

St Boniface RC Primary School

Yew Street, Salford, Greater Manchester, M7 2HL

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Some teaching is good but most requires improvement to help pupils to learn quickly enough.
- In some classes pupils do not do as well as they should in reading, writing and mathematics.
- Most pupils feel safe and behave well but some need supervision to behave sensibly all of the time.
- Leadership and management, including that from governors, are not fully effective because procedures to check the quality of teaching and pupils' progress are not thorough enough to ensure that achievement is good.
- Attendance is below average

The school has the following strengths

- The good teaching, particularly in Year 6, helps pupils to learn well and feel confident about their achievements.
- Many pupils are proud of their caring school and, for example, what they do to raise money for less fortunate people around the world.
- The school is improving. The headteacher has been successful in creating a settled school with a more permanent team of teachers. This has had a positive effect on pupils' behaviour.

Information about this inspection

- The inspectors observed 10 lessons or part-lessons taught by 8 teachers.
- Two lessons were observed jointly with the headteacher.
- Inspectors listened to pupils read and a wide range of pupils' workbooks, in English, mathematics and other subjects, were examined.
- Meetings were held with groups of pupils, five members of the governing body, the headteacher, the assistant headteachers, some staff and a representative from the local authority.
- The inspectors took account of 25 responses to the on-line questionnaire (Parent View) and the results of previous surveys conducted by the school.
- Twenty-one questionnaires from staff were analysed during the inspection.
- The inspectors observed the work of the school and examined a variety of documents including those relating to pupils' progress, the school's evaluation of its own performance, plans for development, attendance, behaviour and safeguarding.

Inspection team

Roger Gill, Lead inspector

Additional Inspector

Brian Holmes

Additional Inspector

Full report

Information about this school

- This school is an average sized primary school compared to all schools nationally.
- The proportion of pupils known to be eligible for the pupil premium funding is well above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils supported at school action and the proportion of pupils supported at school action plus or with a statement of special educational needs are both above average.
- The proportion of pupils from minority ethnic groups, including those who are learning English as an additional language is in line with that found nationally.
- The school meets the government's current floor standards, which set the minimum expectations of pupils' attainment and progress.
- There have been very many changes in staff, including several headteachers, since the school was last inspected. The current headteacher joined the school in September 2011.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching across the school by:
 - making sure that lesson plans are based on accurate assessments of pupils' previous work
 - giving pupils work to do that challenges them but is not too hard
 - allowing pupils time to try out ideas, solve problems and practise skills in reading, writing and mathematics in as many subjects as possible
 - improving the quality of marking so that pupils understand exactly how they should improve their work.
- Ensure that pupils make at least good progress in reading, writing and mathematics by:
 - setting pupils targets, especially in writing, which they understand and that help them to reach the next level
 - ensuring that pupils always learn from their mistakes in mathematics
 - helping pupils who struggle with reading to be more confident in their use of letters and the sounds they make when reading unfamiliar words.
- Increase the effect of the leadership team on pupils' achievement and teaching by:
 - ensuring that the system of tracking pupils' progress contains more ambitious targets for all pupils
 - checking more rigorously on teaching to make sure that good progress, for all groups of pupils, is evident in lessons, workbooks and in tests results
 - improving attendance to the national average at least.

Inspection judgements

The achievement of pupils

requires improvement

- Most children start school with skills that are below those typically expected for their age. Progress is good in some respects in Nursery and Reception classes especially since the outside areas have been improved. Children can, for example, look after the small garden, plant seeds and study how plants grow. However, by the time children start Year 1 they are still below average, which is why progress, from their individual starting points, requires improvement to be good overall.
- By the end of Year 6, after some low standards in 2010 and 2012, pupils are currently reaching expected standards for their age having experienced a sharp acceleration in their learning in Year 6. However, they have not made consistently good progress before that in Key Stage 1 or between Years 3 and 5. The school's dedication to providing an equal opportunity for all pupils has been hampered by the frequent changes in staff and leadership since the last inspection. This aspect of the school is not inadequate but falls short of being good in classes in which pupils do not do as well as they should.
- Pupils' progress in reading, writing and mathematics is not quick enough to ensure that they achieve well. Many lower-attaining pupils lack confidence in reading unfamiliar words. Most pupils, except those in Year 6, possess a limited understanding of how to improve their writing and pupils do not learn enough from their mistakes in mathematics to help them do well.
- Achievement is improving, but all groups of pupils, including those from minority ethnic backgrounds and who are learning English as an additional language, only make the progress expected of them. What is more, progress is often not good for the higher-attaining pupils, in mathematics, for example.
- Disabled pupils and those with special educational needs receive support in the form of extra help from a range of teaching assistants and other adults, but they do not yet achieve well.
- Those pupils who are eligible for free school meals and therefore support from pupil premium funding sometimes attain less well than other pupils at the end of Year 6. Like other pupils, they do not do as well as they should. This is because the funds spent on them are not checked rigorously enough to make sure they are having a good effect on standards.

The quality of teaching

requires improvement

- Teaching is not yet good because, although, in the last two years, there are more permanent staff in post, there has not been a marked improvement on how quickly pupils learn.
- There is some good teaching in each of the key stages which is demonstrated by how well pupils join in with class discussions and are productive when given enough time to work independently in groups. Teachers know precisely what pupils need to do to achieve well and teaching assistants play a strong role throughout the lesson with those pupils that need extra help to succeed. The teaching of reading is often successful for middle- and higher-attaining pupils.
- Where teaching requires improvement to be good, the speed of learning is too slow. Pupils listen to overlong introductions, which limit the learning, particularly for the higher-attaining pupils. Sometimes in these introductions, teaching assistants mark time before they are able to assist the groups with whom they are working.
- Lessons are sometimes laborious because learning is not planned precisely enough to take account of what pupils can do already. Therefore, some tasks are too easy and some are too hard. Pupils sometimes rush their work, leaving too little time to learn from their mistakes. This is particularly true in mathematics. Furthermore, pupils have too few chances to investigate, solve problems and use their skills of reading, writing and mathematics in subjects like science and history.
- In some classes, pupils are given precise guidance, in the form of lists of targets, about what to

do to improve their writing and they can quote this advice in some detail. However in others, the only guidance available are the occasional comments in teachers' marking and this slows pupils' progress. However, the marking of pupils' work has improved during the year. Many pupils are told how well they have done, but advice is sometimes overshadowed by too much praise and house points for work that could, for the particular pupils, have been completed to a much higher standard.

The behaviour and safety of pupils requires improvement

- Pupils are proud of their school, feel safe in it and know, rightly, that those with emotional difficulties are looked after well. They are also convinced that behaviour, although not yet good, has improved recently owing, for example, to the house system that encourages team work and rewards effort. Furthermore, they state that they feel more settled with staff and are confident that there is always someone in whom to confide, should they feel upset.
- Parents are complimentary about their children's behaviour, well-being and personal development. Comments in Parent View about children being happy in school, feeling safe and being looked after well are echoed in the school's own findings.
- There have been some temporary exclusions since 2011, but far fewer this year. Pupils report that behaviour in lessons is getting better. Around school, pupils are well supervised, which has created a calm atmosphere throughout, especially now that there are more things to do outside at playtime.
- Behaviour in lessons is not yet good overall because pupils become restless when they spend too long listening to teachers and there is not enough time to try out things for themselves. There are also some pupils that need support from adults to behave well.
- Pupils have a reasonable knowledge of the different types of bullying and how to deal with them. There is some low-level bullying in the playground but pupils feel confident that adults deal with it well.
- Attendance is below average but the school is tackling this aspect with some good results; for example, persistent absence has been reduced this year.

The leadership and management requires improvement

- The headteacher has dealt with many difficult issues, including eliminating inadequate teaching, in a fair and resolute way. In doing so, she has improved pupils' behaviour and reduced persistent absence, thereby creating the conditions for better learning. After a three-year period in which standards at the end of Year 6 were twice the amount lower than they should have been, the school, although requiring further improvement, is recovering.
- The assessment of learning is undertaken reasonably well but the method of setting targets for pupils to reach by the end of each year does not contain enough ambition. In its present state, the system used would not enable pupils to achieve well.
- Most members of the leadership team understand what is needed to make the school a good one but, as a group, they have not yet had a significant effect on pupils' achievement across the school.
- Lessons are observed to check on teaching but advice about how to improve pupils' progress lacks detail. Pupils' workbooks are checked to see how much progress is being made but teachers do not learn enough from this to raise standards or quicken pupils' progress.
- A system of appraisal and performance management has been adopted, which is linked to the pay scales. Generally, teachers are happy with the way this has been introduced and positive about the opportunities they receive to improve their work.
- Pupils' personal qualities are developed well through their spiritual, moral and social

development but their cultural perspective lacks a good understanding of the diversity of faiths and cultures in our society. Overall, the curriculum meets most pupils' needs although literacy and numeracy skills are not practised and developed well across subjects.

- The local authority works well with the school. It gave additional support when standards, at the end of Year 6, fell in 2010 and thereafter since the appointment of the headteacher.

■ **The governance of the school:**

- Governors have used their good knowledge of the school well during the last few years when there were so many changes in staff and leadership. They keep a close eye on standards for the oldest pupils and know exactly why achievement has been inconsistent. The school's finances are managed well. Governors understand the school's system for performance management and how teachers are rewarded and what is being done to improve teaching. Although they have a reasonable knowledge of results at the end of Year 6, they are less aware, in detail, of progress throughout the rest of the school. Furthermore, although they have a general idea of how groups of pupils are doing, they lack specific knowledge about disabled pupils, those with a special educational need or pupils who receive pupil premium funding, which is why governance is not yet good. Governors meet their statutory duties and ensure that safeguarding meets requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105962
Local authority	Salford
Inspection number	411892

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	235
Appropriate authority	The governing body
Chair	Ian Archer
Headteacher	Julie Bainbridge
Date of previous school inspection	17 September 2007
Telephone number	0161 792 5659
Fax number	0161 708 8670
Email address	stboniface.primaryschool@salford.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

