



# St Wilfrid's RC Primary

Claremont Terrace, Blyth, Northumberland, NE24 2LE

School Unique Reference Number: **122304**

<b>Inspection dates:</b>	27 – 28 February 2018
<b>Lead inspector:</b>	Karen Holmes
<b>Team inspector:</b>	Angela Boyle

<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 is a good Catholic school because:

- St Wilfrid's is a very inclusive and welcoming community where all members share the headteacher's clear vision for the school and work hard as a team to provide a caring community with Christ at its centre.
- The Catholic Life of St Wilfrid's is outstanding. Governors, senior leaders and staff have high expectations and a shared vision with regard to the Catholic ethos and mission of the school.
- Collective Worship is good. It is central to the life of the school and a key part of school celebrations.
- Religious Education is good and the areas for improvement since the last inspection have been addressed. Pupils enjoy Religious Education, can explain its value and are keen to do well leading to good progress in most lessons.

**It is not yet outstanding because:**

- Pupils are not given sufficient opportunities to prepare and lead worship independently using a range of approaches.
- There are inconsistencies across the school in the rate of pupil progress.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Wilfrid's RC Primary is a larger than average primary school.
- There are currently 41% of pupils who are Catholic.
- The majority of pupils are of white British heritage with a small proportion from minority ethnic groups, two thirds of which speak English as an additional language.
- A very large majority of pupils live in areas of high deprivation.
- The number of pupils who are disabled or who have additional needs including special educational needs is well above the national average.
- The number of pupils transferring mid-year has risen sharply.

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

- Improve the quality of Collective Worship by:
  - providing opportunities for pupils to develop their independent skills in planning, preparing and leading Collective Worship across the school.
  - ensuring that all staff have the necessary knowledge to enable pupils to develop age appropriate skills in leading Collective Worship.
- Improve the quality of Religious Education by:
  - ensuring that all teachers plan challenging learning tasks which allow pupils to access higher levels to consistently build upon and extend their learning.

## 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.**

- Pupils wholeheartedly appreciate, value and participate in the Catholic Life of the school with the mission statement as a living document. They make an outstanding contribution to the Catholic Life of the school and benefit greatly from it, embracing the demands that membership of a community entails.
- Pupils demonstrate a very good understanding of the importance of how they live their lives and can confidently articulate the importance of how they treat others, recognising that respect has to be earned and valued. Pupils are happy and confident in their own stage of spiritual and emotional growth.
- Relationships within the school are very positive and are a strength of the school. Pupils are willing and eager to take on positions of responsibility and leadership within the school and the wider community. Mini Vinnies is an example of home, school and parish working together.
- Pupils are conscious of the needs of those beyond the school and actively organise a varied assortment of fund raising opportunities to benefit others, such as collecting for the local food bank or singing in the local care home.
- Pupils value the Catholic tradition of their school and value the links with the parish community. As a result they are often involved with parish celebrations taking every opportunity to encourage everyone to share in their faith journey together.
- Behaviour in school is very good with pupils demonstrating positive and enthusiastic attitudes to all aspects of school life. Pupils are polite and considerate to others and say they feel safe and cared for.

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

- The provision for the Catholic Life of the school is a high priority which is reflected in the mission statement: 'Inspired by Christ, we grow and learn together, reaching our fullest potential'.
- All staff have high expectations and a shared vision with regards to the school's ethos and to the Church's mission in education. They are involved in living out the school's mission statement and are fully committed to providing every opportunity to enable all pupils to know that Christ is at the centre of everything they do.

- The school is a prayerful community which provides a stimulating environment to reflect the school's mission and character. Prayer with pupils and staff is given a high priority
- Pastoral care for pupils is outstanding as a result of the commitment of all stakeholders, and through having clear policies and procedures in place. Pastoral programmes, working alongside Relationships and Sex Education refer to Catholic teachings and principles. These programmes cater for the needs of all pupils with staff playing an active part in their delivery to ensure the best possible outcomes for all pupils. One parent commented that her child, 'Felt valued, understood, cared for and listened to'.
- The school attends to the pastoral needs of staff to ensure that the needs of all are understood and catered for.
- The school displays a clear commitment to its most vulnerable pupils and their families. Parents speak very highly of the care and concern shown to each pupil and family. One parent commented that staff are helpful and proactive, 'Always there for you'.
- Pupils' achievements are recognised at weekly celebration assemblies and through attractive displays throughout the school.

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

- The school's leadership is committed to the Church's mission in education. The headteacher and deputy headteacher fully embrace the task, providing inspiration within their school community. They have a very clear understanding of the vision of Catholic education and the role of the Catholic school in the mission of the Church.
- Leaders and managers, including the governing body, have high expectations for the promotion and continuing development of the Catholic Life of the school. The headteacher, Religious Education coordinator and parish priest are excellent role models for all staff and are motivated and enthusiastic about the journey that the school is on.
- The school's self-evaluation is an accurate reflection of planned monitoring, analysis and self-challenge. It has clear links to the school development plan and is focused on improvements for outcomes for pupils.
- The Catholic Life committee monitors the school's provision leading to well-targeted improvements.
- The school works hard to develop successful strategies for engaging with parents and carers, such as 'Stay and Pray', where leaders take every opportunity to promote the school's mission.
- Governors make a significant contribution to the Catholic Life of the school. They are actively involved in the monitoring and evaluation, providing support and challenge where necessary.

## 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.**

- St Wilfrid's is a prayerful and spiritual school where worship is a regular and meaningful part of the day. From the earliest age pupils act reverently and show respect when participating in acts of worship.
- Pupils were reflective and focused during the Collective Worship observed during the inspection. They know that song is a form of prayer and used sign language confidently in their worship.
- Pupils express their thoughts and feelings openly when worshipping within their school community; this has a positive impact on their spiritual and moral development. Pupils are encouraged to create an atmosphere conducive to prayer; reflecting in silence and joining in community prayers with confidence.
- With support pupils prepare, and take part in acts of Collective Worship. They know the elements to include but rely heavily on structures and formats provided by adults. They need to develop more independence and confidence in leading Collective Worship using a variety of approaches.
- Interest in and respect for other faiths was clearly articulated by pupils. They understand that other faiths have different traditions and these are respected.
- Pupils participate actively in the school's sacramental preparation programme following diocesan guidelines.

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

- The quality of Collective Worship provided by the school is good and ensures that the spiritual needs of all pupils are well met.
- Collective Worship at St Wilfrid's has a clear sense of purpose and message which reflects the Catholic character of the school. Staff and pupils pray together as part of all school celebrations. Parents and governors appreciate the opportunities to attend special prayer events, such as the Journey through Christmas, throughout the year.
- Focal points for prayer are evident throughout the school, in classrooms and shared areas, ensuring that prayer is central to the life of the school. The willows in the prayer garden and mosaics in St Wilfrid's prayer room enhance the spirituality of these areas encouraging spontaneous prayer.

- There is a well-planned programme of liturgies and masses to include opportunities for pupils, parents, staff, governors and the parish community to pray together. Parents feel that this has a significant impact on the children's spiritual growth as well as having an impact on the school's sense of community.
- Opportunities for staff prayer are outstanding, The Religious Education coordinator facilitates weekly voluntary prayer times which are very well attended and appreciated by all staff who feel inspired by them.
- Staff have a good understanding of Collective Worship and the forms that it can take. As a result pupils are guided and supported when preparing acts of worship. However, there is no systematic progression of skills at age appropriate levels throughout the school to encourage independence when planning or delivering Collective Worship.

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

- School leaders have good knowledge of how to plan and deliver good quality experiences of Collective Worship. They are able to lead the school in its understanding of the church's liturgical year and traditions.
- Leaders have a clear vision that Collective Worship is seen as a priority for continued professional development so that all staff feel confident in their own delivery, as well as supporting pupils to develop their skills in delivering a range of Collective Worship.
- The professional development needs of all staff are identified and supported through clear annual performance management processes and appropriate training is accessed. The school makes effective use of professional development opportunities through the diocese and with neighbouring schools.
- Leaders view the school's prayer and liturgical life as being at the heart of the curriculum. They have a shared sense of direction and understanding of what is required to bring about further improvement. This is based on regular monitoring and review of practice. Collective Worship is part of the school's regular self-evaluation process.
- The Religious Education coordinator has a very visible presence in school and a clear understanding of the strengths and areas for development in Collective Worship through both formal and informal monitoring.

## 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.**

- Pupils enjoy and understand the value of Religious Education, demonstrating commitment in their learning. They understand that it is a core subject and are keen to do well. Good behaviour for learning is demonstrated in lessons with the majority of pupils concentrating well and displaying positive attitudes to their learning.
- Overall outcomes are good and improving. Pupils enter school with knowledge and skills that are below what is expected for their age. They make good progress within lessons and over time; through early years foundation stage and key stage one and key stage two. However, there are some areas of inconsistency across the school.
- Across the school pupils are acquiring knowledge, understanding and skills appropriate to their age, as well as developing their ability to reflect on meaning. Many pupils are articulate and reflective in their responses showing signs of them becoming increasingly religiously literate.
- Pupils identified as having a special educational need make good progress because their needs are accurately identified and they are well supported by skilled teaching assistants.
- Through evidence in pupils' work, and in conversations, they are able to demonstrate effective use of prior knowledge when making links between religious ideas and using scriptural references. Books evidence a good standard of work, with an interesting variety of activities. However, in some year groups tasks do not challenge more able pupils to achieve higher levels of attainment.
- Systems are in place to evaluate the progress of different groups of learners. Inspection findings, and evidence presented by the school, show no notable differences between groups of learners.

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

- Teaching is mainly good with some examples of outstanding teaching observed during the inspection. Teachers have a clear understanding of the value of Religious Education and there is a willingness to share good practice.
- In the best lessons, pupils are set challenging tasks which are well matched to their learning needs and which successfully engage all pupils. There are some excellent examples of differentiation by task, however this is not consistent throughout the school. Consequently not all pupils are sufficiently challenged and able to experience the best activities for their learning.

- Relationships between staff and pupils are very positive and are a real strength of the school. Support staff are used effectively to reinforce learning and to support and extend pupils of different abilities.
- Teachers mark work regularly and the quality of feedback given to pupils is positive and supportive. There are some very good examples of focused marking with accurate steps to improve learning; this is not yet in place across all classes. Some pupils also require further opportunities and time to respond to feedback in detail to improve pieces of work.
- The school has an effective assessment and tracking system to monitor pupils' progress and achievement in Religious Education. Staff are becoming more confident and accurate in their assessments. They have a good awareness of their pupils' prior learning and capabilities.

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

- The Religious Education leader is committed, knowledgeable and enthusiastic and is well informed of current developments in Religious Education. The coordinator and headteacher work closely together to ensure that all staff feel supported and valued, they ensure that their vision for Religious Education is shared through staff meetings, briefings and staff attendance at diocesan training events
- Leaders' self-evaluation gives an accurate picture of school achievement based upon a wide range of rigorous monitoring and a drive to continually improve the provision for Religious Education. Analysis provides an accurate diagnosis of strengths and areas for development in the teaching of Religious Education and this has a high priority within the school improvement plan.
- The Religious Education curriculum has a high profile in the school and is well planned to provide a range of interesting activities for pupils. The school's strong links with the parish and the wider community provide an outstanding range of enrichment activities to promote pupil learning. The curriculum meets the requirements of the Bishops' Conference and contributes very effectively to the pupils' spiritual and moral development.
- The deeply committed senior leadership team have the professional drive and religious conviction to ensure that Religious Education continues to improve. This includes working closely with other Catholic schools in the cluster on joint moderation of standards in Religious Education leading to increased staff confidence.
- Governors are kept informed of the priorities identified to bring about further improvement. Governors are regular visitors to the school and are committed to the development of the school, working with the headteacher and senior leadership team.
- Sacramental preparation is given a high priority, is fully embedded in the curriculum and is in line with Diocesan guidelines.



## 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.

2

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
<b>Unique reference number</b>	122304
<b>Local authority</b>	Northumberland
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese 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>	Father P Quinn
<b>Head teacher</b>	Mrs P Johnstone
<b>Date of previous school inspection</b>	November 2012
<b>Telephone number</b>	01670 352919
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