

St Wilfrid's RC Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 105539 |
| Local Authority | Manchester |
| Inspection number | 336512 |
| Inspection dates | 6–7 May 2010 |
| Reporting inspector | Terry McDermott |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 220 |
| Appropriate authority | The governing body |
| Chair | Mr M Hood |
| Headteacher | Mr A Wood |
| Date of previous school inspection | 14 June 2007 |
| School address | St Wilfrid's Street Hulme Manchester M15 5BJ |
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Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were observed, all teachers were seen teaching, several of them twice. Meetings were held with pupils, staff and governors. Inspectors observed the school's work, and looked at work in pupils' books, recent minutes of the governing body meetings, the school's monitoring records, school development plan, and reports from the School Improvement Partner. Responses from sixty five parents and carers to the Ofsted questionnaire were analysed and considered, along with questionnaires completed by staff, and by pupils in Years 3, 4, 5, and 6.

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

- whether progress being made by vulnerable pupils is actually better than that being made by other pupils, as the school seems to suggest in its self- evaluation
- whether the historically lower attainment of boys throughout the school, is being addressed
- resolving apparent inconsistencies in the school's self-evaluation to ascertain if leaders and managers have good capacity to secure further improvement as claimed.

Information about the school

In this average size school the proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils from minority ethnic groups is well above average, and many of these pupils do not speak English as their first language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is average. A larger than average proportion of pupils join the school at other than the usual times. A new headteacher and leadership team have been appointed since the last inspection. The school has Healthy Schools status.

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

This is a good school. Some aspects of its work are outstanding. The care, guidance and support the school provides for all of its pupils are exemplary. This includes its meticulous approach to safeguarding the interests of all pupils, but especially the most vulnerable. Its excellent approach to promoting and securing community cohesion is having a marked effect on raising pupils' aspirations and widening their horizons. Both of these contribute significantly to pupils' excellent spiritual, social, moral and cultural development. Pupils are happy. Younger ones skip into school in the morning; older ones have a mature bearing. All are well mannered, calm, and respectful in classrooms, in the dining room and in the playground.

Pupils' overall academic achievement is good, especially when considering their well below average starting points. There is convincing evidence of consistently good progress in many pupils' books. The school's system for tracking the progress pupils make is accurate and reliable. It shows most pupils making better than nationally expected progress in English, mathematics and especially in science. Behaviour is good. Pupils from many different backgrounds play and work together in complete harmony. This is a significant factor in helping them to learn well.

Teaching is good overall, though there are some small inconsistencies. A significant number of outstanding lessons were seen. In some of the no better than satisfactory lessons, too much time was spent explaining to all pupils what they were going to do. The pace of learning inevitably slowed as more-able pupils waited to get started. Some marking of pupils' work is inaccurate. The curriculum has been successfully modified to accelerate learning for all. Boys in particular are now reading with enthusiasm and writing with gusto, as they respond positively to initiatives implemented to help them enjoy using these essential skills.

Leadership and management are good. Much good practice has been implemented, though its full effects have yet to be seen in rising standards. However, previous satisfactory performance in some areas has been improved. Staff morale is high, and all leaders have a clear view of the school's strengths and areas of relative weakness. The school has good capacity to sustain improvement.

What does the school need to do to improve further?

- Ensure greater consistency in the quality of teaching in order to raise standards in English, mathematics and science, by:
 - spending less time talking about what pupils are going to do at the start of

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- lessons, and providing more time for them to be actively involved in learning
- ensuring that the marking of pupils' work is always accurate, and gives more precise guidance to them on what they have to do next in order to improve.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy coming to school and this helps them to achieve well. Whatever time of the year they join the school, pupils quickly adopt the considerate attitudes prevalent in the school. Pupils listen respectfully to the views of others, and are confident to express their own views without being dogmatic. Their attitudes to learning are good. They make thoughtful responses to questions in lessons, always being prepared to explain the reasons for their answers. They work well in small groups, collaborating together to solve interesting problems. All groups of pupils, including boys, those most vulnerable, and those with special educational needs and/or disabilities, make good progress. In English and science, pupils reach broadly average standards by the end of Year 6 because of the excellent support they receive.

Pupils say they feel safe because 'the adults look after us'. They are certain that an adult will always help them if they feel upset or worried. Pupils know the benefits of exercise and of a balanced diet, asserting that 'it makes your heart pump more blood and oxygen to help your muscles work better,' and 'five-a-day of fruit or veg'. Pupils take on responsibilities around the school with genuine enthusiasm, whether as 'Amigos' to fellow pupils, helpers to adults in fund raising for Cafod and 'St Joseph's Penny', as active choristers, or as school councillors. They are very conscious of their school identity, wearing their uniforms with pride, and are keen to represent the school in sporting and cultural events and performances. Pupils' spiritual, moral, social and cultural development is outstanding. Because of their very wide range of backgrounds, and the relentless work of the school in celebrating diversity, they have deep insight into, and clear understanding of, the benefits to be gained from openness and tolerance. Attendance is average. Pupils are satisfactorily prepared for the next stage of their education.

These are the grades for pupils' outcomes

¹ 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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| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| 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 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

The large majority of lessons are exciting, encourage pupils to work independently, and hold their attention well. In many of these lessons, learning is often very rapid, as teachers and teaching assistants prompt and encourage pupils to think things through for themselves. Relationships between pupils and adults in all classrooms are good. Work is usually well planned to meet the different learning needs of all pupils, though sometimes learning slows a little when pupils listen passively to long explanations instead of actively learning. In a small number of instances, the quality of marking is not always accurate or informative enough to help pupils move forward.

Lessons often group subjects together, so that pupils use the skills they have learned in one subject in exploring another. Nowhere was this better shown than in an excellent Year 5 science lesson on living things, when pupils, having separated a tulip into its constituent parts, were almost bursting to write about what they had just discovered and learned. A most impressive range of visits and especially regular visitors to the school from members of a large legal practice, medical students, and a foreign consulate, help pupils to gain a wider perspective on the world around them, and is successfully raising their aspirations. These initiatives have yet to show their full impact on raising pupils' attainment at the end of Year 6.

The school cares for its pupils exceptionally well. Its procedures are rigorous, all staff training is up to date, and records for safeguarding pupils are maintained meticulously. Parents and carers are fully informed of the school's work, increasingly so through the school's developing website and they express full confidence in the work of the school. Pastoral guidance and support is very effective, especially for those pupils with special

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educational needs and/or disabilities, because adults know the pupils so well.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The quietly effective headteacher and his new senior leadership team have quickly gained the confidence of staff, pupils and their families. All adults in the school are clear about the school's ambitions for raising standards, and their roles and responsibilities in making these ambitions a reality. Formal and informal links with local, national and international multicultural communities are very strong. This ensures that the school is a harmonious and very welcoming place for every new pupil, regardless of their country of origin, their language, or their faith. All pupils have equal opportunities, diversity is recognised openly and celebrated positively, and discrimination simply does not exist.

The school takes its responsibilities for safeguarding and child protection very seriously, and seeks the views of pupils and parents to check that all aspects of its work are understood. No stone is left unturned in ensuring the well-being of pupils. Parents and carers know that promoting pupils' interests is at the heart of everything the school does and what it stands for.

Governance is satisfactory. Governors are fully committed to supporting the school, though some of their views of the effectiveness of the school are not founded securely on evidence. The governing body as a whole is relatively inexperienced, and until new governors gain the necessary skills and confidence, their ability to rigorously evaluate the school's performance remains limited. The school gives good value for money.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |

| | |
|---|----------|
| 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 | |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children make good progress in all areas of learning, in both Nursery and Reception classes, from starting points which are normally well below those normally expected, particularly in communication and language, and in calculating. Provision is good, and children engage in a wide range of learning activities both indoors and in the very new outdoor facilities. They make their own choices, both about where they want to learn and from a range of activities. These activities link back to previous good teacher-led learning. Adults are patient and supportive. They provide good role models from which children learn to play and work, to behave well, and to get on with each other, whatever their backgrounds. Welfare arrangements are good, and effective links with families ensure that children settle in rapidly. Children's personal, social and emotional development is good, and the habits learned in Nursery and Reception classes are sustained well. They provide a very strong foundation for good relationships between adults and pupils throughout the school. Leadership and management are good. Adults have a clear understanding of what children know and can do. They work with a strong focus on widening children's vocabulary and promoting their number skills. Work is planned jointly by nursery and reception staff and this plays a crucial role in continuously building these skills whilst ensuring that children enjoy their learning.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

Sixty one parents and carers returned the Ofsted questionnaires. They were unanimous that the school keeps their child safe. Almost all were happy with every aspect of the work of the school. A very small number of parents and carers felt that the school did not prepare their child well for the future. Inspectors found that arrangements for the

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transition of pupils to high school were strong, and that the school is helping pupils to make good progress and achieve well. Inspectors' findings closely reflect the positive views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Wilfrid's RC 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 inspection team received 65 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 46 | 71 | 19 | 29 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 49 | 75 | 16 | 25 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 35 | 54 | 29 | 45 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 36 | 55 | 28 | 43 | 1 | 2 | 0 | 0 |
| The teaching is good at this school | 42 | 65 | 22 | 34 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 33 | 51 | 31 | 48 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 33 | 51 | 28 | 43 | 2 | 3 | 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) | 34 | 52 | 28 | 43 | 2 | 3 | 0 | 0 |
| The school meets my child's particular needs | 35 | 54 | 29 | 45 | 1 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 36 | 55 | 28 | 43 | 1 | 2 | 0 | 0 |
| The school takes account of my suggestions and concerns | 33 | 51 | 30 | 46 | 1 | 2 | 0 | 0 |
| The school is led and managed effectively | 39 | 60 | 26 | 40 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 43 | 66 | 21 | 32 | 1 | 2 | 0 | 0 |

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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



10 May 2010

Dear Pupils

Inspection of St Wilfrid's RC Primary School, Manchester, M15 5BJ

Thank you for making us so welcome when we inspected your school recently. We were impressed with your good behaviour and your positive attitudes to learning in lessons. We particularly appreciated your politeness, good manners and the cooperative and considerate way in which you help each other around school.

We found that St Wilfrids is a good school, with exceptional strengths in the way it looks after you and keeps you all safe and happy, and in making sure that you are all fully aware of the communities of which you are a part. All these help you to become tolerant, mature and sensible young citizens, ready to move on to the next stage of your education when you leave Year 6.

We also found that the school could do some things even better than it does now. So we have asked the adults who teach you to do the following things to help you make better progress:

- spend less time talking about what you are going to do at the start of lessons, and providing more time for you to get on with your own work
- ensuring that the marking of the work in your books is always accurate, and tells you more clearly what you have to do next in order to improve.

You can help your school to get better by continuing to be the harmonious group of happy and hard working young people you already are, who enjoy being in school and find learning interesting and exciting.

Good luck to you all for the future.

Yours sincerely,

Terry McDermott

Lead inspector

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