

# St Wilfrid's RC Primary School

St Wilfrid's Street, Hulme, Manchester, M15 5BJ

**Inspection dates** 10–11 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. Pupils make good progress from often low starting points. Improvements in teaching mean that pupils now reach the expected standards in reading, writing and mathematics by the end of Key Stage 2.
- Teaching has improved. It is typically good and some practice is outstanding. Teachers create lessons which capture pupils' interests well. A wide range of activities greatly enrich pupils' experiences.
- Effective support for disadvantaged pupils and those who have special educational needs, helps them achieve at least as well as other pupils.
- Pupils who speak English as an additional language and those who join the school at other than the usual times, achieve well because their needs are identified quickly and good support is provided for them.
- Children get off to a good start in the early years because of the close attention all adults give to meeting their pastoral and learning needs.
- The school is a happy place. A harmonious, vibrant learning community exists where all are valued and have the support they need to succeed. Pupils feel safe and cared for well. They have very positive attitudes to learning and behave well.
- Senior and middle leaders have an accurate view of the school's strengths. They know what needs to be done to continue to improve. The acting headteacher is building successfully on the work of the previous long-serving headteacher.
- Regular checks on the quality of teaching take place. The progress of all pupils is tracked carefully to make sure all achieve at least well.
- Governors have a good understanding of the school. They use detailed evaluations of achievement to challenge leaders effectively.
- The school provides good care and guidance for pupils' well-being and that of their families. Parents are strongly supportive of the school.
- Pupils' spiritual, moral, social and cultural development is very effective.

### It is not yet an outstanding school because

- Achievement in writing is not as strong as that in reading and mathematics. Fewer pupils reach the higher standards or make better progress than expected in this subject.
- Opportunities for pupils to use their targets to check how well they are doing in lessons are sometimes missed.
- Pupils, particularly the most able, do not always know precisely what they need to do to improve their writing skills.
- On occasion, teachers set written work which is too easy, particularly for the most able, and they do not always expect enough from these pupils when they write independently.

## Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching over time, including observing lessons.
- The inspectors also looked at examples of pupils' work and listened to pupils read. They observed the teaching of reading skills and talked to pupils about the books they have enjoyed and those that they are currently reading.
- Inspectors talked with pupils as they played at break times, and visited the dining hall at lunchtime. They observed pupils' behaviour as they moved around school.
- Meetings were held with three groups of pupils and inspectors spoke to pupils about their work.
- Inspectors met with three governors. They spoke to a representative of the local authority and met with members of school staff.
- Inspectors spoke to parents at the start of the school day. They took account of a phone call from a parent, 14 responses to the online questionnaire (Parent View) and the school's analysis of questionnaires issued to parents. Inspectors also took account of 26 responses to the staff questionnaire completed during the inspection.
- A number of documents were examined, including information about pupils' progress and school improvement.
- Records relating to behaviour, attendance and safeguarding were also scrutinised.

## Inspection team

Lyn Pender, Lead inspector

Additional Inspector

Frances Farnorth

Additional Inspector

## Full report

### Information about this school

- The school is similar in size to most other primary schools.
- Almost all the children in the early years provision attend full time.
- Most classes have a higher proportion of boys than girls.
- The proportion of pupils from minority ethnic groups is well-above average and large proportions of pupils speak English as an additional language. Pupils of White British and African heritages are the largest groups.
- The proportion of disabled pupils and those with special educational needs is just above that in most other schools.
- The proportion of disadvantaged pupils, those supported through the pupil premium funding, is high. This additional funding is provided for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- A larger than average proportion of pupils join the school at other than the usual times.
- The school has experienced some changes in staff since the last inspection. This includes changes to the senior leadership team. Currently, the school is led by the deputy headteacher who assumed the role of acting headteacher in September 2014, following the retirement of the previous post holder. He is supported by the acting deputy headteacher.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The governing body provides a breakfast club for pupils who attend the school.
- The school holds the Leading Parent Partnership award.

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

- Continue to improve the quality of teaching in order to further raise achievement in writing, particularly for the most able, by ensuring that teachers:
  - provide pupils, particularly the most able, with work that is hard enough to consistently stretch and improve their writing skills
  - make clear to pupils, particularly the most able, exactly what they need to do to improve their written work
  - expect more from the most able pupils when they write independently
  - regularly provide pupils with opportunities to use their individual targets to check how well they are doing.

## Inspection judgements

### The leadership and management are good

- Since the previous inspection, school leaders and governors have successfully maintained a clear focus on improving the quality of teaching and raising standards. As a result the school's performance has continued to improve. Pupils' achievement is good and the school has good capacity to continue to improve.
- A welcoming, inclusive ethos exists in the school. All adults ensure that pupils are treated equally, feel safe and enjoy school. The acting headteacher and staff are held in high regard by the pupils. Staff work as a well-organised, committed team and morale is high. Staff questionnaires completed during the inspection indicate a high-level of confidence in the school's leadership.
- School leaders have a good awareness of the school's strengths and areas for development. The leadership team thoroughly evaluates the school's performance and development plans accurately identify the correct priorities. Currently, the improvement of writing, particularly for the most able, is the clear focus across the school.
- The effective senior and middle leaders make regular and robust checks on the quality of teaching. They use the outcomes from these checks to identify the most effective practice and provide regular opportunities for staff to learn from each other. Procedures for managing the performance of teachers are effective. Leaders set challenging targets for teachers and there is a good link between pay levels, the quality of teaching and pupils' progress.
- The curriculum is enhanced by a wide range of after-school clubs, trips and visitors to the school. The promotion of pupils' spiritual, moral, social and cultural development is highly effective. It is a strength of the school and is underpinned by the school's Christian ethos. Very good opportunities for pupils to learn about other faiths, customs and traditions, and to reflect on their relationships with others, are included in their learning. The impact of this is seen in pupils' respect for themselves and others and they develop a clear understanding of their rights and responsibilities. As a result pupils are well prepared for life in modern Britain.
- The school uses the primary sports funding well. The range of sports available to pupils, during and after school, has increased. Pupils' sporting skills have been developed through their work with specialist sports coaches and they have the opportunity to participate more often in competitions. As a result pupils are developing an increasingly active and healthy lifestyle.
- Strong, well-established partnerships exist with external agencies, particularly those helping individual pupils and their families overcome any difficulties that may hinder pupils' readiness to learn. Children who are in the care of the local authority are well catered for in this caring school. The school promotes equal opportunities and tackles discrimination very effectively.
- Parents are overwhelmingly supportive of the school. They speak extremely positively of the acting headteacher and staff, saying that they are approachable and know pupils well as individuals. The learning mentor and parent support worker create and maintain strong links with families of children whose circumstances might make them vulnerable. They work effectively with pupils who sometimes find it difficult to attend school regularly.
- Safeguarding requirements are fully met. All staff and governors consider that keeping pupils safe is one of their prime responsibilities.
- The local authority provides 'light touch' support for this good school. It has an accurate understanding of the school's performance and has confidence in its ability to improve further.
- **The governance of the school:**
  - The governing body is highly supportive of the school and committed to its success. Governors bring considerable expertise to their role. They skilfully analyse the range of evidence provided about the school's performance, compared to national standards, and ensure that they are well informed about the school's strengths and the priorities for development. As a result the governing body holds leaders to account well. Governors are clear about the quality of teaching and ensure that performance management arrangements link teachers' pay to pupils' achievement. School finances are managed robustly. Governors carefully check on the impact of the spending of the pupil premium and, as a result, know that it is helping disadvantaged pupils to achieve well. The governing body ensures that safeguarding arrangements meet statutory requirements. The process of appointing a new headteacher is underway.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. The school has a warm, welcoming atmosphere. It is clear to all who work, learn in or visit the school that the Christian ethos has a very positive impact on all aspects of the school's work.
- Pupils are extremely proud of their school. They are well mannered, take good care of each other and show great respect for adults. Some pupils who, at times, find it difficult to manage their emotions and behaviour are helped to do so sensitively, yet firmly by the adults and, as a result, their behaviour improves.
- Pupils are keen to learn and they work hard. Positive attitudes towards learning can be seen in the neat and well-presented work in pupils' books and the good levels of concentration evident in lessons. Pupils speak enthusiastically about the way their teachers make learning fun, using games and many interesting activities in lessons to help them learn in different ways.
- The playground is a happy, busy place. Pupils of all ages play together extremely harmoniously. Pupils new to the school are helped to feel very welcome and settle in quickly.
- Pupils enjoy taking on active roles in the school. For example, as members of the school council or as 'Amigos', older pupils who can be identified by the red caps they wear at lunchtimes, and who help the younger pupils as they play.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils report that they feel safe in school.
- Pupils know about the different types of bullying. They say that incidents are rare and school records support this view. If incidents do occur, pupils trust the adults to take prompt action to sort things out quickly. The school rules are well understood by everyone and pupils think that adults apply these fairly. Pupils have a good understanding of risk, including those in school and outside, and are supported well by the school's input on personal safety including when they use the internet and mobile technology.
- Pupils whose circumstances might make them vulnerable are supported extremely well. They appreciate the support of the learning mentor and know the 'Think Room' is open to all. This room helps those who need the opportunity to reflect on the sometimes turbulent emotions they experience because of something that affects them in their life outside school. 'Worry Boxes' provide another way that pupils can share their concerns with adults and seek help if they are anxious about anything.
- The well-attended breakfast club provides a cheerful start to the day and is a useful resource for parents. The club makes sure children who use it are ready for their lessons. Tai Kwando sessions led by a professional coach also take place before school and are well attended by pupils of all ages. Pupils eagerly change into the suits provided by the school and concentrate really well as they practise the movements.
- The school has worked successfully to improve attendance, which is now in line with the national average. Attendance for this academic year so far continues this upward trend. The number of pupils who miss school regularly has reduced.

**The quality of teaching is good**

- Decisive action by school leaders has ensured that the quality of teaching in reading, writing and mathematics has continued to improve since the last inspection. As a result pupils in all year groups learn well because of consistently good and sometimes outstanding teaching. It is clear from talking to pupils and looking at the work displayed around school and in their books that this improved teaching has promoted good progress over time.
- Supportive relationships in the classroom and around school ensure pupils have good attitudes to school and to learning in particular. They quickly and confidently learn new skills. Classrooms are bright and well-organised and provide a stimulating learning environment. Pupils say that teachers and other adults encourage them to 'have a go'. As one pupil said of their teachers, 'They don't always give us the answer, they make us think first.'
- Teachers use their good subject knowledge of reading, writing and mathematics to plan lessons which capture pupils' interests and motivate them to learn. For example, Year 6 pupils were having great fun recalling some of the different aspects of grammar, such as prepositions and adverbs. Their teacher linked these words to movements to make it easier for them to remember.
- Questioning is used well by teachers and teaching assistants to encourage pupils to explain their thinking and extend learning. Individual learning targets are used effectively in some lessons to enable pupils to

check their work and focus on what they need to do to improve. However, targets set for particular improvements in pupils' learning are not yet used consistently in all lessons.

- Teachers make clear to pupils at the start of lessons what they are to learn and provide an additional challenge for the most able pupils. However, sometimes the learning objectives are too general and the work set for the most able is too easy and does not demand enough of these pupils when they write. As a result progress for the most able pupils is sometimes not as rapid as it could be.
- Teachers expect pupils to present their work extremely well and are rewarded by pupils' very positive response.
- Marking of pupils' work has improved since the last inspection. Teachers regularly praise what has been done well and often provide guidance to help pupils improve their work. On occasion, marking does not give the most able pupils the specific steps they need to take to improve their written work further.
- Well-trained teaching assistants work closely with teachers to provide very effective support for pupils, especially those who have special educational needs or are at an early stage of learning to speak English as an additional language.

### **The achievement of pupils** is good

- Progress from Year 1 to Year 6 is good. At the end of Key Stage 2 in 2014, most pupils made the progress expected of them in reading, writing and mathematics. The proportion of pupils making better progress than expected in reading and mathematics is at least in line with the national average but is lower in writing.
- Standards in Key Stage 1 have improved consistently over the past three years. Pupils now reach the standards expected for their age in reading, writing and mathematics by the end of Year 2.
- In 2014 attainment in the grammar, punctuation and spelling test at the end of Year 6 improved to above average. Standards in reading, writing and mathematics remained at the national average, but fewer pupils gained the higher levels in writing compared to that of the other subjects and the national average.
- Observations in the classroom and work in pupils' books indicate that the previous good progress is being sustained and built on in reading and mathematics across all year groups. Progress in writing is speeding up with more pupils working at the higher levels.
- The most able pupils are generally provided with a good level of challenge. Their progress is tracked carefully and they did well in the national tests in reading and mathematics in 2014. However, pupils did not do as well in writing. Leaders are aware of this and have taken steps to speed up progress but there has not yet been enough time to see the full impact of these actions.
- The pupil premium funding is being used effectively. At the end of Year 6 in 2014, the overall attainment and progress of disadvantaged pupils was similar to that of pupils nationally, who are not eligible for this funding. However, although improving, writing is still around two terms behind. Nonetheless, almost all disadvantaged pupils made the expected and better than expected progress in all subjects from their starting points. Disadvantaged pupils reached similar standards to other pupils in the school in reading and mathematics. However, some gaps still remained in writing and attainment was around a term behind that of other pupils in the school. Inspection evidence shows that the progress rates of disadvantaged pupils currently in the school continue to be at least good and, as a result, gaps have closed quickly and all pupils attain similar standards in all subjects, including writing.
- Because of the well-organised provision and impressive support provided by skilled teaching assistants both within and outside the classroom, disabled pupils and those with special educational needs make at least good progress given their individual abilities and starting points
- The school provides carefully tailored support for pupils who speak English as an additional language. As a result all of these pupils achieve well. Pupils from different ethnic groups, including those from White British and African heritages, achieve as well as each other. Similarly, effective support is given to pupils who join the school at other than the usual time, enabling them to settle quickly and make good progress.
- The proportion of pupils in Year 1 who meet the required standard in the national screening check on phonics (letters and the sounds they make) is consistently higher than average. Pupils' reading skills are developed well across the school. From a young age, pupils read with interest and enjoyment. They become fluent readers by the end of Key Stage 2. Reading has a high profile. The pupils who belong to the 'reading club' successfully promote reading across the school. For example, they talk with teachers about their favourite books and share these with other pupils.

**The early years provision****is good**

- A high proportion of children join the Nursery class with skills that are weak, particularly in communication, language and personal and social development. Children have a considerable range of needs that present a challenge to their learning, and an increasing proportion start school speaking a wide range of home languages and with little or no English.
- The school's excellent assessment of individual needs, which begin with home visits before children start school, enables staff to implement a range of support that reduces the effect of what is making learning difficult for them.
- Children behave well. They are quickly helped to become used to the routines in the Nursery and Reception classes and learn how to follow instructions and listen carefully to the adults and to each other.
- Rates of progress have improved year on year as a result of improvements in teaching, some of which is now outstanding, and the majority of children now reach a good level of development at the end of the early years. Some of the best progress can be seen in the children's personal, social and emotional development and this is helping to prepare pupils well for the next stage of their education.
- Leadership and management of the early years are good. Teachers and teaching assistants know all the children well and staff are vigilant and make sure that children are kept safe.
- The curriculum is well planned to meet children's needs and interests. It promotes their spiritual, social, moral and cultural development very effectively. Teaching sessions carefully take account of pupils' needs and interests. Teachers provide a range of interesting activities which capture the imagination of children and encourage them to become happy, independent learners. In line with the rest of the school, writing has a very high profile and children have many opportunities to develop their writing skills throughout the setting. For example, during the inspection, as part of their Winter Wonderland topic, children in the Reception class were busily and confidently using their learning about phonics to write postcards from the South Pole.
- When working on the activities provided for them children often model what their teachers do. For example, children were 'teaching' the number line to each other. They took turns pointing to the numbers as the other children counted along. Great fun was had by all and they all practised their numbers to 20 really well!
- Parents who spoke to inspectors say they are very pleased with their children's progress and paid tribute to the staff team in the early years.



## 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

<b>Unique reference number</b>	105539
<b>Local authority</b>	Manchester
<b>Inspection number</b>	448308

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

<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>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pete Canning
<b>Acting Headteacher</b>	Ray Moloney
<b>Date of previous school inspection</b>	6 May 2010
<b>Telephone number</b>	0161 226 3339
<b>Fax number</b>	0161 226 3326
<b>Email address</b>	admin@st-wilfrids-pri.manchester.sch.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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 and 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

