

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ST WILFRID'S CATHOLIC PRIMARY SCHOOL  
Church Lane, Ripon, North Yorkshire HG4 2ES

School URN	121638
Date of Inspection and OE grade	19 <sup>th</sup> /20 <sup>th</sup> June 2014      OE grade: 2
E-mail address	headteacher@riponst-wilfrids.n-yorks.sch.uk
Chair of Governors	Mr Nicholas Price
Headteacher	Mr Peter Burdekin
RE Subject Leader	Mr Peter Burdekin
Date and grade of last S48 inspection	11 <sup>th</sup> /12 <sup>th</sup> June 2009      Grade: 2
Section 48 Inspector/s	Mrs A. Lubomski and Mrs B. Ford

# INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

2

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

**OUTCOMES FOR PUPILS**

2

**THE PROVISION FOR CATHOLIC EDUCATION**

2

**LEADERS AND MANAGERS**

3

**Summary of key findings:**

**This is a good Catholic school.**

- Under the leadership of its dedicated headteacher, St Wilfrid's is a compassionate and reflective spiritual community which demonstrates a firm commitment to the Church's mission in education.
- The school's Mission Statement was last reviewed by the Governors and all key stakeholders in 2011.
- Pupils make an outstanding contribution to the Catholic Life of the school.
- Steady progress is made by pupils in Religious Education (RE) throughout the school and attainment is broadly in line with national expectations.
- Assessment in RE takes place and the resulting data is starting to be analysed regularly by the leaders and managers.
- Judgements concerning levels of attainment in RE are not subject to regular moderation procedures by staff.
- Pupils' responses and levels of participation in Collective Worship (CW) are good.
- Some classes demonstrate good practice in the planning and leadership of CW by pupils.
- The teaching of RE is good with some outstanding practice in place.
- The recent changes to the delivery of the RE curriculum are having a very positive effect on the pupils' enjoyment and enthusiasm for their religious lessons.
- The creative approach is particularly effective in engaging the pupils with additional needs.
- Pupils are given regularly, opportunities to respond to feedback about their progress in RE in some classes.
- Curriculum provision regarding the study of other faiths is not embedded in the school's annual long term plan.

- The policy and provision for sex and relationships education (SRE) was last reviewed in 2011.
- The quality of CW is good.
- The promotion of Catholic Education by the school's governors, leaders and managers is good.
- The recently appointed Parish Priest is a regular visitor to the school and home/school/parish links are strong.
- All canonical and statutory duties are fulfilled.

### **What the school needs to do to improve further:**

- Embed moderation of RE assessment data and regular tracking in order to monitor standards and to be able to demonstrate improvement in attainment, especially for the more able pupils.
- Develop a more distributive leadership approach which enables all leaders, governors and managers to have a more pro-active involvement in the monitoring, evaluation and development of RE and Catholic Life matters.
- To improve governance, the recommendations of the recent 'External Review of Governance' should be implemented as a priority.
- Review the current SRE policy and curriculum provision, in consultation with all required stakeholders, being mindful of current diocesan guidance.

### **Information about this inspection**

The Inspection of St Wilfrid's Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

During the inspection the inspectors observed parts of lessons in all five mixed age classes; completed three of the observations jointly with the headteacher; observed two Collective Worship (CW – KS2 and whole school); had seven discussion meetings with the head/RE subject leader, head and deputy, pupils, governors, Parish Priest, parents and a home/school/parish group representative. In addition, a comprehensive range of documentation about the RE/Catholic Life of the school was scrutinised including pupils' books, assessed work, pupil tracking information, policies, RE action plans, minutes of governors' meetings and reports from external agencies.

The inspectors reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous section 48 RE Inspection have been addressed.
- The extent to which children contribute to and benefit from the Catholic Life of the school.

- How well children achieve and enjoy RE and participate in the liturgical life of the school.
- The quality of the teaching and the responses the children make to that teaching.
- The extent to which the RE curriculum promotes' children's learning.
- The quality of Collective Worship (CW).
- The accuracy of the school's self-evaluation systems.
- The quality of the leadership and management, especially in the way they promote, monitor and evaluate the provision of Catholic Education.
- The school's partnership activities – including home/school/parish links.

### **Information about this school**

- St Wilfrid's Catholic Primary is a smaller than average primary school, with 150 pupils on roll, which serves the parish of St Wilfrid's Ripon and the outlying area.
- 79% of pupils are baptised Catholic, 15% are of other Christian faiths and 6% are of other faith backgrounds.
- There are 4 full time teachers and 4 part-time. 3 of these teachers hold the Catholic Certificate for Religious Studies.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average. The proportion of pupils supported at school action plus is below average, as is the proportion of pupils with statements of special educational needs.
- The proportion of pupils who are supported by pupil premium funding is below average. This additional government funding is for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority or adopted.
- 21% of the school population have English as an additional language (EAL) and a small number of pupils are from service backgrounds.
- A large majority of the pupils transfer to St John Fisher Catholic High School, Harrogate for Year 7.
- Following a Section 5 inspection in January 2014, the school has been supported by a National Leader of Education and the Diocesan Primary RE adviser. Recent links with two other Catholic schools have provided opportunities for staff to access Continuous Professional Development (CPD) in line with the Post-OFSTED action plan requirements.
- An External Review of Governance was completed, in April 2014, by the Diocese in conjunction with North Yorkshire County Council.
- The school's expenditure on RE and Catholic Life resources in 2013/14 is comparable to other core subjects.

## Full report - inspection judgements

### Outcomes for individuals and groups of pupils are good.

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	3
How well pupils respond to and participate in the school's Collective Worship.	2

- Outcomes for pupils at St Wilfrid's are good overall because they are taking increasing levels of responsibility for shaping and leading religious activities across the school. They are given opportunities to actively participate in parish and community events. For example the school orchestra is given regular opportunities to play for whole school acts of CW, joins with other musicians regularly at Sunday Mass and takes part in special liturgical celebrations within the parish.
- Relationships within the school reflect the school's prayer "Let love be all around, love of one another" on a daily basis. Parents speak warmly of the lasting friendships that are nurtured through the 'big friends/little friends' programme and the inspectors witnessed the joy that these partnerships bring to the different age groups.
- Children enter the school in the Reception class with an average level of understanding of their faith, given their age. By the time children reach the end of KS2 they are achieving standards in line with national expectations and some are above the average. No groups make inadequate progress.
- Teachers demonstrate good subject knowledge and, following recent diocesan training, are enabling pupils to respond to their learning in a range of cross curricula ways. Pupils confirmed that they enjoy their religious lessons more due to these changes. Inspectors witnessed high levels of pupil motivation and enthusiasm resulting from the use of careful questioning techniques, religious art, drama and well researched IT resources.
- Pupils across the school are keen to do their best and apply themselves diligently to their tasks.
- Routine assessments of pupils' religious knowledge and understanding are in place but staff need to be given regular opportunities to discuss and agree these judgements to ensure uniformity of expectations across the school.
- Pupils show an awareness of other world faiths but would benefit from a more consistently scheduled approach.
- The current SRE provision is going to be reviewed by governors and school leaders in consultation with other stakeholders in line with current diocesan guidance.
- During whole school and class based acts of worship, pupils act reverently and demonstrate their understanding of the Gospel message through the sharing of thoughtful responses. As they move through Key Stage Two (KS2), their responses

become increasingly based on deeper personal reflection, their views and contributions are received by their peers in a spirit of mutual respect. In Class 4, pupils spoke with sincerity about times when they had found it difficult to forgive younger siblings for hurting them or breaking their belongings.

- Pupils take increasing levels of responsibility for planning and leading acts of CW as they move through the school. In the best examples, they use their knowledge of the Bible to help them to choose appropriate readings, hymns and prayers and guide their peers through the worship with the aid of imaginatively chosen IT resources.
- Pupils across the school demonstrate an understanding of the importance of prayer. They know a variety of traditional prayers and are encouraged to write their own versions in order to increase their understanding. Hymn singing is recognised by the pupils as being a powerful aid to reflective prayer.
- School lives out its school prayer of 'love of life and living' through a commitment to reaching out into the local and global community. During Advent 2013, a group of the Polish children sang 'Silent Night' in Polish at an event in Ripon Cathedral. The pupils speak enthusiastically about fund-raising activities for CAFOD. Year 6 School Councillors, when explaining about their current 'Toilet Twinning' project, showed a high level of maturity in their understanding that they are living out the Gospel values if they help others through their actions (earning the money) rather than just asking their parents to make a donation.
- Pupil response and participation in Collective Worship is not yet outstanding because they do not regularly prepare and lead worship with confidence and enthusiasm in a sufficient variety of situations.

## The provision for Catholic Education is good.

The quality of teaching and how purposeful learning is in Religious Education.	<b>2</b>
The extent to which the Religious Education curriculum promotes pupils' learning.	<b>2</b>
The quality of Collective Worship provided by the school.	<b>2</b>

- Teaching of RE is mainly good, some is outstanding but none is inadequate. Where teaching is strongest pupils' tasks are matched well to their ability, the teachers avoid talking for extended periods of time, the children are active, engaged and inspired by what they are doing. Also, pace is maintained and pupils work collaboratively.
- School uses the diocesan approved scheme "The Way, the Truth and the Life" as a basis for their teaching and, following advice from the diocesan Primary Adviser, use materials from other schemes in order to plan for progression for the mixed age/key stage .
- Creative teaching methods are motivating pupils to think deeply before they respond to questions or tasks given to them. Children in the Foundation Stage Unit (FSU) demonstrated their new knowledge gained from a visit to St Wilfrid's church by designing and making a 'church' to use in their role play. They went on to create their own smaller churches and most of them were able to describe in detail the different features. Pupils in Class 3 (years 2/3) created 'freeze frames' of parts of the story of

Zacchaeus. Their discussions then focussed on forgiveness and one pupil honestly stated that, "It is hard to forgive others when you are angry with them."

- Inspectors also witnessed the positive impact that well planned activities using religious art and IT resources are having on the pupils' learning. Pupils in Class 4 (years 4/5) were asked to study a range of unfamiliar paintings and identify the key actions in St Peter's life. Years 5/6 held very focused discussions about why individuals in modern times choose to draw attention to humanitarian issues through their actions. The pupils were all suitably challenged by the task.
- Pupils are increasingly being given the opportunity to respond to feedback about their progress in RE, verbally and through the new marking policy. Across the school pupils' learning would further benefit from a consistent approach to the use and reviewing of the 'I can' statements published in the books.
- Teaching Assistants are effectively deployed across the school in a number of ways. They are most effective when they take a leading role in group activities and where they work on a one-to-one basis with children who find it harder to access the curriculum independently.
- The school provides good opportunities for spiritual and moral development and an extensive range of extra-curricular activities. These are much enjoyed and provide enrichment to the school curriculum.
- The quality of Collective Worship in the school is good because it is at the centre of everything the school is about. Opportunities are sought to involve parents and parishioners in the CW wherever possible. Pupils spoke with pride and enthusiasm about a special meal that they had prepared for parents and parishioners during their topic about the Eucharist. Parents found the experience to be spiritually uplifting.
- Pupils have an excellent awareness of all the key liturgical seasons and celebrations of the Church's year. Their experiences of CW are well supported by the vibrant displays and age-appropriate religious resources on the prayer tables throughout the school.

**The Leadership and Management are requiring improvement to be good.**

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>3</b>
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- Key areas for improvement that were identified on the previous S48 inspection report have not been addressed in full. The Headteacher/ RE subject leader, with support from the governors, needs to adopt rigorous systems for monitoring and evaluating the impact of actions listed on the current RE action plan, in order to raise Leadership and Management to be good.
- Governors should develop systems to gather regular information regarding the impact of the Catholic Life of the school on the pupils and the wider community.

- Existing monitoring procedures for CW should become embedded in the school's self-evaluation cycle.
- The pastoral care and support given to pupils, staff and parents by the headteacher are very highly valued by them.
- The new Parish Priest is a highly regarded member of the school community. He joins in lessons, receives groups of children in church, provides in service training for staff, is a prominent member of the home/school/parish group and is a committed Foundation Governor.
- The RE governor is developing an accurate understanding of the current standards of achievement and rates of progress in RE across the school. This information should now be used to challenge the school's leaders further in order to continue to drive up standards.
- RE assessment data needs to be tracked year upon year in order to enable leaders and managers to evaluate the impact of improvements to teaching and learning processes.
- School leaders acknowledge that the SRE policy is due to be up-dated and associated programmes of study systematically revised in line with current guidelines.
- The school has very successful strategies for engaging with parents and carers; they have a clear understanding of the school's mission and are highly supportive of it.
- Parents and staff are especially appreciative of the social, spiritual and emotional support provided by the headteacher and the staff team. Families who are new to the area and country were keen to acknowledge their positive experiences of welcome from this Catholic community.
- Parents also reported that the school is a happy, welcoming place where children are encouraged to fulfil their potential. They expressed their pride that pupils from St Wilfrid's are recognised within the local community due to their caring, polite and respectful behaviour. The parents believe that school keeps their children safe and cared for as individuals.
- The governors and headteacher have ensured that the physical environment of the school is extremely comfortable, clean and safe.