

# St Wilfrid's Roman Catholic Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	114262
<b>Local Authority</b>	Durham
<b>Inspection number</b>	357504
<b>Inspection dates</b>	9–10 September 2010
<b>Reporting inspector</b>	Linda Buller

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>	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joanne Hart
<b>Headteacher</b>	Mr Simon Rudd
<b>Date of previous school inspection</b>	18 October 2007
<b>School address</b>	Murphy Crescent Bishop Auckland County Durham DL14 6QH
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, taught by seven different teachers and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' books, displays around the school, documentation related to pupils' progress, the curriculum, the safeguarding of pupils and the 80 parental questionnaires received.

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

- The learning and progress of pupils to determine whether actions taken by the school to improve provision in mathematics have been successful.
- How well teachers use new systems of assessment and tracking of pupils' progress to ensure all pupils are challenged and supported.
- The impact of partnerships with other agencies and schools on pupils' learning and well-being.
- The effectiveness of leaders and managers in driving improvement in the teaching of number.

## Information about the school

This is a slightly larger than average sized primary school. The proportion of pupils known to be eligible for free school meals is above average. Pupils come from predominantly White British backgrounds with a few pupils attending the school each year from a Gypsy/Roma heritage. The proportion of pupils with special educational needs and/or disabilities is well above average.

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

St Wilfrid's provides pupils with a satisfactory standard of education. The school is a harmonious community where pupils are well cared for and work together happily regardless of background. Pupils feel safe and the school takes all necessary steps to ensure this. Pupils are very proud of their school and many make an outstanding contribution to their own community. They have a keen sense of their place in society and their responsibilities towards it. They play a strong role in helping the school to run efficiently and recognise that they have a voice and that their suggestions will be valued.

Pupils' achievement is satisfactory and attainment is broadly average when they leave Year 6. Following a good start to their education in the Early Years Foundation Stage pupils make satisfactory progress in Key Stages 1 and 2. Attainment in English has improved well in recent years following a concerted drive to improve writing skills. In mathematics, attainment has not risen as strongly because pupils' basic mathematical skills are not sufficiently well developed as they move through the school. Pupils do not always fully grasp mathematical concepts, particularly in calculation and some struggle to use their prior knowledge to solve problems.

Teaching is satisfactory overall. There is an increasing amount of good teaching, but its impact on learning in mathematics is not sufficiently widespread to support rapid progress in all classes. Excellent relationships lead to pupils having a desire to do well and to please their teachers. Pupils' attainment is assessed regularly, however, their progress over time is not yet fully analysed. Through the development of good partnerships and effective external support, the teaching of number, for example, is improving. However, teachers do not always know exactly what skills pupils have mastered in previous classes. As a result, their expectations of what pupils can or cannot do are not always realistic. In mathematics, the curriculum is not yet adapted sufficiently to address the gaps in pupils' knowledge and understanding nor to provide regular opportunities to for them to practise their basic skills in other subjects.

Through satisfactory systems of monitoring and self-evaluation, the school has accurately identified those areas of its work which need to be improved. Steps to bring this about have begun and have met with some success, demonstrating a satisfactory capacity to improve further. Senior staff are fully supportive of the school's drive to raise standards, but they are not, sufficiently involved in monitoring the quality or effectiveness of teaching and learning. Consequently, the impact of recent initiatives to improve pupils' progress in mathematics, have not been fully evaluated.

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

- Improve the effectiveness with which leaders and managers monitor and analyse pupils' progress, by:
  - extending established systems so that variations in the progress of pupils over time can be identified more easily
  - fully involving all senior leaders and managers in the monitoring and evaluation of teaching and learning
  - establishing precise staff accountability for reviewing progress information.
- Accelerate progress and raise attainment in mathematics, by:
  - ensuring that skills in calculation are securely embedded, so that pupils can successfully use them in order to solve mathematical problems
  - ensuring that curricular provision is adapted well enough to address any gaps in pupils' knowledge and understanding and to provide pupils with regular opportunities to practise their basic skills in other subjects
  - ensuring that teachers have precise knowledge of the skills mastered by pupils in previous classes and use this information to have consistently realistic expectations of what pupils can achieve.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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In most lessons, pupils enjoy learning and are active participants who are keen to succeed. They are inquisitive and enjoy making new discoveries, preferring practical activities but working steadily to develop academic skills. Pupils' basic skills are satisfactory but they are not yet adept at applying these skills to new learning particularly in mathematics. Consequently, after joining the Nursery with skills typically below the expectations for their age and reaching broadly average levels on entry to Key Stage 1, pupils' achievement is satisfactory overall by the time they leave Year 6.

The progress made by pupils with special educational needs and/or disabilities is not systematically compared to that of their peers, either in school or to pupils with similar needs nationally. As a result, expectations of how much progress they are capable of making are not always high enough. Therefore, despite regular intervention activities their progress remains satisfactory rather than good. Other groups of pupils, such as those from Gypsy/Roma backgrounds generally make the same satisfactory progress as their peers. Given their often erratic attendance, this is testament to the highly effective partnerships the school has developed with the families of these pupils.

Pupils feel safe and unkind behaviour is rare. Behaviour is almost always good and is occasionally outstanding. Pupils say they enjoy sports. They have a good understanding of how to lead a healthy lifestyle and enjoy growing vegetables in the school allotment.

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

The very strong sense of the school as a community contributes well to pupils' spiritual, moral, social and cultural development. They have good awareness of different cultures, for example, through the study of world religions. Good opportunities for pupils to learn about others from ethnically and socially diverse groups within and beyond their locality ensure that they develop a respect and tolerance for the similarities and differences within modern society.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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?

Staff explain clearly to pupils what they are to learn and manage lessons effectively, so that activities are conducted in a calm and purposeful manner. Staff have worked hard to develop their skills and have improved their ability to accurately assess how well pupils are doing. They generally use this information well when planning activities aimed at pupils' differing levels of ability. The barriers to learning experienced by pupils with special educational needs and/or disabilities are carefully identified and where necessary, external support is sought. However, the lack of identification of the gaps in all pupils' basic mathematical skills continues to hinder new learning.

<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.

The curriculum is satisfactory, with strengths in the enrichment of learning. Personal and social education effectively contributes to pupils' successful development and well-being. Whilst careful consideration is given to adapting the curriculum for those with specific needs in order to provide a range of intervention strategies, the curriculum for the teaching of mathematics continues to be less effective than that provided in other subjects.

Pastoral care is good. The quality of support for pupils and families, whose circumstances make them more vulnerable, is of high calibre and utilises the right sort of external help to enhance learning. Induction and transition arrangements are good and effective procedures for checking attendance have brought about sustained improvement. Staff know their pupils very well, so that any worries, however minor, are resolved and pupils enjoy school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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?**

Staff have a clear, shared commitment to improving provision and to helping all pupils do as well as they can. Self-evaluation is generally accurate and the strengths and weaknesses in teaching have in the most part been identified, although not all leaders are involved in this work. The school has developed effective partnerships in order to drive improvement in teachers' ability to develop pupils' mental and oral number skills. Some aspects of monitoring, however, lack the necessary rigour to promote rapid improvement. For example, there is insufficient precision brought to the scrutiny of the assessment of pupils' progress and staff roles in this process lack clarity. As a result, the impact of the actions taken has not been fully evaluated.

The school is inclusive, values all pupils equally and does not tolerate harassment in any form. The progress of different groups is checked and action taken to reduce any gaps, such as that between boys and girls. However, this is not always systematic or rigorous enough to enable the school to get to the root of issues such as why girls do not always attain as well as boys in mathematics. Staff and governors are clear about their duties to ensure pupils' safety, and checks on staff appointments and visitors to the school are carried out to a satisfactory standard. The governing body provides a satisfactory level of support but is not yet using the information it holds regarding identified weaknesses, to question and challenge the rate of improvement. There are strong links with groups in the local community and at a wider national and global level. The school has yet to

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

evaluate the impact of these links in order to plan how they can be used to even greater effect in the promotion of community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage from starting points which are usually lower than those expected for their age. Teamwork between Nursery and Reception class staff is strong and good links between home and school are established. Teaching is good and the curriculum is well organised to cover all requirements. Children's individual qualities are nurtured and highly valued by staff. This makes a positive contribution to children's good behaviour, growing independence and sense of responsibility. Adults record children's small steps in learning so that good plans can be made to guide their next steps. The focus on improving speaking, listening and writing skills through well-planned letter and sounds work has a good impact on language and early writing, so that most children are close to expected levels as they move into Key Stage 1. Attractive role play areas engage children well in using their imagination, sharing resources and extending their language skills. Problem solving, reasoning and numeracy skills are, however, less well developed and the standards children attain in this area of their learning continue to be below average. Leadership and management are good and there are detailed plans in place to improve outdoor provision further. Arrangements to ensure the health, safety and welfare of the children meet requirements.



*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**

An average proportion of parents or carers expressed their views of the school via the inspection questionnaire. Those who did so, express mainly positive views, with a small number expressing concern regarding how well the school deals with unacceptable behaviour. Inspection evidence indicates that teachers manage pupils' behaviour well. However, the school is aware that questions have arisen regarding how quickly incidents of bullying were dealt with previously. The school has put in place a number of suitable strategies to improve its response to any incidents and pupils confirm that they feel happy and safe in school.

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

Ofsted invited all the registered parents and carers of pupils registered at St Wilfrid's Roman Catholic Voluntary Aided 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 247 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	64	27	34	1	1	0	0
The school keeps my child safe	52	65	27	34	0	0	0	0
The school informs me about my child's progress	33	41	44	55	2	3	0	0
My child is making enough progress at this school	40	50	36	45	2	3	0	0
The teaching is good at this school	47	59	30	38	1	1	0	0
The school helps me to support my child's learning	38	48	37	46	1	1	0	0
The school helps my child to have a healthy lifestyle	36	45	36	45	3	4	1	1
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)	44	55	32	40	0	0	0	0
The school meets my child's particular needs	39	49	39	49	0	0	0	0
The school deals effectively with unacceptable behaviour	44	55	19	24	11	14	0	0
The school takes account of my suggestions and concerns	33	41	37	46	5	6	1	1
The school is led and managed effectively	42	53	33	41	3	4	0	0
Overall, I am happy with my child's experience at this school	52	65	25	31	1	1	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.

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## 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.**



15 September 2010

Dear Pupils

Inspection of St Wilfrid's Roman Catholic Voluntary Aided Primary School, Bishop Auckland, DL14 6QH

We enjoyed our visit to inspect your school and thank you for making us welcome. We spoke to many of you and you told us a lot about how good you think your school is. You go to a satisfactory school, this means that it does some things well but other things could be better. You make satisfactory progress, and some of you make good progress, particularly when you are in the Nursery and Reception classes.

You enjoy school; most of you behave well and treat each other with consideration. You make an outstanding contribution to your school community in the various roles you undertake and in expressing your opinions in a mature and sensible way. You know about how important it is to eat healthily and to take part in physical activities, and most of you do. It was wonderful to see how much you enjoy growing your own vegetables.

The headteacher, staff and governing body are determined to make sure that the quality of education which the school provides for you is the best it can be. Some teaching is good and in those classes you learn well. However, some of you still find learning in mathematics difficult. So that you can improve, there are a few things which we have asked the school to do.

- To make sure that all staff work together with leaders and managers to check how well you are doing in your work.
- To carefully consider what you need to learn in mathematics so that as you get older you can use your knowledge to be able to solve problems.
- To make sure what teachers want you to learn in mathematics is not too easy or too hard.

All of you can help by practising your numeracy skills whenever you can. We wish you well for the future.

Yours sincerely,

Mrs Linda Buller

Lead inspector

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