

# St William of York Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	104934
<b>Local Authority</b>	Sefton
<b>Inspection number</b>	336390
<b>Inspection dates</b>	13–14 October 2009
<b>Reporting inspector</b>	Clare Henderson

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

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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 of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Kavanagh
<b>Headteacher</b>	Mr D Ryan
<b>Date of previous school inspection</b>	4 December 2006
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff and groups of pupils. The inspectors observed the school's work and looked at a range of evidence including material on pupils' progress, safeguarding, the curriculum, 35 questionnaires completed by parents, together with others from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment, progress and learning for all groups of pupils in English and mathematics
- the quality of teaching, assessment and the curriculum in ensuring all pupils achieve their potential
- the effectiveness of pupils' personal development and their preparation for life in a multicultural Britain
- the effectiveness of leaders and managers in bringing about sustained improvements in pupils' learning.

## Information about the school

The school is average in size. The proportion of pupils eligible for a free school meal is above average. The proportion of pupils identified with special educational needs and/or disabilities is above average. Twenty five per cent of pupils joined the school in 2009 from a nearby school due for closure in 2010. Most pupils are of White British heritage. A few are from minority ethnic groups and at an early stage of learning English as an additional language. The Early Years Foundation Stage consists of a morning and afternoon class for Nursery-age children and one Reception aged class. On site, there is a pre- and after-school club which is subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St William of York is a good school with outstanding features. Instrumental in its improvement, since the last inspection, is the single-minded focus which leaders and governors have given to raising pupil achievement. Their diligent work has paid off and standards have risen steadily, for all groups of pupils, to above average by the time they leave Year 6, in English, mathematics and science. Through rigorous self-evaluation the school is aware of its strengths and areas for development and plans carefully to address these issues through well planned staff training. Actions raised in the school improvement plan are linked clearly to their intended impact on pupils' academic achievement. This all demonstrates well the good capacity that the school has to improve further.

The close attention given to caring for pupils and especially to those with special educational needs and/or disabilities or at an early stage of learning English as an additional language is admirable. Exemplary safeguarding procedures contribute very effectively to pupils feeling extremely safe and enjoying school greatly. The quality of teaching and the use teachers make of assessment to ensure all pupils achieve their potential are good. As a result, from levels that are often below expectations at the start of the Early Years Foundation Stage, pupils make good progress and achieve well.

The curriculum is enriched with good features such as a wide range of interesting after-school clubs and opportunities to excel in sport and music. However, pupils are not given enough opportunities to extend their writing skills across all subjects of the curriculum. Similarly, they have too few chances to develop information and communication technology (ICT) skills on a daily basis. The focus the school gives to developing pupils' place in their local community is good, although their experience of wider national and global cultures and communities is limited.

## What does the school need to do to improve further?

- Improve the curriculum by:
  - providing pupils with more opportunities to extend their writing skills in all subjects
  - extending pupils' knowledge and understanding of a wider range of cultures and religions
  - enabling all pupils to develop ICT skills on a daily basis.
- Improve community cohesion by ensuring pupils' experiences of the wider national and global communities is as strong as their involvement in the local community.

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## Outcomes for individuals and groups of pupils

2

Most pupils have a positive attitude to their learning and achieve well. This is evident in lessons, particularly where teachers set work which challenges pupils to elaborate on their thinking, extend their writing skills and work independently. In a few lessons, work is not planned closely enough to match pupils' abilities and they begin to lose interest and progress slows. When they begin Year 1, most pupils are working at the levels expected for their age. During Key Stage 1 they make progress in reading, writing and mathematics to reach standards which are broadly average by the end of Year 2. The rate of learning often accelerates as pupils become more independent learners in Key Stage 2 and, by Year 6, all pupils, including those with special educational needs and/or disabilities, consistently reach standards which are above average in English, mathematics and science.

Pupils enjoy school and undertake their responsibilities as members of the school council or, for instance, as buddy readers for children in the Nursery, very seriously. They are happy with their school saying such things as, 'It is brilliant. I will bring my children here.' Behaviour is good and attendance is broadly average. Pupils show respect for one another and play together harmoniously. This is evident in the seamless integration of those pupils who have joined from the local school. There is an effective buddy system in place during break times where older pupils take care of younger pupils or those with special educational needs and/or disabilities. Pupils understand what constitutes a healthy lifestyle and speak confidently of the benefits of a balanced diet and regular exercise.

There are good links with the local community, for example, pupils organise a 'tea dance' where they join with older people from the community to celebrate through music and dance. Pupils respond positively to opportunities which enable them to work collaboratively. This was observed in a Year 6 lesson where pupils were presented with a moral dilemma to address. Such activities prepare them well for their future lives. Pupils' spiritual, moral and social development is good. They show respect for the needs and interests of others and recognise the difference between right and wrong. Pupils' knowledge of other cultures and religions is satisfactory but they have only limited experiences of working and playing alongside children who are different from those represented in the local community.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Most lessons observed had a number of strong features. Relationships are good and there is an atmosphere of keenness as pupils clearly want to do well for their teachers. Highly skilled teaching assistants ensure pupils with special educational need and/or disabilities make good progress in their learning. Generally teachers use marking well to guide pupils in improving their work. Pupils enjoy a wide range of activities in lessons, for instance, drama in a Year 5 history lesson on life in Victorian Britain plays a key role in making learning interesting and exciting. The school has set up thorough systems to check on pupils' progress and these are generally used well by teachers to ensure that none is in danger of falling behind. Where, occasionally, teaching is less effective, teachers do not use these systems well enough to ensure lessons planned meet the different learning needs of pupils or to check lessons are sufficiently challenging to enable all pupils to reach their potential.

Pupils' enjoyment is enhanced by the curriculum. They learn to speak French and have a variety of performance opportunities, visits, visitors and residential trips. However, they do not have enough chances to practise and extend their writing skills across the curriculum or to develop their ICT skills within lessons. This is evident in lessons where opportunities are missed to use ICT to research and expand pupils' knowledge and understanding, for instance, to discover more about a wider range of religions and cultures.

Provision for pupils with special educational needs and/or disabilities and those at an early stage of learning English as an additional language is good. Transition arrangements are carefully planned and are appreciated by parents, who say such

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things as, 'The care and dedication all staff show to support my child's disability and educational needs is outstanding.' The school promotes attendance satisfactorily. It is currently working with parents to reduce the instances of children going on holiday during term time.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

There is a strong shared sense of responsibility and commitment amongst all staff, which emanates from good leadership by the headteacher, deputy headteacher and senior management team. Monitoring and development of teaching and learning are thorough and the pattern of continual improvement is clear. Governors have a good knowledge of the school's strengths and weaknesses and are fully involved in shaping the direction of the school through the effective monitoring and evaluation they undertake. Equal opportunities and good partnerships are at the core of all the school's activities and all pupils are helped to succeed. At the time of the inspection, safeguarding procedures were extremely thorough. These are updated frequently and staff are trained regularly. Risk assessments and health and safety procedures are in excellent order, with expertise on the governing body very effectively supporting this. The school has made a satisfactory start in promoting community cohesion. As a result, pupils' involvement in the local community is good, although this has not been extended to widen their experiences of national and global communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good. It is led and managed well and staff work together as an effective team. When children begin the Nursery, many have skills which are below those expected at this age, especially in their language and social development. All children make good progress towards the early learning goals in the Nursery and Reception classes and, when they move to Year 1, most children have age-related skills in all the areas of learning. Key workers support children well and form warm and trusting relationships with children and their parents. These links are outstanding and parents and carers have many opportunities to share in the children's experience through, for instance, the weekly 'stay and play' sessions. A further example is sharing their children's achievements at home for display on the 'wow' wall. Children enjoy their learning and behave well. The quality of adult support for learning is good and the well-planned indoor and outdoor learning environment and curriculum are rich in opportunities for pupils to develop their reading and writing skills. A high level of attention is paid to ensuring children are safe and all welfare requirements are met. Children learn the importance of safety through role play activities such as the 'campfire area'. Adult-led activities build well on child-led play, because staff are well aware of children's needs, although tracking and analysis of children's progress are not quite as well developed.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most of the parents and carers who replied to the questionnaire are content with the quality of education and care provided at St William of York. Comments include: 'Teachers are very warm and very easy to talk to.' and 'Staff always listen and act immediately if I have any concerns.' The inspectors found no reason to disagree with these views.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St William of York Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 35 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	69	20	29	2	3	0	0
The school keeps my child safe	54	78	10	14	2	3	2	3
The school informs me about my child's progress	38	54	28	40	2	3	2	3
My child is making enough progress at this school	38	54	28	40	2	3	2	3
The teaching is good at this school	40	59	22	32	2	3	2	3
The school helps me to support my child's learning	46	66	20	29	2	3	2	3
The school helps my child to have a healthy lifestyle	42	60	24	34	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	52	28	41	2	3	2	3
The school meets my child's particular needs	40	57	26	37	2	3	2	3
The school deals effectively with unacceptable behaviour	36	51	30	43	2	3	2	3
The school takes account of my suggestions and concerns	34	49	32	46	4	6	0	0
The school is led and managed effectively	42	60	24	34	4	6	0	0
Overall, I am happy with my child's experience at this school	46	66	20	29	2	3	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



I would like to thank you for your help when we inspected your school. We enjoyed our visit very much and thoroughly enjoyed meeting you. Now I would like to share with you what the inspection found out about your school. Yours is a good school. Some of the best things about it are:

- all adults take good care of you and you told us that you feel extremely safe in school
- you are making good progress and reach above average standards in English, mathematics and science by the time you leave
- you are developing into responsible and mature young people
- the school provides many exciting things for you to learn and several of these prepare you well for your future
- the range of opportunities that you have in the after school and lunchtime clubs is good.

To make the school even better I have asked teachers to:

- give you more opportunities to practice your writing and information and communication technology skills in all the subjects you study
- teach you about a wider range of cultures and religions
- broaden your experience of different people and religions by extending links beyond your local area.

Thank you for helping us so much with the inspection of your school. I hope that you will carry on working hard and help the teachers so that St William of York can become an even better school.

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