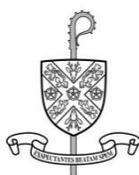


DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School



School	St. Wilfrid R.C. Primary School
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Head Teacher:	Mrs Jane Conway
Chair:	Mr Dominic Paisley
Date:	November 5 th & 6 th 2013
Inspector:	Mrs Margaret Swinhoe

A Report from:
The Diocese of Middlesbrough Schools' Service
Section 48 Inspection Team
50a The Avenue
Linthorpe
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INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

St. Wilfrid RC Primary School is a popular Catholic primary school situated just out-side of the city walls in the ancient city of York. There are a wide variety of socio-economic groups within the school. The deprivation indicator is well below national averages. The Local Authority data shows that the school has the third highest percentage of non-white pupils in the city at 27%. The percentage of pupils with Special Education Needs is well below the national average. The percentage of pupils with English as an additional language is broadly in line with the national average. The percentage of pupils eligible for free-school meals is well below the national average. 87% of the pupils are Baptised Catholics and a very small percentage of pupils have no religious affiliation. 70% of the teaching staff are Catholic and 100% are committed Christians. There has been considerable change within the school over the last three years. This has included reduced capacity in Senior Leadership due to the departure of the head-teacher in 2010; maternity leave; long-term illness. A substantive appointment of a head-teacher was made in 2011 and the deputy head-teacher was appointed in September 2012.

Pupil Catchment:

Number of pupils on roll: 266

Planned Admission Number of Pupils: 40

Percentage of pupils baptised RC: 87%

Percentage of pupils from other Christian Denominations: 7 %

Percentage of pupils from other World Faiths: 1%

Percentage of pupils with no religious affiliation: 5%

Percentage of pupils with special needs: 9%

Teaching Staff:

Full-time Teachers: 11(including head-teacher)

Part-time Teachers: 2

Percentage of Catholic Teachers: 70%

Support Staff:

Full-time Classroom Support Staff: 7

Part-time Classroom Support Staff: 5

Percentage of Catholic Classroom Support Staff: 75%

Percentage of teachers with CCR: 0%

Percentage of learning time given to R.E: 10%

Parishes served by the School:

St. Wilfrid's. Duncome Place, York

St. Joseph's, Burdyke Avenue, Clifton, York

St. Paulinus, Monkton Road, Huntingdon, York

St Margaret Clitheroe, Holly Tree Lane, Haxby York

1. OVERALL EFFECTIVENESS

MAIN FINDINGS

St. Wilfrid's is a good school with outstanding features. The school provides an immediately warm, attractive and welcoming environment. Relationships amongst all staff, governors, pupils and adults involved with the school, are excellent. Consequently, a sense of harmony pervades the school. Pupils enjoy school and feel safe. Each pupil is accepted as a unique individual and their needs are catered for on an emotional, spiritual, social and academic level. The range of support offered is skilled and extensive. It includes all members of staff. Parents and carers have great praise for the school and place great trust in it because of their personal experiences. This is particularly evident in parents and carers of the most vulnerable pupils. Parents and carers feel that they are welcome in school and that any issues are dealt with professionally and sympathetically.

Teaching in the school is good with outstanding features. The re-structured Senior Leadership Team, which includes a new Religious Education leader, have driven improvements in teaching; monitoring; planning of the new curriculum 'Come and See'; assessment. These improvements and procedures need to be now firmly embedded across the school. Attainment in Religious Education is now good and staff are driven by the Subject Leader who have the skills to raise this further, through closer monitoring and clearer target-setting. This will enable the pupils to self-evaluate and articulate how they can improve their work, in line with the other core subjects. Pupils are generally very well-behaved and responsive in their lessons. Their verbal responses are good and sometimes outstanding, but this is not reflected in written tasks. Exploring and increasing understanding of the Scriptures will enable the more able pupils to attain the higher levels.

All Leaders, Managers and Governors are totally committed to the Church's mission in education and regularly review all aspects of the schools' work. Acts of Collective Worship are a feature of the school and pupils participate with joy and enthusiasm. The liturgical life of the school is planned for by staff. Pupils are very active in the School Council and they are intending to extend their role to include the liturgical life of the school and its community. Pupils now must begin to plan and prepare their own liturgies. The Senior Leadership Team have plans in place for staff training, in order that the pupils will have the skills to do this effectively. Pupils have gained a great deal from their work with the homeless in York and are beginning to realise that this is part of their mission and not only because it is a good thing to do.

The Catholic character of St. Wilfrids' is visible and tangible. Displays are current and imaginative, reflecting the liturgical season and the current topics being studied. The effort which has gone into the environment is indicative of the value and prominence which all members of staff give to the schools' Catholic nature and traditions.

What the school needs to do to improve further:

1. Further raise attainment in Religious Education through:
 - developing further the implementation of monitoring systems, including lesson observations; work scrutiny; data analysis; learning walks; children's interviews.
 - improving the quality of pupils' work and presentation skills through review of hand-writing, spelling and presentation policies
 - improving pupil productivity by clarifying targets and teacher expectations; using self and peer-assessment to enable pupils to self-evaluate their improvement against their targets.
2. Ensure that the new Religious Education curriculum 'Come and See' is embedded securely throughout the school
3. Teach pupils how to use the Scriptures at age-appropriate levels
4. Teach pupils the skills to plan, prepare and lead Acts of Collective Worship

2. PUPILS

How good outcomes are for pupils, taking into account of variations between groups.

The outcomes for the pupils at St. Wilfred's are good. Pupils are proud of their school, and demonstrate a great deal of empathy towards each other. The contribution which the pupils make to their school and the wider community is very good. An example of this is in their work with Carecent; a local centre for the homeless, and in their partnership with the parish S.V.P. (Society of St. Vincent de Paul) group. The older pupils are beginning to recognise that in helping others they are trying to live out their baptismal promises. Good networks have been established in the parish, the local community and the Diocese. Pupils take part in the Little Big Assembly, and link with St. Leonard's hospice. Pupils are very aware of Catholic traditions and the school's Catholic nature. They understand the school's Mission Statement, and the need to try to live it out. Pupils believe that St. Wilfrid's is a fair school where everyone is treated equally and this was observed during Inspection. They understand that sanctions are important as well as rewards. High levels of respect are shown between adults and pupils, between adults and between pupils. This understanding of equality was especially evident from adults working with the most vulnerable pupils and recognised and highly valued by the parents. It was quoted by one parent as being a main reason for choosing St. Wilfrids' for their child.

Pupils' attainment at the end of key-stages 1 and 2 is generally above average. Most groups make at least good progress. Some pupils make outstanding progress, particularly in verbal tasks. Pupils enjoy their R.E. lessons, and generally want to do their best. Written outcomes do not always reflect the ability and understanding which pupils demonstrate during teacher-input. Increasing teacher emphasis on pupils' productivity and generic skills would greatly enhance outcomes, in line with other core subjects. Pupils take responsibility at play-times by acting as Play-leaders. Others act as Ambassadors by showing visitors around the school, for example during a very successful Art Week. Comments from adults in the school's Visitor Book are all very positive. Pupils participate fully in Acts of Collective Worship and show reverence and enjoyment. Pupils really love to sing, and the up-lifting hymn-singing is a feature of the school. The school choir is popular and held in high regard, giving performances in the local hospice and care-home. Pupils recognise that hymns are a source of worship, praise and reflection. Most pupils recognise the liturgical seasons and feasts. This is seen in the beautiful Sacred Spaces evident in each classroom and public areas which the pupils use for prayer and reflection.

• The extent to which pupils contribute to and benefit from the Catholic life of the school	2
• How well pupils achieve and enjoy their learning in Religious Education	2
• How well do pupils respond to and participate in the school's Collective Worship	1

3. PROVISION

How effective the provision is for Catholic education

Teaching in the school is good, with some outstanding features. Most of the pupils are making at least good progress. Teachers demonstrate a strong subject knowledge and a strong personal faith conviction. Teachers are at ease in talking with their pupils about the impact their faith beliefs have on their lives. Older pupils recognise this conviction and therefore the lessons hold greater meaning for them. Technology and artefacts are used effectively, as in a lesson about Judaism and a lesson where pupils were planning the baptism of a new member of the school family. Monitoring procedures are now being applied consistently throughout the school, driven by the Subject leader with excellent support from another teacher and the Senior Leadership team. However there has previously been a lack of rigour and understanding of the moderation process which has led to underperformance and confusion for a number of pupils.

Staff recognise these areas and are working hard to ensure that all children achieve the highest standards. Staff have been given a great deal of training on the teaching of the new curriculum. This is resulting in real improvements in teaching standards and pupil progress which now needs to be secured. The religious education curriculum is enriched through well planned activities beyond the school, including the use of the Sunday Gospel reading for class and home reflection and use of speakers from agencies such as CAFOD and Mission Together to describe their work. Pupil's learning becomes very memorable through these personal encounters. Opportunities are planned and seized upon throughout the school day, to develop pupils' spiritual and moral development. Personalised programmes are used for pupils who need them. 'Rainbows', a programme for pupils who are suffering some loss, is used to great effect as an after-school club. Emotional literacy is equally valued and supports individual and groups of pupils.

Collective Acts of Worship are given a very high profile. Parents and other members of the community are encouraged to attend, and many take the opportunity to do so. Staff review and plan for improvements in provision. Pupils are skilled in leading prayers, and prayer is central to school-life. Pupils must now begin to plan and prepare their own Liturgies and Acts of Worship. The school environment is extremely attractive and clearly of a Catholic nature. All adults, including the care-taker, take pride in maintaining the environment to the highest standards. The school's Mission Statement and Statements to Live By are clearly displayed around the school and are understood at an age-appropriate level. The school places the unique nature of the child and establishing harmonious relationships at the heart of its work.

• The quality of teaching and how purposeful learning is in Religious Education	2
• The extent to which the Religious Education curriculum promotes pupils' learning	2
• The quality of Collective Worship provided by the school	2
• The quality of provision for the Catholic life of the school	1

4. LEADERS, MANAGERS AND GOVERNORS

How effective leaders, managers and governors are in developing the Catholic life of the school

All leaders, Managers and Governors at St. Wilfrid's are deeply committed to the Church's mission in education. This is explicit in all aspects of the school's work. The governors are led by a highly trained and knowledgeable Chair who has recently been appointed. Transition within governors has been seamless because governors had a succession plan in place. Consequently leadership is outstanding. All canonical duties are met, including the 10% curriculum time for Religious Education lessons. Self-evaluation by the Leaders, Managers and Governors is informed, rigorous and regular, and therefore leads to improvements. Governors celebrate the schools' strengths and achievements. The re-structured Senior Leadership Team have worked tirelessly to improve teaching quality and monitoring procedures. The subject Leader has taken full advantage of all Diocesan training. The Senior Leadership Team constantly challenge themselves and the impact of their initiatives, in order to ensure that the desired improvements are taking place. Staff work hard and team-work is evident. The new curriculum 'Come and See' is now in place. The teaching of Religious Education and assessment of Religious Education have improved dramatically, due to staff training by the Subject Leader and the Diocesan Advisor. The understanding of the development needs of the school is accurate and they have been tackling these areas systematically. Action plans are focussed, timed and realistic.

Governors have become much more aware of the standards of attainment in the Religious Education curriculum because of the open dialogue that exists between Governors, and the Head-teacher and Subject leader. Governors are aspirational for the pupils and support the head-teacher fully in her drive for improvement. This has challenged the leadership, but they have maintained their focus on the needs of the pupils. Each class has a governor attached to it, and will get to know the pupils and staff better through supporting external visits and becoming a friend to class. The head-teacher provides strong and effective leadership, and knows the school well. She, with her Team, are determined to ensure that the pupils at St. Wilfrid's reach their potential within a Catholic school offering a distinctive Catholic education of the highest quality. Leaders, managers and Governors access all available training to achieve these aims. Distributed leadership is evident at many levels and includes support staff. The 'Rainbows' programme, outreach community work and Emotional Literacy developments are all led with skill and passion by members of support staff. As a result everyone shares the mission of the school and are actively involved in shaping its future. Consequently, St. Wilfrid's is in a very strong position to become a truly outstanding Catholic school.

<ul style="list-style-type: none"> How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils 	1
<ul style="list-style-type: none"> How well leaders, managers and governors promote, monitor and evaluate the provision for Religious Education and plan and implement for improvements to outcomes for pupils. 	1