

St Wilfrid's Catholic Primary School

Inspection report

Unique Reference Number	124378
Local Authority	Stoke-On-Trent
Inspection number	340554
Inspection dates	22–23 June 2010
Reporting inspector	Bernard Jones

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	356
Appropriate authority	The governing body
Chair	Mr Glen Hassall
Headteacher	Mrs Diane Mason
Date of previous school inspection	6 February 2007
School address	Queen's Avenue Tunstall Stoke-on-Trent ST6 6EE
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 24 lessons, where 12 different teachers were observed. The inspectors held meetings with governors, staff, groups of pupils, parents and carers and the School Improvement Partner. They observed the school's work and looked at the data on pupils' performance, development plans and records of the school's own monitoring of its performance and scrutinised samples of pupils' work. One hundred and fifty-four completed questionnaires from parents and carers were analysed, alongside those responses from staff and pupils.

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

- how well assessment is used in the Early Years Foundation Stage to check and chart children's progress and intervene as necessary to ensure their good progress
- the impact of senior and middle managers in bringing about improvement in the quality of teaching and learning for all groups of pupils
- current standards and achievement in Year 2 and Year 6
- how well the curriculum reinforces and extends opportunities for pupils to improve their basic skills in literacy, mathematics, and information and communication technology
- how far the school has progressed in meeting its priority to produce independent learners.

Information about the school

This is a bigger than average primary school. The large majority of pupils are White British. There are a few pupils from different ethnic backgrounds, a small number of whom are at an early stage in learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average. The number of pupils known to be eligible for free school meals is also broadly average. The school has been awarded Extended School Status and the Financial Management Standard in Schools. The headteacher shares headship duties in collaboration with another local primary school.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school that gives excellent value for money. Children in the Early Years Foundation Stage benefit from good provision and achieve well from levels mostly below those typically expected. Pupils enter Year 1 with attainment that is broadly average and leave Year 6 well above average, reflecting outstanding progress. Parents and carers value the safety and security provided. They also support the school's strong values that include the very positive stance taken to promote high standards of behaviour, and the excellent relationships throughout school. Their support is reflected in the above average attendance of the vast majority of pupils.

Assessment is used very effectively to guide and inform the outstanding teaching. It ensures that any pupils in danger of underachieving are identified quickly and given careful support, often individually. Teachers know their pupils very well and plan in detail to meet their individual needs. There is some excellent use of information and communication technology (ICT) as a teaching aid to enhance pupils' learning. However, its use is variable and is an area of weakness in some classes. Pupils know well how to live healthily and have a good understanding of how to live safely. The excellent provision for spiritual, moral, social and cultural development has a clear impact on pupils' first-rate behaviour and on the way pupils make a good contribution to the school and local community. A school audit identifies that there is still further work to do in developing pupils' understanding of the global community.

The school has excellent capacity to improve. Previous satisfactory achievement and average standards have been improved significantly and past weaknesses in teaching have been successfully tackled. The school knows well its own strengths and weaknesses based on careful self-evaluation. The outstanding lead given by the headteacher ensures that high quality systems and strategies are in place to secure continued improvement. This is based on excellent planning and carries the full support of staff, pupils, parents and carers.

What does the school need to do to improve further?

- Improve the way in which information and communication technology is used to promote learning, by:
 - ensuring that all teachers are helped to use modern technology effectively to support their teaching
 - requiring teachers to plan more explicitly to use information and communication technology as a teaching and learning aid in subjects across the curriculum.

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- Ensure that pupils understand more clearly their place in the global community, by:
 - developing the links being established with other communities
 - furthering pupils' knowledge and understanding about a range of societies.

Outcomes for individuals and groups of pupils

1

When pupils' personal development and their achievement are taken together, the overall outcomes are outstanding. Pupils listen very carefully to their teachers. When they discuss learning with partners, classrooms come alive with a buzz of industry as pupils cooperate in pairs and groups to solve problems and share experiences. Their excellent behaviour and very positive attitudes have a very good impact on the quality of learning, reflecting the excellent provision for pupils' spiritual, moral and social development. All pupils, including those with special educational needs and/or disabilities and those at an early stage of learning English as an additional language, enjoy their work and make excellent progress because of the outstanding teaching, care, guidance and support they receive. Year 6 pupils have consistently attained well above average grades in the national tests over the past three years, reflecting high levels of achievement through the school. Pupils currently in Year 6 are a mostly lower attaining group than usual with a higher proportion of pupils with special educational needs and/or disabilities. Even so, their achievement, too, is outstanding and standards are high. Pupils develop very well a good range of basic academic skills in English and mathematics and consolidate these in other subjects. Some staff help pupils make good use of ICT to enhance learning, in particular, through applying skills in other subjects so that pupils reinforce their learning. However, this good practice is not evident in all classrooms. Particular strengths are in pupils' spiritual, moral and social development. They have a very great delight in learning and an excellent understanding of right and wrong. Staff trust them to take responsibility in the classroom and at play, and pupils relish the opportunities to do so. The school council plays an active role in putting forward ideas and makes a positive contribution to the school community. Pupils are open, welcoming and confident with visitors.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

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

How effective is the provision?

Much of the teaching truly inspires pupils. Teachers plan their lessons in detail to make them interesting and to ensure that pupils of different abilities are challenged, succeed and enjoy their learning. Data about pupils' attainment and progress are used very carefully to inform planning and this ensures that different groups of pupils make excellent progress. Pupils' individual targets for improvement are used very effectively and are appropriately challenging. Pupils know how well they are doing and are clear about the next steps they need to take to improve further. This is because teachers' marking of their work is precise and informative and relates to their targets. As a result, pupils are keen to succeed and improve. Teaching assistants play a valuable part in lessons, in particular in supporting pupils who may have extra educational or social needs and in assessing the progress pupils make during lessons. Teachers manage their classes very effectively so that little time is lost, pupils are fully engaged, and relationships are excellent. This means that pupils are very productive when set to work independently or in pairs or groups and as a result, the teachers have time to devote to particular groups.

The good curriculum has successfully benefited from recent changes. It brings enjoyment to pupils' learning and underpins the school's ethos where every child is important. On occasion, it provides outstanding opportunities for all pupils to enjoy rich learning experiences. Its impact is seen in pupils' high levels of achievement and their commitment to and enjoyment of their learning. The excellent partnerships developed with other schools and agencies help to enhance the curriculum. They provide a wide range of additional activities in sports, art, drama, dance and music, residential opportunities and visits to places of interest and visitors to the school.

The very effective links between the school and outside specialists, coupled with the high quality teaching, ensure that all groups receive outstanding care, guidance and support. As a result, the few pupils learning English as an additional language and those with special educational needs and/or disabilities feel secure and make excellent progress.

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These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	1
	1
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 headteacher makes an outstanding contribution to the success of the school, based on a clear, shared vision and determined drive for improvement. All teachers with leadership and management responsibilities undertake their roles very well.

They lend their full support and very effectively contribute to monitoring and evaluating the quality of teaching and learning in their subjects. When the headteacher is fulfilling her duties in the partnership school, there are effective arrangements in place to ensure the continued smooth running of St Wilfrid's. Targets are set at individual, group, class and whole-school levels. They are challenging and aspirational. Pupils are successful and the school has a good record of exceeding its targets. Morale is very high. The school knows well its strengths and where it needs to improve further because self-evaluation is based strongly on the meticulous checking of pupils' progress. The result is an ambitious school where pupils' achieve highly. The provision for community cohesion, although good overall, has yet to impact as well on developing pupils' understanding of global issues as it does locally. Its strength lies in its influence on the way pupils from different backgrounds interact positively. This ensures a harmonious and caring atmosphere in and around the school. There are good procedures to ensure equal opportunities for pupils in all aspects of their school life and the school is assiduous in tackling any form of discrimination. The governing body supports the school well, challenges the leadership effectively and ensures a balanced budget. There is a comprehensive range of policies in place and safeguarding procedures are good. They meet government requirements and are very successful in creating a safe and secure environment where pupils flourish. Excellent partnerships with other schools ensure a flow of expertise into and from the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Leadership and management are good and staff work together very effectively to ensure that children make good progress. Additional adults provide good support, particularly in helping children with special educational needs and/or disabilities, and other children whose circumstances have made them vulnerable. On entry, most children's skills are just below age-related expectations, although there is variation among different year groups and across the six areas of learning. There has been a wider range and a generally lower level of attainment in the past three years as the nursery provision has expanded. Children settle quickly and make the transition from Nursery to Reception and on to Year 1 with ease. This is helped by the good links with parents and carers as well as the excellent level of care, guidance and support given to children by staff. Children feel safe and parents and carers are confident that their children are safe and secure. The curriculum is used very effectively to ensure that children in the Nursery and Reception classes are given a very clear structure to their learning. Procedures for assessing their progress are effective so that each child's development is checked and charted regularly. Planning is undertaken conscientiously and reflects the staff's good knowledge and understanding about how young children learn. As a result, children enjoy their learning. For example, during a session to engage children in speaking and listening, they happily observed a small octopus, some prawns and plaice using magnifying glasses. They were fully engaged in exciting, worthwhile and purposeful activities that pushed the boundaries of their learning. Teachers ensure that there are plentiful opportunities for children to make choices with a good balance between activities that are adult led and those that are child-initiated. As a result of these strengths, by the end of the Reception Year, pupils usually attain the levels expected for their ages. Opportunities are created to ensure that children experience learning indoors and outside, but the outdoor facilities are not used as effectively as those in the classrooms.

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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

Just over 40% of parents and carers returned the questionnaire. Of these, the very large majority, and those who met the inspectors, were supportive of the school and satisfied that their children are kept safe. Parents and carers find teachers to be approachable and say they are helped to support their children's learning at home. They are aware of their children's progress and their targets and are satisfied with their children's achievement. Parents and carers praise the school and the staff for the ways in which they help children enjoy school and learn how to behave very well and respect other people. The comment, 'A lovely environment for my child's development', sums up many of the sentiments expressed to inspectors. The inspectors support these views. No common concerns were expressed. A very small minority expressed concerns relating to how well they are kept informed about their children's progress. Inspectors found no evidence to support these views. A very small minority also had concerns about how the school helps children to have a healthy lifestyle. The inspectors found that good opportunities exist for pupils to engage in a wide variety of physical education and extra-curricular sporting activities.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Wilfrid's 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 inspection team received 154 completed questionnaires by the end of the on-site inspection. In total, there are 356 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	58	58	38	4	3	0	0
The school keeps my child safe	93	60	58	38	3	2	0	0
The school informs me about my child's progress	70	45	71	46	12	8	0	0
My child is making enough progress at this school	76	49	67	44	8	5	2	1
The teaching is good at this school	76	49	75	49	3	2	0	0
The school helps me to support my child's learning	67	44	78	51	9	6	0	0
The school helps my child to have a healthy lifestyle	68	44	67	44	16	10	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)	69	45	71	46	5	3	0	0
The school meets my child's particular needs	73	47	74	48	2	1	3	2
The school deals effectively with unacceptable behaviour	67	44	68	44	12	8	5	3
The school takes account of my suggestions and concerns	64	42	79	51	8	5	2	1
The school is led and managed effectively	66	43	72	47	8	5	4	3
Overall, I am happy with my child's experience at this school	83	54	63	41	4	3	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.



24 June 2010

Dear Pupils

Inspection of St Wilfrid's Catholic Primary School, Stoke-on-Trent, ST6 6EE

Thank you for being so welcoming and friendly when my colleagues and I inspected your school. Please thank your parents and carers for all their letters and for talking to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. It was a pleasure to join you in the playground and listen to your enthusiastic comments about why you enjoy school as much as you do.

I like the way you take responsibility, as reflected in your work on the school council, and how well you are taught to take a pride in your surroundings. You all get on very well together and work so productively when you pursue your own tasks. Your school helps you well in learning to live healthily and eat a balanced diet. Your teachers are good at ensuring that you feel safe and that you know how to live safely. Your attendance is good and you obviously enjoy your time in school and are well prepared to progress to the next stage of your education.

Your school gives you an excellent education because it is exceedingly well led, teaching is outstanding, and the curriculum is made so interesting, in particular in the extra things you can do in clubs during and after school. The school has excellent partnerships with others that also help you. All of these things together help you to make excellent progress. To make things even better, I have asked your headteacher and teachers to ensure that you are given extra opportunities to learn more about global issues. I have also asked that all teachers use information and communication technology to help you learn more effectively. You can help by continuing to work hard.

Yours sincerely

Mr Bernard Jones

Lead inspector

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