

St Wilfrid's Catholic Junior and Infant School

Shawsdale Road, , Birmingham, B36 8LY

Inspection dates 8–9 April 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Across the school, the vast majority of pupils are now making good progress, particularly in reading, writing and mathematics. The current Year 6 pupils are expected to make better progress and achieve higher standards than Year 6 pupils did in 2013.
- Teaching has improved and is now good. Teachers plan activities based on the information they have about what pupils already know and can do. This moves pupils' learning on effectively.
- The progress of pupils requiring additional support because they are disabled or have special educational needs and those supported by extra government funding has improved and is now close to that of other pupils.
- Behaviour is good. Pupils are unreservedly polite and courteous. They are welcoming, friendly, caring and considerate. Pupils enjoy coming to school, they are well cared for and feel safe.
- The school achieves its aim to build the spiritual, moral, social and cultural development of its pupils by promoting the values of love, care, share and respect. The school is a calm, purposeful and harmonious community in which to learn and work.
- Since the previous inspection, the headteacher has received good support from governors, staff and parents to successfully address all of the issues raised. Good improvement to the building and to teaching is raising achievement.

It is not yet an outstanding school because

- There are insufficient opportunities provided for pupils to use reading, writing and mathematical skills in a wide range of subjects to accelerate their progress.
- Teachers do not ensure that pupils respond to the good marking comments they provide or set aside time for pupils to make corrections.
- Parents are not sufficiently helped to gain a good understanding of the different subjects. Consequently, they are not confident and well placed to assist their children with learning at home.

Information about this inspection

- Inspectors observed 21 lessons. Four of these observations were completed jointly with the headteacher and assistant headteacher. Inspectors also observed pupils at breaks and lunchtimes and attended registration.
- Discussions were held with pupils, staff, governors, the headteacher and a representative from the local authority.
- Inspectors took account of 61 responses to the online questionnaire (Parent View). They also took account of 22 responses to staff questionnaires and correspondence sent to inspectors during the inspection, by parents.
- A wide range of documents was examined including samples of pupils' work, information about pupils' progress, the school's development plan and view of its own performance, governors' minutes, records of any poor behaviour, and safeguarding documents.
- Inspectors listened to pupils read, observed reading-support lessons and the teaching of phonics (the sounds that letters make).

Inspection team

Sherry Gladwin, Lead inspector	Additional Inspector
Fatiha Maitland	Additional Inspector
Graham Marshall	Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The proportions of pupils from minority ethnic groups are above average as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is above average. This is additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in English and mathematics.
- The local authority has recently helped to develop partnerships for the school with the Boldmere Teaching Schools Alliance and the Multi-academy Company to further strengthen leadership and management and improve teaching.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise achievement for all pupils by:
 - providing more opportunities for pupils to practise reading, writing and mathematical skills in a range of subjects in order to speed up their progress
 - ensuring that teachers check that pupils respond to their good marking comments and provide sufficient time for them to make corrections and show that they have taken the new learning on board
 - helping parents and carers gain a clearer understanding of the content and requirements for the different subjects so they are confident and better placed to help their children with learning at home.

Inspection judgements

The achievement of pupils is good

- Children start in the Nursery class with skills and abilities that are below and often well below those expected for their age. By the time they left Year 6 in 2013, they had achieved broadly average standards. School information shows that across all year groups, current pupils are making good progress.
- Good teaching in the Early Years Foundation Stage prepares children well for entry to Year 1. They leave the Reception class with skills and abilities closer to those expected for their age.
- In 2013, a below average number of pupils reached the required standards in the national phonics screening check, at the end of Year 1. Retakes in Year 2 were also below average. The school has tackled this issue successfully. Consistently good teaching in phonics help pupils understand and use letters and sounds with greater accuracy and confidence. Pupil progress information shows the vast majority of pupils in Year 1 are on track to achieve above the national average in 2014.
- At the end of Key Stage 1 in 2013, the vast majority of pupils attained broadly average standards in reading, writing and mathematics. School information shows current pupils make good progress. The vast majority of pupils in Year 2 are on track to reach at least the expected standard with a good proportion on track to do better than this.
- In 2013, an above average proportion of Year 6 pupils attained the expected standard in reading, writing and mathematics. Pupils performed least well in writing and boys in particular attained less well at the higher level. The school has improved the quality of teaching so pupils are now more skilled and confident at producing different styles of writing. School information show that boys and girls are now achieving similar standards. The vast majority of pupils in Year 6 are on track to achieve higher standards in 2014 than in 2013.
- In 2013, the proportions of pupils who made expected and better than expected progress compared favourably with national averages in reading, writing and mathematics. Boys did not progress as well as girls in their reading, and the proportions of pupils eligible for the pupil premium funding who exceeded expected progress in writing and mathematics was not as high as their classmates. The school has addressed both aspects through regular pupil tracking and support available, so that the progress of these pupils is closer to that of others. Current progress information shows that the vast majority of Year 6 pupils are on track to outperform last year's results.
- The provision for pupils who are disabled or who have special educational needs, or those eligible for pupil premium funding has improved so that these pupils make good progress. In 2013, pupils eligible for pupil premium funding were two and a half terms behind their peers in reading, writing and mathematics. Regular tracking identifies pupils who are not making good progress. Good resources and well planned support is helping to close gaps in their knowledge and understanding, so that they now make progress in line with other pupils.
- The most able pupils make good progress in line with their starting points because of the good level of support they receive and the well matched learning activities.
- Minority ethnic groups and those who speak English as an additional language make progress which is at least as good as other pupils.

The quality of teaching is good

- Teachers have good subject knowledge and plan learning activities, which help pupils to achieve well because they make good use of the information they have about what pupils already know and can do.
- Classrooms are vibrant and stimulate pupils' learning through the helpful displays. A wide variety of pupils' work, including marked pieces are on display in classrooms and corridors. These serve to raise aspirations and show pupils how they can improve their quality of work.
- Phonics is taught effectively by teachers and teaching assistants. Recent training in phonics has led to their well-developed understanding of how to teach phonics effectively and improved their skills and confidence. Learning is planned well and activities build on pupils' understanding and provide opportunities for them to practise their skills in blending letters and sounds to help with reading and writing.
- Teachers are skilled in behaviour management. They have positive relationships with pupils and consistently apply the school's values. They use rewards effectively to motivate pupils and keep them interested in what they are learning. Consequently, classrooms are calm and purposeful, and pupils work hard and value learning.
- Teachers and teaching assistants encourage pupils to reflect on their learning through their careful questioning. Pupils are eager to learn and respond with spontaneity and enthusiasm. Their responses indicate the development of sound reasoning, good prior learning and the ability to recall information and apply it correctly.
- The provision, including teaching for disabled pupils and those who have special education needs is good. These pupils benefit from carefully planned support within the class setting and in small groups that address specific areas of difficulty. As a result, gaps in knowledge and understanding are closing and these pupils make expected progress and sometimes better than expected progress.
- The pupil premium funding is used effectively to provide support for eligible pupils. As a result of booster classes, small group teaching sessions and one-to-one tutoring pupils are overcoming challenges and making similar progress to their class mates.
- Teachers set high expectations. Pupils take pride in their presentation and benefit from accurate and regular marking of class and homework. Teachers apply the school's good marking policy consistently well. They include helpful comments which show pupils how to develop their thinking and improve their work. Pupils told inspector that they find these comments helpful. However, there are not enough opportunities for pupils to address the comments and make corrections to their work in class in order to show teachers that they have learnt from the corrections to speed up their progress.
- Reading, writing, and mathematics are taught effectively. Where pupils have the opportunity to apply these skills to other subjects they progress more quickly as in the case of writing. Opportunities to write for different purpose in topic work are contributing to the good improvement in writing skills. There are not enough opportunities for pupils to apply and practise reading, writing and mathematical skills across all subjects to increase their progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are unreservedly polite and courteous. They are warm, welcoming to visitors and keen to share their learning. The school is centred on, and encourages pupils to love, share, care and respect. These central beliefs result in pupils' good level of empathy and compassion. Their good social skills mean that naturally they hold doors open and step aside to let other people pass by.
- Pupils come from a variety of cultures. Shared values and the house system promote a strong sense of belonging. Pupils are respectful of difference and the school is a harmonious and peaceful community. Pupils are aware of a wide range of global issues that affect people. They organise and participate in raising substantial sums of money for charities each year, including CAFOD, the Rwanda project and Father Hudson Society, a charity which helps people who have a disability. This contributes to pupils' growing understanding of the world and their value for human life. One pupil told inspectors, 'We love people because that's what makes St Wilfrids.'
- Pupils have positive attitudes to learning and respond well to the high expectations teachers set. They listen respectfully to one another, patiently waiting to take turns to speak regardless of whether they are working with talk partners, in small groups or in whole class discussion. Pupils are attentive and respectful to adults, following instructions quickly and sensibly. On entry to the Nursery, children settle quickly and embrace the high expectations and established routines. Their eagerness to learn supports their good progress.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in school. They understand how to keep themselves safe at school and in the community, and when using the internet. They enjoy coming to school, attend punctually and classes start on time. Attendance has improved over the past year so it is now average. The school uses the pupil premium to improve the attendance of eligible pupils. Absence from school is followed up promptly. The school works hard with families to secure good attendance.
- Pupils have a mature understanding of right and wrong. They understand different types of bullying, including sexist, racist, cyber and homophobic bullying. Pupils report that staff deal promptly and effectively with bullying when it occasionally occurs and help pupils to resolve issues. Pupils are encouraged to manage conflict by themselves in the first instance. Some pupils told inspectors 'when pupils fall out, one will tell the other sorry and that usually sorts it out. The apology is accepted with a handshake. Otherwise, teachers will get both pupils together to hear both sides of the story, then both will say sorry and be friends'. Parents responding to 'Parent View' unanimously agreed that, 'The school makes sure my child behaves well.'
- Good partnerships with parents and carers, and external agencies successfully support pupils in managing their own behaviour. Case studies show that pupils who have challenging behaviour develop good self-management techniques, learn to take personal responsibility for their actions and successfully modify their behaviour over time.
- Good procedures are in place to record and report inappropriate behaviour. The rewards system helps to promote good behaviour. Pupils enjoy receiving house points and a variety of certificates for their good effort and achievement. Pupils spoke enthusiastically about the 'Wise Owl' reward available for good writing and evidently enjoy the prestige seeing their work displayed. They welcome opportunities to take responsibility such as house captains.

The leadership and management are good

- The headteacher leads the school well. He has strong support from governors, staff and parents. Since the previous inspection, good progress has been made in all of the key issues identified in the report. This has resulted in improvements in the quality of teaching and pupils' achievement.
- The effective analysis of the school's strengths and areas for development has resulted in the appropriate issues being identified in the school development plan. Senior and subject leaders monitor the school's progress against specific targets. The headteacher regularly reports to governors about the quality of teaching and pupils' progress, which helps them hold the school to account.
- Pupils study a broad range of subjects linked to British and other cultures. They have access to residential trips, educational visits and a variety of sporting and artistic clubs. These opportunities, along with the emphasis on developing pupils' values and beliefs, promote the good spiritual, moral, social and cultural development of pupils and prepare them to be caring, and responsible UK and global citizens.
- The sports funding provided to primary schools is being used effectively to broaden pupils' experience of sport and improve the quality of teaching. Following an audit to identify interests and areas for development. A range of clubs and activities are in now place including Irish and street dancing. Pupils' take up of clubs has been good. A sports coach provides some expert tuition in a variety of sports available to pupils and team teaches with staff to strengthen the delivery of physical education.
- The local authority has recently helped to arrange partnerships for the school with the Boldmere Teaching Schools Alliance and the Multi-academy Company to further strengthen leadership and management and improve teaching and learning.
- The school is popular with parents and carers. They expressed strong support for the school through conversations, letters and responses to the online questionnaire. Some parents told inspectors that they would welcome more help from the school in order to gain a good understanding of the different subjects studied by their children. This is so they can feel more confident and better placed to assist their children with learning at home. The school recognises that this is an area of need.
- Equality of opportunity is promoted well because pupils are free from discrimination and bullying. Pupils from all backgrounds and abilities are beginning to make good progress. The pupil premium is used effectively to provide enrichment opportunities and a range of academic support for eligible pupils.
- The school's safeguarding arrangements meet all current statutory requirements.
- **The governance of the school:**
 - Governors bring a variety of backgrounds, skills and experiences to their role. They are committed and well organised. Governors visit the school frequently and have a good understanding of its strengths and areas for development. They have established links with the priorities in the school development plan and a range of subjects. They receive regular and accurate reports from the headteacher about the quality of teaching and the rate of pupils' progress. Governors provide support and challenge to the school. They understand their roles and responsibilities, and spoke well of the training they receive from the local authority. Governors are ambitious for all pupils to do well and closely check progress and behaviour to ensure equal opportunity. They can give an account of the use of the pupil

premium and how pupils progress as a result

- Staff performance is managed well. Governors set challenging targets for the headteacher's performance, which drive all other staff targets and the school improvement plan. The senior leadership team has been restructured to provide greater support for the headteacher, and ensure pupils' progress is accelerated. Governors appreciate that good teaching result in pupils achieving high standards. Staff must meet challenging performance targets, including producing consistently good teaching to receive pay progression. Governors manage the school's finances wisely, deploying staff efficiently and effectively to maximise pupils' progress.

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	103451
Local authority	Birmingham
Inspection number	431116

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	258
Appropriate authority	The governing body
Chair	Clair Galligan
Headteacher	R Baker
Date of previous school inspection	15 May 2012
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