



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST WILFRID'S CATHOLIC PRIMARY SCHOOL

ASHTON-IN-MAKERFIELD

Inspection Date 28 November 2017

Inspectors Rev D Melly Mr D Ashley

Unique Reference Number 106509

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 3-11

Number on roll 217

Chair of Governors Mr J Rowbotham

Headteacher Mrs G O'Brien (Acting)

School address
Golborne Road
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Date of last inspection 27 November 2012

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St Wilfrid's school is an average sized Catholic Primary School situated in Ashton-in-Makerfield and mainly serving the parish of Wilfrid.
- There are 217 children on roll of whom 134 are baptised Catholic, 48 come from other Christian denominations and 1 from another faith or religious traditions. Thirty-four pupils have no religious affiliation.
- There are ten teachers seven of whom are baptised Catholic. Five teachers have a suitable qualification in Religious Education.
- Since the last inspection an acting headteacher has been appointed together with two acting deputies. The Religious Education co-ordinator is also new to the post.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

OVERALL EFFECTIVENESS

St Wilfrid's is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils appreciate, value and actively participate in the Catholic Life and mission of the school. Some pupils in Year 6 are elected house captains and they support younger children both during school time but also at the breakfast and after school clubs.
- Pupils play an important role in the evaluation of the school's Catholic Life and mission. They participated fully in the recent review of the Mission Statement. They were well able to articulate the kind of school they wanted saying things like: 'the school is a safe place where we like to learn', 'a place to respect other people and be kind', 'a place to follow Jesus' footsteps showing love and kindness to all'.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is outstanding all of the time. They show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community. They certainly show love and respect to all. They are involved in liturgies both in the school and the parish. They are involved in Collective Worship and voluntary prayer groups. They are aware of the needs of others and seek justice for others within and beyond the school community. The children, under the leadership of the school council, are very keen to raise funds to support those less well off than themselves. They support many charities including: Ashton's foodbank, Macmillan nurses, Nugent Care Society, Water Aid, Shoe box appeal, the Poppy Appeal, the Wigan and Leigh Hospice and CAFOD.
- Pupils value the visits made to the school by the Parish Priest and deacon and respond well to the opportunities they provide to help them grow spiritually.
- Pupils respond well to the opportunities the school provides for their personal support and development. Recently Relationships and Sex Education (RSE) has been introduced and its development is a priority for the school. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have a growing understanding of loving Relationships within the context of a Christian understanding. The RSE programme has the full support of families and parishioners.
- Pupils embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others especially the less fortunate in their community and abroad.

- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. The school hall is used by the local community to support and inform parishioners about church programmes. An extremely positive and mutually beneficial Relationship has been forged between the school, the parish and the local churches together. As a result, pupils respect and are involved with parish and Archdiocesan celebrations and activities, irrespective of their own faith commitments. Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement clearly expresses the educational mission of the Church and is keen to promote this.
- Staff are committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect its Catholic Life and mission, such as staff prayer, Collective Worship and continuous Professional Development on Catholic Life. Staff have benefitted from attendance at the spirituality development opportunities offered by the Department for Christian Education.
- There is a clear sense of community at all levels, evident in the quality of Relationships and the centrality of prayer to the whole community.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. Worship spaces have been created in each classroom, in the school hall, at a variety of places around the school and in the grounds too. The attractive and plentiful displays also give evidence of a very strong Catholic Life.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person.
- The school provides many opportunities for the spiritual and moral development of pupils and staff. The Religious Education coordinator regularly attends coordinators' meetings and disseminates information accordingly. All staff are encouraged to follow the Catholic Certificate in Religious Studies (CCRS) course which is then financed by the school.
- The Parish Priest and Deacon are effective in supporting and promoting the Catholic Life of the school with their regular visits and their liturgies. This is much appreciated.
- Policies and structures are in place, which provide excellent pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice as shown by the many charities supported by the school.
- The school has a regard for the pastoral needs of staff and all members' needs are understood and catered for.
- Pastoral programmes, Personal, Social Health Education (PSHE) and Relationships and Sex Education (RSE) are planned, well taught and reflect Catholic teachings and principles.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.

- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement. This is very thorough.
- This leads to planned improvements to further enhance the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is outstanding. Staff are totally involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. There is an "open door" policy in school and regular newsletters containing information about the Religious Education curriculum and the Catholic Life are sent to the homes. As a result, parents/carers have an outstanding understanding of the school's mission and are very supportive of it.
- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors make an outstanding contribution to the Catholic Life of the school. They are totally supportive of the school's mission, have recently been involved in its evaluation and from their wealth of experience are ready to challenge as well as support where necessary.
- The school responds well to Archdiocesan policies and initiatives and promotes the vision for the Archdiocese throughout the school. Most recently the school responded very positively to the bishops' call to teach Relationships and Sex Education.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding. The big books which are used to showcase pieces of pupils' work of which they are particularly proud is clear evidence of this.
- Most pupils, from their varied starting points, make outstanding progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills well, to reflect spiritually, and to think ethically and theologically. As a consequence, pupils are aware of the demands of religious commitment in everyday life and respond with enthusiasm.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners. They respond well and with intelligence to the open questioning. They are quick to get on task and work with enthusiasm. They obviously enjoy what they are doing.
- Pupils concentrate well, have an understanding of how well they are doing, and with the use of the driver words know what they need to do to improve.
- Pupils approach their lessons with great interest and enthusiasm. Pupils obviously enjoy challenging activities, and respond well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils enjoy Religious Education and there are no disruptions in lessons.
- Generally, pupils' achievement is higher than expected. This has been sustained for the last three years.
- The quality of pupils' current work, both in class and in workbooks, is generally outstanding.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers consistently plan outstanding lessons linked to pupils' current assessment so that pupils learn well. As a result, most teaching is outstanding.
- Teachers are highly confident in their subject expertise and have a great understanding of how pupils learn. As a consequence, pupils apply themselves well and make outstanding progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including individual and collaborative work. Excellent questioning, the highlighting of the key words and the driver words, which are of the displays and the focus tables, and talking partners. Consequently, all pupils are motivated and concentrate in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to the outstanding progress they make and increases their confidence in making further improvements.
- Teachers manage time well to secure outstanding learning in lessons and across sequences of lessons.
- Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- High quality resources, including other adults, Information and Communication Technology(ICT), revised editions of God's Story and background music are used effectively to optimise learning for pupils.
- Teachers communicate high expectations about Religious Education to their pupils, all of whom respond very positively.
- High quality feedback leads to the engagement, interest, achievement and progress of pupils. Pupils are given the opportunity to respond to feedback, which improves their understanding of what they need to do to improve.
- Achievement and effort are often celebrated, especially at the Friday assemblies. This leads to outstanding levels of motivation from all pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education. The monitoring files show just how thorough this is.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage. Here, the new Religious Education link governor is very keen and shows great enthusiasm.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented as evidenced by the recent response to the bishops' call to introduce Relationships and Sex Education.

- Leaders' and governors' self-evaluation of Religious Education is a true reflection of frequent and rigorous assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. There is evidence that the school takes regular and systematic monitoring of the quality of teaching and learning and of classroom display. This results in strategic action taken by the school which leads to outstanding outcomes in Religious Education.
- The curriculum leader for Religious Education has a clear vision for teaching and learning and is obviously totally committed to and very enthusiastic about the Catholic Life of the school and the Religious Education Curriculum. She has an outstanding level of expertise in securing this vision and is very creative as she tries to secure improvement in teaching and learning in Religious Education. This results in teaching that is likely to be consistently outstanding.
- Leaders and governors ensure that Religious Education is extremely well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.

COLLECTIVE WORSHIP

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

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils acted with reverence and were keen to participate in the Collective Worship observed. They sang joyfully, some reflected in silence and joined in community prayer appropriately and with confidence.
- Pupils are now being encouraged to prepare and lead worship.
- Pupils are using a variety of approaches to prayer, which includes scripture, liturgical music, and other forms of prayer both traditional and contemporary. Pupils value and participate voluntarily in liturgy and prayer especially in Advent, during Lent, in May and October.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities. The school takes this work very seriously and there is a diagram of the church's liturgical year in the hall and in each class.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. This is reflected in the manner in which many pupils participate in prayer and liturgy where the beliefs of those who are not Catholic or have no faith affiliation are respected.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is an important part of the life of the school and prayer is included in all school celebrations and before all meetings. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction. Each class teacher maintains an impressive file of planning documents. Best practice can be seen in those plans which offer some evaluation. The themes chosen for worship reflect a good understanding of the liturgical seasons and the Catholic character of the school. The themes chosen for the Collective Worship observed were Preparing and Hope to fit in with the Advent topic which is being studied in class.

- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is engaging and all members of the community speak positively about these opportunities.
- Relevant staff have an outstanding understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have good experiences of the Church's liturgical life. This is helped by the input of the Parish Priest and Deacon and the Continued Professional Development availed of at the Archdiocese.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have a good understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Some opportunities are planned that facilitate attendance by other adults associated with the pupils and school. These opportunities are well responded to.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. The Collective Worship policy is up to date and very helpful.
- They have a good understanding of the Church's liturgical year, seasons and feasts. This is helped by the liturgical year illustrations throughout the school.
- Leaders of Collective Worship within the school are appropriate models of good practice for staff and pupils.
- They are now promoting pupils' planning and leading Collective Worship.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship. Here opportunities offered by the Archdiocese are availed of.
- Leaders and governors regularly review Collective Worship as part of their self- evaluation processes.

What the school needs to do to improve further

- Further develop and embed the moderation process already begun.
- Further develop the encouragement given to pupils to plan, lead and evaluate Collective Worship.
- Increase opportunities to stay and pray in class.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

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 governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate