



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. WILFRID'S CATHOLIC PRIMARY SCHOOL ASHTON-IN-MAKERFIELD

Inspection Date Tuesday 27th November 2012

Inspectors : Mrs Maria Eves Mr Mike Halford

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: 244

Chair of Governors: Mr J. Rowbotham

Head teacher: Clare Orrell

School address; Golborne Road
Ashton-in-Makerfield
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Date of last inspection: 20th May 2009

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 Catholic Primary school is an average sized Catholic Primary School situated in Ashton-in-Makerfield serving the parish of St. Wilfrid in Ashton-in-Makerfield.
- There are 244 children on roll including nursery of whom 175 are baptised Catholic, 47 come from other Christian denominations, and 2 from other faith or religious traditions. Twenty have no religious affiliation.
- There are 10 teachers of whom 9 teach Religious Education. Seven are Catholic. Seven teachers have a suitable qualification in Religious Education.
- The headteacher and Religious Education co-ordinator were both in post at the last inspection.

Key for inspection grades

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

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Overall effectiveness:

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

Inspection Judgements

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

- Pupils show an outstanding knowledge and understanding of the school's Mission Statement and understand the part they play within it. They are actively involved in its evaluation.
- Pupils have a strong sense of belonging to the school community and value and respect others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community, through, for example, the very active and well organised school council, who went to London to meet their M.P. and visited the House of Commons. The pupils, staff, parents and governors recorded the 'Gather' song for the 'With You Always' Sacramental programme DVD. Year 6 are House Captains and prefects and as such are encouraged to take on responsibilities across the school.
- Pupils embrace opportunities to meet their potential in all aspects of school life and are actively involved in developing the Catholic character of the school on a daily basis, for example, their planning, leading and participation in Collective Worship.
- Pupils benefit from participation in retreat activities and lunchtime prayer groups throughout the liturgical year.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships is outstanding and has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are involved in service to the local faith and religious communities. They show respect and understanding of other faiths and religions.

How well pupils achieve and enjoy their learning in Religious Education

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' achievement in Religious Education is outstanding.
- Pupils' attainment in Religious Education is good. Pupils make outstanding progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Analysis of assessments undertaken provides evidence of pupils generally attaining and some exceeding appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.

- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and excellent behaviour.
- Pupils are encouraged to work independently and collaboratively through, for example, talking partners and group work.
- Pupils are enthusiastic to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to Collective Worship is outstanding. They show interest and are actively and fully involved.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. A calendar depicting the Liturgical year is prominently and effectively displayed in the hall.
- Pupils become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are confident preparing and leading worship and this is a great strength of the school.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress. High expectations of staff and children ensure Religious Education is taught with the same rigour as other core subjects.
- Teachers display good subject knowledge and deploy a range of creative teaching styles to motivate and inspire pupils. Pupils actively engage in their own learning. Highly effective questioning challenges and extends pupils' learning.
- Outstanding teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources including other adults who are effectively deployed supporting children with additional needs.
- Overall marking is positive, interactive and targets are set for further improvement. Pupils are given opportunities to discuss their work. Effort and achievement are celebrated.
- The assessment of pupils' work in Religious Education is good and informal assessment opportunities are evident through the school's 'Week of Wonder'.
- The school has good assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work, for example at the end of lessons using 'thumbs up thumbs down' and through an exchange of written comments in pupils' workbooks.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The curriculum is outstanding in meeting pupils' needs.
- The school, using the '*Come and See*' programme recommended by the Archdiocese, meets the requirements of the Religious Education Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school

- Collective Worship has a high profile and is central to the life of the school.
- The Collective Worship provided is outstanding in reflecting the Catholic character of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers and the local and wider Faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school and show a deep understanding of and commitment to the Mission of the Church. The Parish Priest, Deacon and Governors are regular visitors to school.
- This is reflected in the School's own Mission Statement. All who form part of the school community including parents, Priests, governors and children were involved in the development and review of the Mission Statement. Its aims and practical

objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.

- Leaders, governors and managers are effective in the way they use monitoring data to evaluate the school's performance, celebrate and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development.
- The school provides outstanding induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. All staff benefit from the opportunities provided to attend all relevant training delivered by the Archdiocese.
- The quality of Collective Worship is a priority and strength of the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- A range of opportunities for spiritual and moral development are provided for staff and pupils. For example the school has strong connections with a school in Sierra Leone and actively supports Operation Christmas Child, CAFOD, Nugent Care, Children in Need and Macmillan coffee mornings.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school through questionnaires, regular newsletters, meetings and invitations to attend assemblies and liturgical celebrations throughout the year.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through ensuring they have the necessary skills to support and challenge the school to ensure positive outcomes for all pupils.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leader, governors and managers are outstanding in monitoring and evaluating the provision for the Religious Education of the school and in planning and implementing improvement for outcomes.
- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and head teacher and is shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.

- The subject leader and head teacher are outstanding in guiding Religious Education. They demonstrate vision, commitment and introduce new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document effectively identifies targets, timescales and lines of accountability
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated at all levels.

What does the school needs to do to improve further?

- Raise attainment and accelerate progress further by:
 - updating Religious Education policy;
 - continuing to embed Assessment and Tracking systems which will result in governors monitoring levels of attainment in Religious Education.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
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	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

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

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate

