

St Wilfrid's Catholic Primary School

Inspection report

Unique Reference Number	107115
Local Authority	Sheffield
Inspection number	309318
Inspection date	23 October 2007
Reporting inspector	Ann Sharpe

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	4–11
Gender of pupils	Mixed
Number on roll	
School	284
Appropriate authority	The governing body
Chair	Mgr Kilgannon
Headteacher	Mrs Barbara Jarrett
Date of previous school inspection	6 May 2003
School address	Millhouses Lane Sheffield South Yorkshire S7 2HE
Telephone number	0114 2365529
Fax number	0114 2493010

Age group	4-11
Inspection date	23 October 2007
Inspection number	309318

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement; the quality of care, guidance and support for pupils; and improvement since the previous inspection. Evidence was gathered from the school's self-evaluation and plans for further improvement, national published assessment data, unvalidated data for 2007 and records of pupils' progress over time. Discussions with staff, governors and pupils were held, and questionnaires returned by parents were looked at. A range of documentation was looked at and brief observations around the school and in lessons took place. Although other aspects of the school's work were not investigated in as much detail, the inspector found evidence that the school's own assessments, as provided in its self-evaluation form, had been too modest for the effectiveness of the Foundation Stage, teaching and learning, the curriculum and the school's capacity to improve in the future. Where appropriate, inspection judgements for these areas have been included in the report.

Description of the school

Most of the pupils attending this larger than average sized school are of White British heritage, although about 15% are from a wide variety of other ethnic heritages. The proportion of pupils eligible for free school meals is low, and the proportion with learning difficulties and/or disabilities is below average. Children in the Reception Year transfer to this school from 20 different nursery education providers. This year, the school has increased its admission number in the Reception Year. At the time of the inspection, some children had only just started attending school full time. The school holds the following awards: Investor in People; Basic Skills Quality Mark; Artsmark Silver; and Healthy Schools Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

St Wilfrid's Catholic Primary is an outstanding school. It is well supported by parents and has a good reputation within the community. It is a very happy and friendly school that keeps its motto 'Everybody Matters' at the heart of everything that it does. Pupils say how much they enjoy lessons and taking part in the many exciting activities offered to them. They say, too, that they feel safe and secure at school because they can always turn to understanding adults for help if they need it. Safeguarding and child protection procedures are robust.

Pupils of all ages and ethnic backgrounds, and those with learning difficulties and/or disabilities, make excellent progress from their above average starting points, and standards by Year 6 are exceptionally and consistently high. Year 6 national test results, for example, have improved year on year since the previous inspection, and the school meets the challenging targets that it sets itself. Performance in all the national tests and teacher assessments indicates that pupils are almost always at least a year in advance of pupils nationally. This wonderful start to pupils' education is because they benefit from outstanding teaching and learning at each stage of their education. This is characterised by the very high expectations of them, close attention to teaching basic skills, interesting and purposeful work and thoughtful use of specialist teachers.

One of the reasons for pupils' excellent academic achievement is their outstanding personal development. The school gives high priority to helping pupils to become increasingly mature, sensible and thoughtful young people. Through the outstanding curriculum and the vibrant life of the school, pupils learn about what it means to be a useful member of their school community. As a result, they behave exceptionally well, respect one another's feelings and enjoy taking responsibilities, such as being school council representatives and managing the library. Pupils' knowledge and understanding of how to stay safe and healthy are outstanding. This is because the curriculum includes many opportunities for learning, for example, about safety in physical education lessons and what must be included in a balanced diet. Pupils are well aware of what they are going to learn in each lesson and what their class learning targets are. They take careful note of teachers' very good quality marking, and this helps them to know how they could have improved individual pieces of work. Pupils' understanding of how to reach personalised longer term learning targets, however, is limited. This is because teachers have still to put into action their plans for involving pupils more fully in the challenging targets they set for each pupil.

The school constantly reaches out into the community to find innovative ways of broadening the curriculum and encouraging even higher achievement and standards. Partnerships are excellent because of the many benefits they bring to pupils' learning. Improving provision for learning modern foreign languages, science, information and communication technology and sport are just a few examples. Excellent links with parents of pupils with learning difficulties and/or disabilities and with external support agencies ensure that this group of pupils have the specialised support they need to do as well as they possibly can.

Exceedingly strong and stable leadership, management and governance hold the key to the school's continuing success. This is a school that does not rest on its laurels, but strives all the time to improve the quality of pupils' education, while keeping up with the pace of national change. Where the school's view of itself differs from the inspector's judgements, it is because it has been cautious not to appear to be complacent because of previous very successful inspections. The school consults its stakeholders, knows its own strengths and weaknesses very

well and is going from strength to strength. This is why improvement since the previous inspection, capacity to improve in the future and value for money are outstanding.

Effectiveness of the Foundation Stage

Grade: 1

When children start school, their skills are more advanced than is typical for their age. The school's records show that children who transferred to Year 1 in September had made excellent progress from their starting points and reached standards far exceeding the national expectation. They did so because of outstanding provision, including teaching and learning. This year, as a result of the increased admission number, the older children are in a larger class than usual and work with two teachers. Sensitive arrangements for phasing children into full-time attendance, along with close involvement of parents and carers, have enabled them to settle quickly into school life and routines. They work and play happily with other children and different adults, learn to make choices and to take part in formal learning activities. Adults ensure a very high quality of interactions with children, so that children learn rapidly from all their experiences indoors and outdoors. They make an excellent start with learning in personal and social development, communication, language and literacy, and mathematical development. Outstanding leaders and managers have identified that, because of staff and organisational changes, keeping a very watchful eye on children's achievement over the coming year is a priority.

What the school should do to improve further

- Put into action the plans for helping pupils to understand how to reach their challenging learning targets.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Thank you for making me feel so welcome when I visited your school. I enjoyed my day, especially talking to school council members and hearing about the many exciting things you do, such as residential visits, after-school clubs, science investigations at All Saints Catholic High School and taking part in performances. I was very impressed with how much you know about staying healthy and safe, particularly your understanding of what bullying is and how your school deals with it. You clearly enjoy everything about school and are very well prepared for when you go to secondary school at the end of Year 6.

When I visited your lessons, you were working hard and showing a lot of interest in what you were learning. Your behaviour was excellent all the time. I was amazed how fast Year 6 children were learning to write letters of complaint, and Year 5 children were learning to write persuasively. The debate in Years 3 and 4 about extending the school day was very interesting. I could see both sides of your argument, and the suggestion from one side that spending more time at school might help you to get a better job when you leave school was really thoughtful. In all the classes, your work made you think hard. When I asked, many of you could tell me about class targets and how teachers' marking helps you to improve. You did not know much about the learning targets that teachers have set for each one of you. This is because they have not told you about them yet, and I have asked the school to push forward with the plans to do so. You can help by asking teachers what your learning targets are and what you have to do to reach your goals.

Your school is an outstanding school. All the adults care about you a great deal and teachers do their best to make sure that you all do as well as you can. Your headteacher, deputy headteacher and governors are determined that the school will keep on improving, even though it is already a really good school.