



# St Wilfrid’s RC Primary School

Monkgate, York, North Yorkshire, YO30 7PB

**121648 : Unique Reference number**

<b>Inspection dates:</b>	18 19 June 2019
<b>Lead inspector:</b>	Sara Crawshaw
<b>Team inspector:</b>	Rosa Flanagan and Angela Spencer

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Wilfrid’s RC Primary School is a good Catholic school because:

- St. Wilfrid’s is a good school with outstanding features. Each person is uniquely valued and encouraged to grow spiritually, intellectually, morally and emotionally through a relationship with Christ.
- The Catholic Life of the school is outstanding. St Wilfrid’s has a distinctive Catholic character that instils a strong sense of belonging for pupils, staff and the wider community. Pupils are happy, confident and welcoming.
- Consistently, pupils were kind, thoughtful and generous with each other. They were enthusiastic about and proud of their school. They naturally modelled gospel values of forgiveness, love and patience in lessons and in the playground.
- Staff are skilled teachers who display expert RE subject knowledge. They consistently, in all classes use high order questioning to extend and deepen pupil knowledge. This enables pupils to be stretched and challenged in their learning.
- The school needs to ensure that pupils’ in-year progress in RE lessons is monitored more carefully so that pupils confidently know how to improve.
- Leaders need to give pupils more opportunities to creatively lead Collective Worship and need to include Collective Worship in existing monitoring systems.



## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St. Wilfrid's RC Primary is situated just outside the city walls of historic York. It is a popular school that caters for the Catholic communities to the north side of York. 90% of pupils on roll are baptised Catholic. 63% of staff are Catholic and 13% of staff have the Catholic Certificate in Religious Education (CCRS).
- St. Wilfrid's is rich in its diversity, with almost a quarter of pupils from an ethnic minority group and over a third with English as an additional language. Average school point (ASP) data 2018 showed that 'the school was in the top 20% of all schools for the proportion of pupils with English as another language (EAL). Just over a third of all pupils in the school have EAL and in Year 1 and 2 this is increased to nearly a half.
- The deprivation indicator is well below national average; 7% of pupils receive the Pupil Premium.
- The percentage of pupils with Special education needs and Disabilities (SEND) is also well below the national average.
- Since the last inspection the Head and the Chair of Governors have supported the consultation process for the school joining a Catholic Trust. This work has resulted in St Wilfrid's being ready to join the 'St Margaret Clitherow's Catholic Academy Trust,' in September 2019.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Pupils' in-year progress in Religious Education (RE) needs to be more formally tracked and monitored. This is to make progress more visible for staff and pupils. As a result there will be a clearer understanding of how well pupils are doing and the next steps in learning can be planned confidently.
- Collective Worship needs to be incorporated into existing formal monitoring systems
- Students need to have more opportunities to independently lead Collective Worship.
- Whole school Collective Worship needs to be more creative and varied to include a wide range of traditional and contemporary approaches to prayer.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- St. Wilfrid's is a good school with outstanding features. The recently revised mission statement is "Learning together through Christ" and this is lived at St. Wilfrid's. Each person is uniquely valued and encouraged to grow spiritually, intellectually, morally and emotionally through a relationship with Christ. Pupils and adults speak passionately about the family atmosphere in the school and one adult described the school as a "community of love".
- The Catholic charism of the school is threaded through all aspects of school life. Leaders have plans to share the new mission statement widely with parents and pupils, to celebrate the central role of the Catholic life of the school.
- Pupils enjoy school life and feel safe. The behaviour of pupils is exemplary. Pupils learn and play together joyfully and show an ability to listen, reflect and celebrate together as a family.
- Adults recognise the school's 'holistic approach' to each child, celebrating each person's uniqueness and value. Parents recognise the calm welcome that the school offers and one foster parent talked of the invaluable support they receive from the school; all parents we talked to during the inspection would recommend this school to others.
- St Wilfrid's has a distinctive Catholic character that instils a strong sense of belonging for pupils, staff and the wider community. Pupils are happy, confident and welcoming. Consistently pupils were kind, thoughtful and generous with each other. They were enthusiastic about and proud of their school. They naturally modelled gospel values of forgiveness, love and patience in lessons and in the playground.
- Pupils are sensitive to the needs of others and are regularly engaged in fund raising activities to support those in need. Mini Vinnie's are active in school and although only a small group are commissioned all pupils are encouraged to turn concern into action. Pupils are active on the school council and work to ensure all pupils are included at playtimes. There is a 'friendship stop' and a 'buddy bench' for pupils who want someone to talk to or play with.
- Pupils benefit from a strong personal development programme that St Wilfred's promotes. Pupils recognise that 'British values are Catholic values'. Pupils celebrate diversity and value each other as individuals

### **The quality of provision for the Catholic Life of the school is outstanding.**

- The strong sense of community at St. Wilfrid's is energised by leaders and permeates through policy and practice. The headteacher and chair of governors have a strong-shared vision for the school and work together well to consistently emphasise the importance of the Catholic Life of the school and to promote the Bishop's vision for Catholic education.
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- Distributed leadership across the staff means that all senior and middle leaders take ownership of their contribution to the Catholic Life of St. Wilfrid's. All staff are fully committed to the mission of the school and fully embrace opportunities to participate in the faith life of the school. Staff show great skill in leading aspects of Worship; facilitate many community activities; contribute to parish life and lead enrichment activities so that all children can find their passions. Pupils said that there are lots of opportunities for pupils at St Wilfrid's. They named sports clubs, arts activities, catholic Aid for Overseas Development (CAFOD) activities and conclude that school was 'lots of fun
- The exceptional quality of professional relationships at St Wilfrid's is a real strength. Staff model professional generosity and share expertise both formally and informally with each other. Modelling the virtues not only creates a highly effective teaching network but brings Christ to all aspects of school life. As a result pastoral care for pupils and for staff is outstanding.
- The professional development of staff is a priority. Staff have attended diocesan courses and have on-going high quality continuing professional development (CPD) in school to help them with curriculum RE, Collective Worship and to support their own formation. Staff new to the school speak highly of the induction programme and value the range of professional opportunities offered and the ongoing support and advice offered by colleagues on both a formal and informal bases.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- Leaderships at all levels is very strong. The chair of governors knows the school well and supports the headteacher so that the development of Catholic Life is central to all decision making. The provision for the Catholic character of the school is a priority. Recent building work is an example of the vision and investment leaders have made to further enhance the school. The new building has created a new entrance to the school; additional meeting rooms a dedicated prayer space.
- It is testimony to the commitment of leaders that they have increased capacity within St Wilfrid's to support other schools across the Local Authority and the Diocese. Staff have undertaken specialist training and have been designated as subject leaders of education (SLE) and the headteacher is a Local Leader of Education (LLE). Colleagues from the Polaris Trust and the Local Authority recognise that leaders in the school have managed offering external support to other schools with integrity; so that school to school support has benefited others but not at the expense of St. Wilfrid's.
- Both the headteacher and chair of governors are aware of the work that will be needed to be done going forward to ensure the character of St Wilfrid's is maintained when the school becomes part of the St Margaret Clitherow Trust.
- Teachers without a Catholic background are expertly inducted. Leaders ensure access to formal professional development through the diocese and the RE lead delivers training in school that secures confidence. The RE lead is approachable and new staff value the opportunity to gain her advice on aspects of collective worship and RE.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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#### **How well pupils respond to and participate in the school's Collective Worship is good.**

- Collective Worship in St Wilfrid's is good. Worship is central to school life and praying together is part of the fabric of the school and features seamlessly within daily routines. Pupils value the opportunity to be part of a faith-filled community and speak sincerely about how their relationship with God helps them in their daily lives. Pupils' oral and written reflections make clear links showing how their faith helps them with moral issues and is a source of deep support and guidance.
- Most pupils are prayerful and reverent and take an active part in class Worship; they are able to reflect silently and join in class Worship with confidence. On occasion however, some pupils are distracted and restless, especially in longer whole school services that were heavily teacher led. Some pupils are active in leading class Worship and the school has a small but active group of liturgy leaders. They use well-resourced Collective Worship boxes to select items to focus prayer, to create a spiritual atmosphere and to reflect on the theme or liturgical season. They will read, light a candle and offer a prepared reflection during class Worship. Pupil-led and creative worship is an area that is currently under-developed.
- Pupils at St. Wilfrid's have a deep sense of social justice. Worship and prayers are focused on those who are marginalised and vulnerable. Their faith is also seen in action. Pupils are involved in charity work. Raising awareness and funds for local and international causes. Many take part in an annual 'Toy Fair' to sell donated toys; support 'Operation Christmas Child' and make donations to 'Carecent' (a homeless charity in York)

#### **The quality of provision for Collective Worship is good.**

- Staff are highly skilled in leading weekly class Worship and use scripture prominently to ensure pupils have a good understanding of the Church's liturgical seasons and feasts. Key themes and messages used in Collective Worship are revisited in RE and echoed "In Statements to Live By". As a result pupils understand how prayer and Worship bring us personally and collectively closer to God and to each other.
- Teachers are positive role models and show an authentic faith witness. Leaders are visible faith leaders and the school is fortunate to have significant support from parish priests, the Oratory and a retired priest. As a result vocations are respected and for those many pupils who are not practising Catholics, school is Church.

- Parents and governors are welcomed to school Masses and liturgies and value this opportunity to be part of the faith community. Pupils enjoy the opportunities that they have to go to St Wilfrid's Church and recall Easter and Candlemass services with lasting impact.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.**

- Leaders make good provision for Collective Worship. Staff engage with on-going training and are fully supported by a dynamic Collective Worship leader; resources are of a high quality and rooms have beautiful displays that celebrate aspects of Worship and faith. Recent investment in a prayer room, which is near the entrance to the school, again highlights the centrality of Worship in the school.
- Collective Worship is not yet outstanding because although it is well planned it is not included in the existing monitor systems the school uses. This means that leaders cannot confidently know the quality of provision across the school and cannot therefore make evaluative judgements about how to improve. Monitoring would identify that more pupils need to be more actively engaged in leading Worship. Promoting and allowing more pupil-led Worship would offer more creative and varied approaches to liturgy and prayer. This would offer pupil leadership and chaplaincy opportunities to more pupils, further supporting their formation and would create uplifting pupil led-Worship.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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#### How well pupils achieve and enjoy their learning in Religious Education is good.

- The outcomes for pupils are good. Consistently the school has demonstrated a trend in securing high attainment at the end of KS2 for pupils in RE. Most groups of pupils, including those with SEND, are also making progress.
- Pupils like RE. Typically they are actively engaged in lessons and are keen to do well. Pupils are well behaved and respond well to challenging activities. Pupils can talk confidently about what they have learnt and can refer to scripture and link their learning together in a way that is appropriate for their age.
- Pupils appreciate how learning about RE invites a personal response to learn from RE. Curriculum RE provides an opportunity for pupils to develop a closer relationship with Christ. As a consequence of developing theological knowledge, pupils are able to think ethically, morally and spiritually. Pupils said that RE helped them to: know what was right and what was wrong; learn how to treat others and gave them the opportunity to find out more about Jesus. A year 2 pupil said this was important to her because "She liked Jesus".
- Opportunities to actively learn about and from other faiths is also embedded in the curriculum. An established link with the local Jewish and Muslim community offers pupils the opportunity to talk with leaders of other faiths. Pupils value the opportunity to learn about Hinduism, Islam and Judaism, they said that it was important to appreciate the beliefs of others.

#### The quality of teaching and assessment in Religious Education is outstanding.

- Staff are skilled teachers who display expert subject knowledge. They consistently in all classes used high order questioning to extend and deepen pupil knowledge. This enables pupils to be stretched and challenged in their learning. In the most effective lessons, teaching was creative and in one year 5/4 lesson chrome books were used with real purpose and imagination. In these lessons pupils were highly engaged and were fully immersed in their learning.
- All teachers have high expectations for students and have a visible commitment to teaching RE as a core subject. Teachers consistently use subject language and key vocabulary accurately and demand that pupils do the same. These high expectations encourage pupils to become increasing theologically literate and articulate.
- The quality of pupils' current written work is outstanding. High expectations from teachers' means that written work is well presented and pupils have a great pride in their books. The school's self-evaluation includes a focus on 'pupil productivity'; a drive to ensure pupils were producing work with pace and fluency. Book scrutiny showed that pupils do work hard in RE and are industrious;

producing work that develops their theological knowledge and skills.

- Despite pupils making progress and attainment being strong, the lack of in-year formal tracking of pupil progress meant that some pupils struggled to know how well they were doing or how to improve. This was not the case in English, where pupils clearly could see what needed improving to focus their next steps in learning. As a result English results were higher than RE and students felt more challenged in English.

### **How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.**

- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' conference in every respect and in every key stage. RE has parity with other curriculum subjects and benefits from a high profile in the school.
- The RE lead described curriculum RE as "the core of the core". This message is firmly echoed by all staff.
- The RE curriculum is imaginatively planned to meet the needs of all pupils including those with SEND.
- The RE leads have a clear vision for the teaching and learning of RE. Monitoring schedules are in place and progress meetings with staff focus on individual pupils to ensure they are making progress. These effective professional conversations are often not systematically recorded and although this is not hindering effective actions, it does mean that the school is not able to capture emerging trends of pupil or group performance.
- The RE leads have provided a strong programme of CPD to embed "Come and See", 'The Big Questions' and 'Statements to Live by'. As a result staff confidence with the programme has grown and pupil outcomes have improved. On-going work to secure the use of standard progress indicators in planning and to use summative assessments to inform planning is clearly a focus in the school's self-evaluation. This shows that leaders have clear actions that will continue to improve the quality of teaching and assessment in RE.
- Leaders and teachers are keen to ensure continued improvement in RE. They are outward-facing and keen to work in partnership to secure their subject knowledge and skill. Termly cluster moderation supports their accuracy in levelling in RE and sharing good practice; Diocesan CPD supports professional learning; staff have led on RE pilots for the Diocese and some teachers have been designated as Specialist Leaders of Education (SLE) to help support staff in other schools.
- Pupils have a strong sense of respect for other faiths and enjoy learning about other religions. The school has links with local Jewish and Muslim communities.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****2****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

**COLLECTIVE WORSHIP:****2**

How well pupils respond to and participate in the school's Collective Worship.

2

The quality of provision for Collective Worship.

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

**RELIGIOUS EDUCATION:****2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

## School details

<b>School name</b>	St Wilfrid's RC Primary School
<b>Unique reference number</b>	121648 :
<b>Local authority</b>	York
This Inspection Report is produced for the Rt Reverend xxx the Bishop of xxx under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mr Dominic Paisley
<b>Choose School Leadership Type</b>	Jane Conway
<b>Date of previous school inspection</b>	November 2013
<b>Telephone number</b>	01904 659726
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