

## St Wilfrid's RC Junior and Infant School

### Inspection report

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<b>Unique Reference Number</b>	103451
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	323831
<b>Inspection dates</b>	4–5 March 2009
<b>Reporting inspector</b>	Paul Edwards

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 on roll</b>	
School (total)	247
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	George Bennett
<b>Headteacher</b>	Richard Baker
<b>Date of previous school inspection</b>	17 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Shawsdale Road Birmingham B36 8LY
<b>Telephone number</b>	01216 753319
<b>Fax number</b>	01217 495616

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<b>Age group</b>	3–11
<b>Inspection dates</b>	4–5 March 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school is similar in size to most primary schools and draws its pupils from the parish of St Wilfrid in Castle Bromwich. The proportion of pupils from minority ethnic backgrounds has increased in recent years and is now a little above average. A few pupils are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties/and or disabilities is below average. The percentage of pupils eligible for free school meals is double that found nationally. The school is part of the Octopus Extended Schools Cluster which involves it in working with other schools to develop provision.

The Early Years Foundation Stage comprises a Nursery class and a Reception class. The onsite before and after-school care that operates on a daily basis for children is managed by a private provider. Over the past two years, there have been a large number of staff changes in the school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

St Wilfrid's is a satisfactory school. There are a number of strong aspects to its work, not least the way in which it supports and guides its pupils to promote their personal well-being. This is a significant factor leading to the pupils' good personal development. Almost without exception, parents are very supportive of the school and full of praise for the way in which the school takes care of their children.

Children enter the Nursery with skills and abilities below those expected for their age. They are provided with a good start in the Early Years Foundation Stage, the provision enabling them to progress well throughout the Nursery and Reception classes. Progress throughout the rest of the school is satisfactory. As a result, standards are broadly average in English and mathematics by the end of Year 6. The school rightly acknowledges that more pupils need to be challenged to reach the higher levels in English, particularly in writing, and also in mathematics. The good emphasis on science is enabling pupils to attain standards that are above average in this subject.

Teaching, which is satisfactory overall, has a number of strengths and there is evidence of some good and better practice. The happy relationship between staff and pupils contributes well to the pleasant learning environment and to pupils' enjoyment of lessons. Teachers plan lessons thoroughly and work hard to provide work to match pupils' different levels of ability. However, they are not all sufficiently skilled at making the best use of assessment information to ensure work is pitched at exactly the right level for the different ability groups. The satisfactory curriculum is well enriched by a wide range of interesting visits, visitors and extra-curricular clubs. The school's participation in the extended schools cluster provides pupils with additional opportunities for sporting and musical activities. The school provides exemplary pastoral care and support for its pupils, who feel really safe and well looked after. It works well in partnership with outside agencies to promote pupils' welfare. Academic guidance is not sufficiently effective to ensure that all pupils make the progress of which they are capable. As a result, care, guidance and support is satisfactory, rather than good.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils enjoy coming to school and this is demonstrated in their good behaviour and enthusiasm for lessons. Pupils say that bullying is rare and they are confident that adults will deal with it effectively should it occur. They have a good understanding of healthy eating and the importance of taking plenty of exercise. There are good programmes in place to ensure the pupils' gain an understanding of other faiths and cultures, including strong links with the church and local community. However, the school understands the need to evaluate more formally the effectiveness of these programmes. Pupils are keen to take on responsibility and make a good contribution to the school and wider community.

The newly formed leadership and management team demonstrates a very clear understanding of the school's strengths and weaknesses. Its self-evaluation is accurate and provides a good basis for improvement. It reacted well to a dip in standards in 2007 and actions have arrested this decline, with the result that standards are beginning to rise again. The evidence of success is very clear in science where results are much improved. However, leaders and managers agree that senior staff need more opportunity to evaluate the impact of the strategies they have put in place to monitor teachers' use of assessment information. The school is not making full

enough use of the wealth of this information to accelerate the progress of pupils in writing and mathematics. The school has satisfactory capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The good provision in the Early Years Foundation Stage enables children to get off to a flying start in the Nursery. Good progress is maintained throughout Reception so that, on entry to Year 1, standards are broadly average. Children behave well and show obvious enjoyment in the welcoming and supportive environment of the Nursery and Reception classes. There is a good balance between teacher-directed activities and those which the children choose for themselves. As a result, children soon become confident learners. This was seen in a Nursery session, for example, when children talked confidently after dressing up as book characters. Teaching is good and staff work hard to ensure children are well cared for and make good progress. In particular, the phonics programme is having a strong impact upon children's language skills. Good strategies are in place to assess how well the children are progressing. However, children are not provided with challenging targets to ensure they reach their full potential. Arrangements for children starting school are good with effective links between pre-school providers and parents. Leadership of the Early Years Foundation Stage is good. The leader has a good understanding of how young children learn.

### **What the school should do to improve further**

- Ensure more pupils are challenged to attain the higher levels in English, particularly in writing, and in mathematics by the end of Year 6.
- Ensure teachers make better use of assessment information to pitch work at the right level for all groups of pupils.
- Provide senior leaders with more opportunity to guide teachers in the use of assessment information and to monitor how teachers use this information to accelerate pupils' progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

After their good start in the Early Years Foundation Stage, pupils make satisfactory progress throughout Years 1 to 6 to achieve average standards. The school's determined effort to raise standards in science has been successful with pupils of all abilities progressing well in this subject. Early identification of those pupils who find reading, writing and mathematics difficult, along with the implementation of good intervention strategies and effective support, ensures that these pupils achieve in line with their peers. The implementation of a visual learning programme has helped to improve the progress of boys in English, reducing the differences in attainment between boys and girls. Whilst pupils' overall progress is satisfactory, school leaders know there is further to go to raise standards in English, particularly in writing and in mathematics. Currently, too few pupils are challenged to get to the higher levels.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy very good relationships with their peers and staff. They behave well, both in lessons and during playtimes, and report that bullying is a rare occurrence that is dealt with well by staff. Pupils say that they feel safe and well looked after. Recent initiatives to improve attendance and punctuality are having a good impact on a targeted group of pupils. Pupils have a good awareness of all aspects of following a healthy lifestyle, and fully understand the dangers of drugs, alcohol and smoking. The school's work in this area has been recognised by the Healthy Schools Standard and Active Schools awards. Pupils enjoy the opportunities to work cooperatively and are proud of the responsibilities they have as members of the school council and, for example, taking charge of play equipment. The exceptionally strong links with the church help to provide pupils with a firm foundation from which they can compare their own lives with those of others. Their understanding of the wider world is beginning to develop through charitable activities and the focus on different religions in this country and abroad. Pupils' good social skills and sound basic skills prepare them satisfactorily for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers provide a pleasant and supportive learning environment for pupils. As a result, pupils feel confident to ask questions and seek guidance. Questioning is used effectively by teachers so that pupils gain confidence in speaking and in articulating their views. Teachers' marking is usually good, informing pupils how they might improve their work. Teachers' planning shows clearly that they are trying to plan work for pupils of different abilities. However, not all teachers are matching the work closely enough to the needs of different ability groups. Occasionally, teachers do not set work with time limits to ensure pupils work as quickly as they should. There are also occasions when teachers spend too long talking to pupils rather than ensuring pupils get on with activities provided to develop their skills and use their knowledge. Teachers make good use of teaching assistants to support pupils with learning difficulties.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets statutory requirements and there is an appropriate emphasis on teaching the basic skills. However, there are limited planned opportunities for pupils to improve literacy and numeracy skills in other subjects to accelerate their learning. The curriculum makes a good contribution to pupils' personal development and, particularly, in ensuring they develop good eating habits and participate in a wide range of physical activities. Residential visits promote the pupils' social skills well. There is a wide range of clubs that many pupils thoroughly enjoy. A good number of visits and visitors also add significant enrichment to the curriculum. For example, each half-term, visitors support activities such as street dancing, tag rugby, calligraphy and learning French.

## Care, guidance and support

### Grade: 3

A significant strength of the school is the outstandingly good pastoral support and care. Parents and pupils say how much they appreciate this. The quality of this support and care is one of the reasons why the pupils feel so safe in school. The school works well with parents and external agencies to provide support, for example, for pupils who have difficulty with their learning. Procedures for safeguarding pupils and child protection are rigorous and fully meet requirements. Academic guidance is satisfactory. The systems for tracking the pupils' progress are clear and provide staff with a sound picture of how individuals and groups of pupils are performing. However, teachers are not making the best use of this information. Pupils have a satisfactory awareness of their targets, although they are not always sure what they need to do to reach the next National Curriculum level.

## Leadership and management

### Grade: 3

The school has undergone many unavoidable staffing changes over the past two years. However, this has been managed effectively. A senior management team has been established that has a clear understanding of the quality of the school's provision. After a period when academic standards were better than the national average, a dip in 2007 made the school look more carefully at the quality of its provision. As a result, a number of initiatives have been introduced, including more effective monitoring, which has resulted in improvements to the quality of teaching. However, the school knows that leaders and teachers do not make full use of information from assessments to speed up pupils' progress. The leadership team has made a good start in promoting community cohesion. Good links have been made with other schools, the church and the local community, and several charity fundraising activities have been initiated by the pupils. They are aware of the different opportunities for people from different socio-economic backgrounds. However, they are not yet evaluating sufficiently the impact of the various initiatives. Governors provide effective support and new governors are to undergo training to enable them to be more effective in challenging the school.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

6 March 2009

Dear Pupils

Inspection of St Wilfrid's RC Junior and Infant School, Birmingham, B36 8LY

Thank you for the warm welcome you gave us when we visited your school recently. You were very polite and friendly. We enjoyed talking with you and you told us a lot about your school. Your school is providing you with a satisfactory education.

This is what we found out about your school:

- You make good progress in the Nursery and Reception classes and learn many new things. Satisfactory teaching means that you make steady progress in the rest of the school, although you make good progress in science.
- You behave well, enjoy school and take responsibility well.
- Adults are kind and caring and they look after you well.
- You are taught all the subjects you should be. The school is good at teaching you about the importance of staying safe and healthy. You try to eat healthily and to take part in plenty of exercise.
- Those in charge of the school are working hard to make it better.

What we have asked your school to do now:

- Help you to do better in English, particularly in writing, and mathematics. Those of you who find work a little easy should be helped to reach higher levels.
- Make better use of information about how well you are doing, when planning your work. This is to make sure that the work is at the right level for you.
- Ensure that those in charge of the school help teachers to make good use of the information they have, to help you make more rapid progress.

Thank you once again for your help. We want you to help your teachers by continuing to work hard. We wish you all the best for the future.

Yours faithfully

Paul Edwards

Lead inspector