8SJ
<b>Telephone number</b>	01942 707101
<b>Fax number</b>	01942 204597

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a slightly larger than average primary school. The vast majority of pupils are of White British heritage. A very small number of pupils are Chinese, Polish or from other backgrounds. A few pupils learn English as an additional language. A lower than average number of pupils are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is lower than the national average. The school's Early Years Foundation Stage consists of a Reception class and a part-time Nursery. A pilot scheme in the Early Years Foundation Stage allows parents to use additional childcare places in the Nursery if required. There is an out of school club on site, which is managed by a private provider and did not form part of this inspection. The school holds the Healthy Schools Award, Level 3 Royal Horticultural Society Gardening School Award, Bronze Eco-Schools Award and the Wigan Quality Standard for Foundation Stage.

## 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 provides its pupils with a good education; the pastoral care it provides is outstanding. Pupils' personal development and well-being are also excellent.

The school's data and inspection evidence show that in 2008 standards at the end of Key Stage 2 increased well from the average levels found in 2007. Evidence shows that the current Year 6 pupils are also attaining above average in English, mathematics and science. This represents good achievement for all groups. At Key Stage 1 standards are broadly average and inspection evidence shows good progress in the current Year 1 and 2 classes from their starting points. Curricular initiatives and intervention strategies set in place by the senior leadership team are an important factor in the good progress pupils make. However, standards in writing lag behind those in reading, mathematics and science. This is because recent ideas and new ways of working have not yet had time to make a full impact on writing.

Pupils have excellent attitudes to learning. The programme for personal, social and health education combined with very strong pastoral support results in pupils' outstanding behaviour. Pupils take on responsibilities around school and their views are taken into account through the school council. Pupils gain a good understanding of the importance of staying safe and healthy as reflected in the Healthy Schools Award. Attendance is good. It reflects the school's good levels of guidance and welfare and pupils' outstanding enjoyment of school.

Teaching and learning are of good quality. Teachers plan well, and include practical experiences, which help pupils to gain a deeper understanding through their learning and make good progress. Although marking is regular and provides encouragement it is insufficiently linked to pupils' targets and improvement of work. As a result, pupils are not always aware of their targets and how to improve their work. The school has a precise knowledge of pupils' progress in English, mathematics and science. Assessment routines are used well to check pupils' progress. The curriculum is very effective. It links subjects together through interesting topics and provides increasing opportunities for writing.

Leadership and management, including governance, are good. Members of the senior leadership team have a clear focus on raising standards and the impact of the resulting measures they take is reflected in the good progress pupils make. The school has good systems to check on how well individual pupils are doing and where more attention is needed. Consequently, senior staff are well aware of the school's many strengths and its areas for improvement. The school promotes community cohesion well not only through its own community but through links locally and internationally. Self-evaluation is clear although the school is over cautious in judging aspects of personal development and pastoral care. Recent results and current progress provide a clear illustration of the school's good capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Very effective leadership is at the root of the good success of the Early Years Foundation Stage and reflects the achievement of a quality standard award from the local authority. Children mostly enter the Nursery with skills below those typical for their age. They achieve well and attain the expected levels in all areas of their learning by the end of the Reception year. This is because of the good teaching and learning, very effective pastoral support and the provision of stimulating activities which enable children to settle well and improve quickly. Outside play

adds much to the quality of the provision overall although the space is slightly more limited for the Reception children than for those in the Nursery. A good level of care is provided and very good relationships established with staff, parents and outside agencies. Consequently, children's personal development and achievement are good. The good quality of planning and assessment ensures that children's attainment is carefully monitored and the next steps in their learning are planned well.

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

- Improve standards in writing.
- Improve the marking of pupils' work so that they receive clear guidance on how they can improve and attain their targets.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well from their starting points. In the Year 2 teacher assessments, standards, although broadly average, are improving year on year. The proportion of pupils attaining highly is also steadily increasing. By Year 6 the school's provisional results, from 2008 and for the present Year 6, indicate above average levels. Pupils do particularly well in mathematics and science because the teaching of these subjects is a strength of the provision. In writing, however, fewer pupils attain highly than in other subjects. The school has taken action to address this but it is too early for the impact to be seen. Pupils with learning difficulties and/or disabilities and at the early stages of learning English as an additional language make good progress because of the effective support they receive.

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

### **Grade: 1**

Strengths are in pupils' spiritual, moral, social and cultural development which is outstanding. Pupils' first-rate social development enables them to welcome and support new pupils so that they settle into school very well. The school provides excellent opportunities for reflection in assemblies and through time set aside for discussion. As a result, pupils are exceedingly considerate and mature for their age. They show much tolerance for others and a good appreciation of the needs of others in the wider world. Pupils thoroughly enjoy school life as seen in their good attendance. Pupils develop a good awareness, knowledge and understanding of other cultures and religions. Pupils know well how to keep safe and very clearly understand the benefits of a balanced diet and regular exercise. Pupils contribute well to school life and to their immediate and wider community through a range of activities including learning French, taking part in music and sporting events locally and charitable contributions for chosen causes. They take a great care of their environment as reflected in the achievement of an Eco-Schools award. The above average standards pupils attain and their very well developed social skills provide a good foundation for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good throughout the school. Lessons are lively and interesting, involving practical activities with good resources. As a result, pupils learn well. Classroom

management and relationships are good. This means that most lessons are delivered at a good pace and pupils are actively engaged, motivated and thoroughly enjoy their work. For example, in one lesson pupils collaborated well to research work using laptops. Pupils' excellent behaviour impacts very well on their readiness to learn. Teachers' planning ensures that work is well matched to pupils' different needs so they are challenged and able to make good progress. Teaching assistants make a good contribution in supporting the work of groups and individual pupils and, as a result, the pupils make good progress. Teachers are increasingly adapting their teaching and pupils' learning to newly introduced ways of teaching writing.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets all requirements and is well planned. It provides challenge for all pupils and promotes interest and enjoyment. It supports increased opportunities for cross-curricular links, although the development of writing has some way to go. The school works productively with local partners to arrange interesting visits and visitors to school to enhance the curriculum, with significant impact on pupils' enjoyment of school. For example, a visit to support their studies about the Victorians gave pupils experience of what life was like years ago. A good range of extra-curricular activities contributes well to pupils' personal development. Music is a particular strength of the school offering a wide range of opportunities, including singing, drumming, class activities and instrumental tuition. The curriculum is sensitively adapted to cater for the needs of pupils who require additional support.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The pastoral aspects of care are outstanding. Parents are pleased in the way in which the school cares for their children, saying, for example, 'School is like a continuation of family.' Arrangements to ensure safeguarding and health and safety meet requirements. Different groups of pupils, including those with learning difficulties and/or disabilities, vulnerable pupils and pupils learning English as an additional language receive very effective support and, as a result, they really enjoy school and make good progress. Academic guidance through the tracking of pupils' progress and setting challenging targets is good. However, the use of pupils' personal targets and their understanding of how to improve their work are less well developed.

## **Leadership and management**

### **Grade: 2**

Members of the leadership team, under the direction of the headteacher, have focused well on the identified areas to improve achievement and standards and facilitate the excellent spiritual and personal development of all pupils in their care. Senior leaders are aware of the school's strengths and weaknesses. They monitor outcomes carefully and take effective action. The initiatives in the curriculum and intervention strategies are already showing impact on standards and pupils' progress although in writing there are more gains to be made. School leaders make good use of academic targets in order to raise standards. Inclusion is promoted well through a good level of equal opportunities. The school makes a positive contribution to community cohesion through the very good links within the school, the curriculum, the immediate parish and through other local links. Global links are good, for example they include

links with Nigeria and with French speaking footballers. The school has good links with outside agencies, for example, through the achievement of the gardening award. Governors have a good knowledge of the school and offer good support. They are fully involved in the self-evaluation process and have links with key areas of pupils' personal development, well-being and learning. The school provides good value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	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

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

<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>	1
The extent of learners' spiritual, moral, social and cultural development	1
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	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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?	No

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

On behalf of the inspectors I would like to thank you very much for your help when we inspected your school. We enjoyed our time with you and were made to feel very welcome. Now I would like to share with you what we thought about your school.

Your school is giving you a good education. This means it is doing some really good things to help you.

- All the staff take excellent care of you and help you to be safe, fit and healthy.
- Your behaviour is excellent and you are growing into very sensible young people who want to learn; you enjoy helping others.
- Your teachers teach you well and make your lessons enjoyable.
- Pupils who find some schoolwork difficult at times have good help from teachers and teaching assistants.

There are some things your school needs to do to make learning even better.

- Help you more with your targets so you know how to improve your work.
- Make sure you improve your writing.

You can help by understanding your targets so you can improve your work, especially in writing.