



St Wilfrid's Catholic Primary School

Inspection Report

Unique Reference Number 121638
LEA North Yorkshire
Inspection number 281066
Inspection dates 12 June 2006 to 13 June 2006
Reporting inspector Mr Jim Griffin CfBT Lead Inspector

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

Type of school	Primary	School address	Church Lane
School category	Voluntary aided		Ripon
Age range of pupils	3 to 11		North Yorkshire HG4 2ES
Gender of pupils	Mixed	Telephone number	01765 603232
Number on roll	184	Fax number	01765 603232
Appropriate authority	The governing body	Chair of governors	Mrs Siobhan McArdle
Date of previous inspection	8 May 2000	Headteacher	Mr Peter Burdekin

Age group	Inspection dates	Inspection number
3 to 11	12 June 2006 - 13 June 2006	281066

© Crown copyright 2006

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 two Additional Inspectors.

Description of the school

St Wilfrid's is a somewhat smaller than average primary school with five mixed-age classes, and a part-time nursery, located a quarter of a mile away. The school is over-subscribed: numbers have risen steadily in recent years. A significant number of pupils join the school at other than the usual time, several from a services background. Pupils are drawn from a wide geographical area and come from a broadly average socio-economic background. Most pupils are of White British heritage. A small minority are of other, mostly white, heritages. There are a small number of pupils for whom English is not their first language. Eligibility for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities (LDD) is below average, but the proportion of pupils with a Statements of Special Educational Need is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, which provides good value for money. Pupils' personal and social development is outstanding. The school's self-evaluation is broadly accurate. Staff, parents and pupils are proud of their school and rightly speak positively about what the school provides and achieves.

In response to the good teaching and learning, pupils make good progress throughout the school, so that from an above average starting point, standards are significantly above average by the end of Year 6. Achievement is good. Pupils get off to a good start in the Foundation Stage. Most settle quickly and make good progress, because of the good provision that helps them learn independently and purposefully, both indoors and outdoors. In Years 1 to 6, pupils are taught well. In some lessons, introductions are too long and more time could be given to active learning, developing independence in learning and to creating more consistent challenge. This is especially so for the more able learners and also in mathematics and science lessons. Most pupils have excellent attitudes to learning. There is a striking self-confidence and maturity in the attitudes and opinions of pupils by the time they reach Year 6. The curriculum is good. The range of responsibilities given to older pupils and the good range of extra-curricular activities are important features that contribute significantly to their personal development and enjoyment. Pupils benefit significantly from good levels of care, support and guidance and from the range of partnerships the school has with its parents, other schools and community groups. Leadership, management and governance are good, although the monitoring of teaching and learning is not yet sufficiently rigorous or regular to enable good practice to be shared.

There has been good improvement since the previous inspection and there is good capacity for further improvement.

What the school should do to improve further

In order to raise pupils' good progress further:

- ensure there is more challenging and open-ended work, in mathematics and science, especially for more able pupils
- in lessons, reassess the time balance between whole class teaching and independent or group work, so that pupils have more time for active learning
- ensure the quality of teaching and learning is more rigorously and regularly monitored and good practice shared.

Achievement and standards

Grade: 2

Pupils make good progress and achieve well because of good teaching. When they join the Nursery, pupils' standards are usually above average. By the end of Year 2, pupils make good progress to achieve standards which are above the national average. They are consistently high in reading and writing which are particularly positive features.

In Years 3 to 6, pupils continue to make good progress to achieve standards which are exceptionally high in English and significantly above average overall. In some years standards are exceptionally high overall. The school recognises that progress in science and mathematics is not as consistently strong as it is for English. The school is already taking some important steps to bring about further improvement in these two key subjects. Analysis has shown the need for a greater quantity of challenging and open-ended work in both science and mathematics.

Progress made by pupils with LDD is good, as they are well supported in classes and within small group work. The school usually meets its challenging targets.

Personal development and well-being

Grade: 1

The school judged the personal development of pupils as good. Inspectors found it to be outstanding. Pupils' personal development and well-being are outstanding. Older pupils are strikingly articulate and mature. This is a tribute to the school's effective work and is highly valued by parents.

Pupils are proud of their school. They rightly value the excellent relationships with adults and amongst the pupils, the good range of clubs and the good access to computers. Pupils clearly enjoy their lessons, with most showing excellent attitudes. Behaviour around the school is calm and orderly. The attendance and punctuality of pupils are outstanding. Pupils have confidence in adults to resolve any minor bullying incidents. Pupils' spiritual, moral, social and cultural development is outstanding. They are respectful, courteous and most work very well in pairs and small groups. They gain an important awareness of world faiths and cultures through visits and visitors as well as religious education, history, music and art lessons.

Pupils make a good contribution to the school community through the school council and the wider responsibilities enjoyed by upper juniors, such as helping the youngest pupils to settle into school. Older pupils know about the importance of healthy eating and lifestyles. Pupils are well prepared to make a positive contribution to society and the workplace in later life, based on their excellent personal qualities and good academic progress.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school learning is good because the quality of teaching is good and pupils find most lessons interesting, stimulating and challenging.

Teachers of Nursery and Reception children strike a good balance between 'hands on' learning experiences and the direct teaching of key skills. Their enthusiasm is transmitted to children who clearly enjoy the experiences their teachers provide. As a result, children are well motivated and know what they must do to succeed.

In all classes teachers manage pupils well, with the excellent relationships creating an atmosphere in which learning flourishes. Teaching assistants and support staff contribute well to the quality of pupils' learning. Teaching is especially successful when tasks are demanding, ask a lot of the pupils, give them opportunities to solve problems for themselves and bring learning to life. These features were seen in a mathematics lesson in which pupils applied different mathematical skills to solve problems relating to a visit to Whitby. However, sometimes the pace of lessons is not brisk enough and work is not always sufficiently challenging especially for the most able, particularly in mathematics and science. Pupils spend too much time listening to teachers and not enough time working on their tasks individually or in groups.

Assessment is good. Good procedures are in place for assessing and tracking pupils' progress and the school sets demanding academic targets. However, marking does not always consistently make pupils aware of what they need to do next to improve.

Curriculum and other activities

Grade: 2

The curriculum is broad and varied and caters well for the needs of the pupils. Children in the Foundation Stage get off to a good start because they have interesting and exciting things to do. Teachers plan and review carefully what is taught to ensure that work matches the needs of most pupils in the mixed age classes.

Personal and social education is embedded in the school's work, contributing significantly to the development of excellent personal qualities. The curriculum is adapted well to ensure that pupils with LDD make good progress. However, more could be done to address fully the needs of more able pupils and those with special talents. For example, in science pupils do not have sufficient opportunities to carry out a range of practical experiments which they have planned and conducted themselves.

A good range of visits, such as to Fountains Abbey, Whitby and the local market, and visitors, such as theatre groups, help to bring learning to life, stimulate pupils' interest and promote learning. Pupils in Years 1 to 6 have learned some French and, as a result, pupils' horizons are broadened.

Pupils benefit from a good range of clubs covering music, sport and the environment. As well as adding to their enjoyment of learning these rich experiences help to develop healthy and varied lifestyles.

Care, guidance and support

Grade: 2

The quality of care provided for pupils is good. Much use of praise and encouragement helps to establish a positive and safe learning community in which people look after one another and treat each other with respect. Child protection requirements and health and safety procedures are well established and understood by staff. Risk assessments are thorough. Pupils confirm that they feel safe and well cared for. Every pupil is very well known and treated as an individual and with dignity.

Support for pupils with LDD is good. Learning support assistants are used effectively to support these pupils and to track their progress. There is effective pastoral support for pupils who join the school at times other than the Reception class, but a more systematic early identification of gaps in their academic learning would help to further improve the effectiveness of their academic support. Staff routinely set and review individuals' targets in English, mathematics, science and personal development.

Leadership and management

Grade: 2

Overall, the quality of leadership and management is good. This is reflected in pupils' good academic progress and outstanding personal development. The headteacher, well supported by the deputy, provides a clear sense of direction. Other staff speak positively about the support and encouragement provided by senior leaders.

Self-review and the use of data are established and effective. The school development plan is clearly based on performance reviews. Performance management is well established and has a positive impact on all staff's ability to contribute to wider school improvement. For example, teaching staff are clearly accountable for their pupils' progress. The quality of teaching and learning is regularly monitored. The school is aware that its monitoring of lessons, books and planning would benefit from greater rigour, regularity and consistency in approach. For example, currently there is not enough emphasis on systematically identifying areas for improvement and sharing good practice, as part of the monitoring of teaching and learning.

The contribution of the governing body is good overall. Governors work well with senior staff, based on clear reporting arrangements, effective teamwork and the open sharing of ideas and concerns. They have an accurate understanding of performance in most areas of school life. Governors make an outstanding contribution to shaping and influencing the longer term direction of the school. Their varied experience and knowledge of their community provide important insights and support for leaders, staff and pupils.

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.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for being so friendly and helpful. It was very useful to hear how much you like your school. We really enjoyed our visit and want to share with you what we discovered.

What we liked most about your school:

- we think your school is a good one: the staff work hard to make sure you are well taught and that you are happy, healthy and well cared for
- you work hard and you get on very well with each other
- we were impressed with how seriously the older children take their responsibilities, including the way Year 6 help Reception pupils to settle
- you have a real say in what goes on at school
- you have more clubs than we find in many primary schools
- your parents and carers are very pleased you come to this school.

What we have asked your school to do now:

- increase the amount of time you spend asking questions, making plans and problem solving, in mathematics and science lessons
- arrange your lessons so that you spend less time listening to the teacher and more time working alone or with others
- use all the information the school gathers to help your teachers learn from each other.

Please keep up your enthusiasm for learning both inside and outside the classroom.