

# St Willibrord's RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	105540
<b>Local authority</b>	Manchester
<b>Inspection number</b>	377259
<b>Inspection dates</b>	15–16 May 2012
<b>Lead inspector</b>	Kevin Johnson

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

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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 of pupils on the school roll</b>	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr. Stuart Ansbro
<b>Executive Headteacher</b>	Margaret Cunningham
<b>Head of School</b>	Carl McIver
<b>Date of previous school inspection</b>	27 November 2006
<b>School address</b>	Vale Street Clayton Manchester M11 4WR
<b>Telephone number</b>	0161 2239345
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## Introduction

Inspection team

Kevin Johnson

Doreen Davenport

Additional Inspector

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 14 lessons or parts of lessons taught by 10 teachers. They talked to pupils and reviewed examples of their work. Meetings were held with staff and members of the governing body. Inspectors took into account 40 questionnaires returned by parents and carers and those completed by pupils and members of staff. They also looked at a wide range of documentation which included that relating to safeguarding, the curriculum, the school's self-evaluation, a sample of minutes of governing body meetings, national assessment data and the school's assessments.

## Information about the school

In this average-sized primary school about half of the pupils are White British and half are from minority ethnic groups the largest of which is Black African. A relatively small number speak English as an additional language. The number of pupils who join or leave the school at other than normal times is above average. Almost half of the pupils are known to be eligible for free school meals. The proportion of pupils who are supported at school action plus or who have a statement of special educational needs is above average and includes specially funded provision for up to seven pupils with autistic spectrum disorder and/or speech, language and communication needs. Currently, four pupils attend the special unit which opened in September 2011.

The school meets the current floor standards which are the minimum standards expected by the government for progress and attainment.

The school has achieved Healthy School status and provides a breakfast club during term times

The executive headteacher's role is shared with a nearby Roman Catholic primary school, under a diocesan agreement. The former deputy headteacher, appointed as head of school in September 2009, shares the leadership of St Willibrord's with the executive headteacher.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
 Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It is not outstanding because there is scope to improve the effectiveness of teaching and pupils’ achievement even further. There is exceptional care and provision for pupils who are disabled and those who have special educational needs, including for those in the resourced provision. Relationships with, and support for, parents and carers are excellent.
- Children in the Early Years Foundation Stage get off to a good start and make good progress from generally well-below age-related levels of attainment when they begin Nursery. The school provides for the children very well, especially for their personal development and in developing their communication skills.
- Pupils make good progress and achieve well as they move up through the school. Attainment at the end of Year 6 is average overall. Nevertheless, there is some scope for progress targets to be even more challenging and achievement better.
- Teaching is mainly good with examples of outstanding teaching. It takes good account of pupils’ varying needs and abilities. Outstanding teaching is invariably conducted at a fast pace. However, this is not always the case and, where the pace of teaching drops it slows the progress that pupils make.
- Pupils behave well and have good attitudes to learning. They know how to keep themselves safe and are considerate towards one another. They contribute well to the daily life of this well-ordered school.
- Leaders and managers at every level are ambitious for the school. They are effective at bringing about improvement. Accurate self-evaluation contributes effectively to the school’s capacity for continued progress. Management of teaching performance is robust and helps to maintain the good quality. The school promotes pupils’ spiritual, moral, social and spiritual development well through an engaging and well-planned curriculum.

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

- Increase the proportion of teaching that is outstanding and thus raise achievement further by:
  - making sure that all teaching is conducted at a consistently fast pace
  - making targets even more challenging
  - sharing best classroom practice more systematically.

## Main Report

### Achievement of pupils

Pupils learn well in lessons because they are attentive and well behaved. They enjoy lessons and many include literacy and mathematics among their favourites. They say that teachers give them plenty to do in lessons. Pupils respond well to the challenges provided for them and they frequently assess their own learning by writing evaluations of the lessons they have just had. This gives them good insight into their progress. There are many opportunities for pupils to test their ideas on one another so that they are more confident about answering questions and tackling their work.

In the Early Years Foundation Stage children make good progress overall from starting points that are below those typically expected. They work securely at the expected level for their age by the end of Reception. Individual needs are quickly identified ensuring that children get the most benefit from the excellent teaching of phonics (letters and sounds) and the equally well-planned opportunities for them to develop reading, writing and speaking skills. They become confident learners in all that they do and are well prepared to take on the challenges of Key Stage 1.

In Years 1 to 6 all pupils continue to make good progress. This is the view also expressed by parents and carers as well as the pupils themselves. Almost all pupils reach the targets set for them to achieve by the end of Year 6. At Key Stage 2, attainment in mathematics and English is average overall and has improved over the past two years. Attainment at Key Stage 1 has also improved and is now average. School leaders acknowledge that pupils' targets are now too modest and that progress and achievement can be further improved through increased challenge. Attainment in reading is broadly average at the end of Year 2 and shows good improvement. By the time they leave the school, pupils' attainment in reading is above average. They read accurately and fluently from a range of texts and have good understanding of what they read. They talk confidently about preferred authors and the books they enjoy; some borrow regularly from school and public libraries.

Disabled pupils, those with special educational needs, including those in the resourced unit and others whose circumstances may make them potentially vulnerable, achieve well and at times reach higher academic levels than might be expected of them. . Newly admitted pupils who speak English as an additional language are helped to settle quickly because of the excellent support provided for them and their families. Early assessment and the use of bilingual support give them

a sound start and they make good progress. Current school assessments show that all are on track to achieve expected targets in writing by the end of Year 6.

The school has identified, tackled and successfully closed the attainment gap between pupils who are known to be eligible for free school meals and others in the school. Currently, all pupils are in line to reach levels expected for their age in reading, writing and mathematics at the end of Year 6.

### **Quality of teaching**

Most lessons are conducted at a lively pace and are filled with activities that keep pupils on their toes. Good use is made of resources such as interactive and individual whiteboards to help focus attention and engage pupils in shared activities such as solving problems or checking each other's spellings. Teachers' subject knowledge is good and this is used well to plan the curriculum imaginatively, allowing pupils to practice and develop their skills, especially writing, across a range of subjects. Very good relationships and enthusiasm for learning promoted by teachers underpin pupils' good sense of responsibility and positive attitudes. Spiritual development is fostered through music, literature and many opportunities to write reflectively about global or personal issues.

Where teaching is most effective, there is a relentless focus on learning. Pupils are made clear about what is to be learned at the beginning of the lesson and no time is lost in getting the work started. For example, in a very effective mathematics lesson, the teacher's accurate ongoing assessment, challenging questioning and clarity of purpose resulted in pupils making the maximum progress. Pupils were delighted at the rapid progress they had made and how quickly time had passed. However, pupils are not always challenged so rigorously and this results in overall good rather than outstanding progress and achievement over time.

Teaching assistants provide much valued support. Their skilful management of groups and individual pupils' learning is a crucial factor in their progress. They are sensitive to pupils' needs whatever their abilities and work closely and effectively with class teachers. Knowledgeable staff have a clear view of the particular needs of disabled pupils, those with special educational needs and those whose circumstances make them potentially vulnerable. Skilled and well-planned teaching, particularly for pupils who are taught in the resourced unit, good resourcing and effective work with outside agencies when necessary, enable these pupils to make at least good progress.

Parents and carers agree unanimously that their children are taught well and pupils equally agree that they learn a lot in lessons. Inspection evidence supports their view.

## **Behaviour and safety of pupils**

Pupils are invariably polite, cheerful and well mannered. They behave sensibly in lessons and around the school and show genuine concern for one another. Their strong sense of fair play helps to foster trusting relationships and feelings of security in the school. Pupils say that there is no bullying, and that the Anti-Bullying Week teaches them about the different forms it might take. Name-calling or racist comments are very rare and very quickly resolved. Pupils know that they can rely on adult help whenever it is needed. Pupils show good awareness of cultural differences and accept them fully so that the school is a safe and harmonious community where individual rights are respected. Pupils judge their behaviour to be good. Parents and carers agree overwhelmingly that this is so.

Pupils make a good contribution to the daily life of the school. They have a strong voice in school affairs via the school council and, as a result, significant improvements to playground facilities have been brought about. Attendance is above average due in no small measure to the excellent family link work and the confidence that parents and carers have in the school. The large numbers of pupils who attend the breakfast club enjoy its safe and well-organised environment. It has a very positive impact on punctuality.

Pupils fully understand the importance of maintaining a healthy lifestyle and through providers such as Crucial Crew and the emergency services they learn the life-skills needed to keep themselves safe and healthy. They understand potential hazards linked to the internet and misuse of mobile phones. Pupils benefit especially from learning to administer first aid and from the school's link with a local dentist.

## **Leadership and management**

The executive headteacher and the head of school are driving the school effectively and securely forward. They are ably supported by an effective and challenging senior leadership team, whose contribution to rigorous monitoring of the school's overall performance results in accurate self-evaluation and sustained improvement.

Pupils' progress is a priority when leaders and managers monitor, evaluate and manage teachers' performance. Inconsistencies are firmly challenged and good practice consolidated through effective programmes of support, monitoring and professional development. Leaders and managers are aware that pupils regularly meet their targets and, until very recently, have not fully recognised that this is because some targets are not high or aspirational enough. Leaders and managers accept that more challenging targets are more likely to have an impact on teachers' expectations and further raise achievement.

The governing body provides good levels of challenge and support. It is aware of the school's essential role within the community and to that end, challenges discrimination strongly and monitors the pastoral and academic progress of all pupils to ensure that they are all equally provided for. It supports leaders effectively in relation to developing teaching by challenging any underperformance making astute appointments when quality is recognised. The safety and well-being of staff and

pupils are well managed. Safeguarding requirements are fully met and kept constantly under review to ensure that they are maintained.

The good curriculum provides a broad range of opportunities for pupils to enjoy learning and achieve well. Their spiritual, moral, social and cultural development is promoted well through an enriching selection of clubs and activities outside the classroom. These give pupils enjoyable first-hand experiences that broaden their horizons and support learning and their personal development in school.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 May 2012

Dear Pupils

### **Inspection of St Willibrord's RC Primary School, Manchester, M11 4WR**

Thank you for the warm and friendly welcome you gave us when we came to inspect your school recently. It was a pleasure to talk to you because you are so polite and well mannered. You told us that you enjoy coming to school and there are two things in particular that helped us to agree with you. The first thing is that your attendance is above average. Well done for that and keep it up! The second thing is that you are all so cheerful. It was lovely to see so many smiling faces. You are well behaved, and sometimes your behaviour in lessons is excellent. You get on well with each other and all of the grown-ups in school and that is why you feel safe when you are there.

St Willibrord's is a good school. You make good progress from the time when you start school and achieve well by the time you leave. The standards you reach in English and mathematics are average and improving. You read well by Year 6 and overall have good attitudes to learning. We agree with you that you learn a lot in lessons. That is because your teachers work hard to make your lessons fun. Your school leaders manage the school and your learning well.

Even though your school is judged to be good, your teachers, school governors and parents and carers would like it to improve further. In order to help it become even better we are asking your teachers to set your targets a little bit higher so that you learn more things in lessons more quickly and achieve better by the time you leave. You can help by continuing to challenge yourselves and working to the very best of your ability.

I wish you the very best for the future.

Yours sincerely

Kevin Johnson  
Lead inspector

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