

# Inspection of St Wilfrid's Catholic Primary School

Millhouses Lane, Sheffield, South Yorkshire S7 2HE

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Inspection dates: 5 and 6 July 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

## **What is it like to attend this school?**

Pupils are proud to attend St Wilfrid's Catholic Primary School. They flourish in the highly inclusive ethos. Pupils know and understand the school's well-established values of faith, aspiration, effort and respect. Pupils firmly believe that everybody matters; indeed, all are welcomed and treated with equity. Pupils enjoy the company of one another and build trusting relationships with adults.

Leaders set clear expectations for pupils' behaviour. Pupils conduct themselves well in and around school. They are clear about the rules that are set to keep them safe. Pupils understand what bullying is. They are confident that if it were to happen, staff would sort it out quickly. Instances of bullying are always taken seriously. Leaders' records show that pupils' confidence in staff is well placed. Leaders provide strong pastoral care. Pupils know that they can talk to a trusted adult or use the 'talk box' if they have a problem.

Pupils have a range of opportunities to develop their interests outside the classroom. This includes extra-curricular sports and singing in local and national music festivals. Pupils enjoy taking on leadership responsibilities. They are proud to become liturgy leaders. They eagerly represent their classmates in the school's parliament.

## **What does the school do well and what does it need to do better?**

Pupils learn to read from the moment they start school. This immediacy and continued commitment to developing all pupils' reading means that they become highly competent and confident readers. The teaching of phonics is of high quality. Pupils become proficient and enthusiastic readers as a result. Leaders have ensured that staff have the continuous, quality training necessary to deliver an early reading offer with skill. Pupils in Year 3 to Year 6 read ambitious novels as a whole class. Pupils are highly engaged in their reading. They develop a strong understanding of elements such as characterisation and writing style.

The curriculums for mathematics and science are strengths of the school. Leaders have ensured that the curriculum matches the scope and depth of the national curriculum. These plans are well sequenced and build from the very earliest foundations in the early years onwards. Leaders' strong focus on developing pupils' use of key vocabulary means that pupils are able to use technical language well to explain their learning. In most mathematics lessons, teachers address pupils' misconceptions. This means that pupils move on to new learning with confidence. Similarly, in science, teachers are focused on pupils understanding new scientific concepts with precision. As such, new knowledge builds effectively on prior learning.

The curriculum in subjects other than English, mathematics and science is not as well established. Some subject leaders do not have a strong understanding of the key knowledge that leaders want pupils to learn for each year group and how well this is being delivered. This is because the leaders of foundation subjects, such as history and geography, have not undertaken regular monitoring of their subjects.

Adults help the youngest children to settle quickly; they make a good start to their learning. Children enjoy a vibrant and welcoming learning environment. They learn to be kind, to share and take turns. They have opportunities to learn indoors and outdoors. They develop appropriate early reading, mathematical and writing skills at pace. Leaders have ensured that the curriculum successfully prepares children in the early years for key stage 1. Children listen attentively to their teachers and each other. Communication and relationships with families are strong.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Pupils' individual plans are jointly produced with pupils and their families. Pupils who use alternative provision receive appropriate and purposeful support. There is a range of effective support for pupils with SEND in the classroom. Teaching assistants provide effective support for pupils. They have a deep understanding of pupils' needs and the support offered has a significant impact on pupils' positive experience in school.

Classrooms are conducive to learning. The majority of teachers have high expectations of pupils. However, there are a few instances of low-level disruption, evident during the inspection, that distract pupils from their learning.

Leaders respond proactively to allegations of bullying and racist language. They ensure that additional teaching addresses areas such as relationships and celebrating difference. Pupils' behaviour around the school and during breaktimes is positive. Leaders invest in training and support for adults which enables pupils to enjoy social times with their friends. Sometimes there are serious behavioural incidents. Leaders ensure that the right actions are taken in these situations. This includes working with external agencies such as educational psychologists and children's mental health teams. Suspensions are used effectively if needed, and there are clear steps taken to reintegrate pupils back into school.

Attendance is monitored effectively. Leaders have worked with the pupils and families whose attendance is not regular enough. This has had a positive impact.

Pupils are respectful of differences and are most accepting of others. Leaders have ensured that pupils have an age-appropriate understanding of protected characteristics. This is delivered in a sensitive manner. Leaders have ensured that fundamental British values such as democracy and the rule of law have been integrated across the curriculum. There is a clear focus on building respect and fostering tolerance and understanding.

Governors work closely with school leaders, the local authority and Hallam Diocese. Governors have an accurate picture of what is being done well and what needs to improve further. They check that staff's workload is manageable and school priorities are clearly defined. The local authority and colleagues from Learn Sheffield have been highly effective partners to the school this academic year.

## Safeguarding

The arrangements for safeguarding are effective.

All necessary recruitment checks are carried out when staff are appointed. Key staff are trained in safer recruitment. The school's single central record is in place and up to date.

Leaders have clear systems in place to make sure that every pupil in the school is safe and known. They have ensured that staff are trained well to spot the signs that a pupil may be at risk. Staff report any concerns immediately and concisely. Leaders communicate well with external agencies to make sure that families get the right support when they need it.

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

### (Information for the school and appropriate authority)

- Behaviour across the school is inconsistent. This is because not all staff are applying the expectations as agreed with leaders at whole school level. Consequently, low-level disruption occurs in some classrooms, and this affects the flow of learning. Leaders should make sure that all staff are supported to ably apply the behaviour principles and expectations consistently.
- Some subject leaders do not have the opportunity to gain a sufficiently complete overview of work in their subjects from the early years to Year 6. This means that they cannot always develop their subjects effectively. Senior leaders should ensure that all curriculum leaders are well trained and supported to enable them to develop the skills and knowledge they need to be able to check how well their subject is being taught throughout the school.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138830
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10211868
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	305
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	William Kilgannon
<b>Headteacher</b>	Delia Evans
<b>Website</b>	<a href="http://www.stwilfridssheffield.co.uk/">www.stwilfridssheffield.co.uk/</a>
<b>Date of previous inspection</b>	23 October 2007

## Information about this school

- This is a voluntary controlled Catholic primary school. The religious character of the school was inspected under section 48 of the Education Act 2005 in January 2019 and was judged to be outstanding.
- There is an after-school club that is run by a private provider.
- The school is a single academy trust.
- The school uses two alternative education provisions.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in the following subjects: early reading, mathematics, science and music. As part of the deep dives, inspectors met with leaders to discuss curriculum plans, visited lessons with senior leaders, met with

teachers and looked at pupils' work. They also looked at the curriculum and pupils' work in other subjects, including history and geography. Inspectors listened to pupils reading.

- The lead inspector looked at the single central record and checked the school's systems for monitoring and reporting safeguarding concerns. He also met with the school's designated safeguarding lead.
- Inspectors met with the special educational needs coordinator to evaluate provision for pupils with SEND in the school.
- Inspectors spoke with a range of pupils and staff to find out what it is like to be a pupil or to work in this school.
- The lead inspector met with a representative group of governors, including the chair of governors.
- Inspectors reviewed key documents, including the school's self-evaluation form, action plans and monitoring records.
- Inspectors checked all survey responses, including those from pupils, staff and parents. This included taking into account responses to the online survey, Ofsted Parent View. They also spoke on the telephone with some parents while on site.

### **Inspection team**

Marcus Newby, lead inspector

Her Majesty's Inspector

Alex Thorp

Her Majesty's Inspector

Asa Britton

Her Majesty's Inspector

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