



St Wilfrid's RC Primary School

Old Fold Road, Gateshead, Tyne and Wear, NE10 0DJ

School Unique Reference Number: **108400**

Inspection dates:	10 – 11 March 2015
Lead inspector:	Mr Martin Humble

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Catholic Life:		Outstanding	1
Collective Worship:		Good	2
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- It is a very welcoming family community, helping pupils to develop their faith.
- 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 mission and ethos of the school. Pupils make an outstanding contribution to the Catholic Life of the school taking a lead role in activities which promote the school's ethos within school, parish and wider community
- Collective Worship at St Wilfrid's is good. It is central to the life of the school and a key part of school celebrations.
- Religious Education at St Wilfrid's is good. The teaching is good and enables motivated pupils to make good progress.

It is not yet outstanding because:

- Pupils across the school are not yet skilled in planning and leading Collective Worship independently.
- In Religious Education there are inconsistencies in the quality of assessment, marking and feedback provided by teachers.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Wilfrid's is a smaller than average primary school in an area of considerable social disadvantage.
- A high proportion of pupils are eligible for free school meals.
- The proportion of pupils with special educational needs and/or disabilities is well above average.
- The school has a high proportion of pupils where English is not their first language at home.
- The proportion of pupils joining or leaving the school at different times of the year is higher than average.
- The school has recently increased the planned admission number to cope with an increasing demand for places.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of teaching and assessment in Religious Education by:
 - Ensuring that marking provides clear guidance to pupils on how to improve their work.
 - Ensuring that pupils are given the time they need to respond to feedback in order to move their learning forward.
 - Ensuring that the best practice in assessment is implemented across the school.
- Improve the quality of Collective Worship by:
 - Offering opportunities for pupil involvement in planning, preparing and leading Collective Worship independently across the school.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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.

- The mission statement is recognised as being central to the life of the school. The new leadership team are currently taking the opportunity to consult with stakeholders to review, revise and rewrite the mission statement, to encapsulate the unique 'global community' of St Wilfrid's.
- Opportunities to participate in the evaluation of the Catholic Life of the school are provided during Religious Education lessons, pupil council and the Mini Vinnies.
- Pupils have a deep sense of belonging to their 'St Wilfrid's school family' and they all strive to do their best to promote the strong ethos within their school family and in the wider community. They are well aware of the needs of others, both locally and globally, seeking to support others through awareness raising assemblies and numerous fundraising activities for CAFOD, St Cuthbert's Care and many other good causes.
- Pupils take full advantage of the opportunities provided by school for their personal support and development. Pupils are happy, confident and secure in their own stage of spiritual and emotional growth.
- An effective programme for relationships and sex education (RSE) allows pupils to develop and foster understanding appropriate to their age.
- Although the number of Catholic children in school is well-below average, all pupils are very proud of the community's religious identity, valuing the Catholic tradition of their school and its links to the parish community. They are regularly involved with parish and diocesan celebrations.

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 for the headteacher which is reflected in the way the mission of the school is 'lived out' by all in this 'global family community'. There is a very tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exist between all stakeholders.
- The school is a prayerful community which provides a stimulating environment to reflect the school's mission and its Catholic character through inspiring and thought provoking displays and focal points such as the 'Spirited Art' work.
- Pastoral care for pupils is outstanding as a result of the commitment of all stakeholders, and through having clear policies and structures in place. Pastoral programmes working alongside personal, social and health education (PSHE) and RSE 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 pupils.

- The school attends to the pastoral needs of staff through daily staff prayers and briefings to ensure the needs of all are understood and well catered for.
- The behaviour of pupils in and around school is exemplary. Where conflict arises parents are very satisfied that the school addresses issues promptly and sets out to resolve the issues in a way which embraces the importance of personal responsibility and the need for justice, whilst also facilitating reconciliation.

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 senior leaders in school fully embrace the task, providing inspiration within their school community.
- All leaders and managers, including the governing body, have high expectations for the promotion and continuing development of the Catholic Life of the school. Senior leaders share the responsibility for the development of the Catholic ethos very effectively.
- The school's self-evaluation is a reflection of planned monitoring, analysis and self-challenge.
- There is a clear focus on the Catholic Life of the school leading to well-targeted improvements utilising the parishioners and parents to enhance the vision and ethos of the school.
- There is an outstanding understanding of the school's mission as staff and pupils share its purpose and actively participate in developing and supporting it.
- The school engages well with parents and carers to the great benefit of all its pupils and families. Parents have a good understanding of the school's mission and are very supportive of it.
- Governors make a significant contribution to the Catholic Life of the school and they are passionate about the school's mission and the need to participate fully in 'living' the mission.
- Governors are actively involved in the evaluation of the Catholic Life of the school and provide challenge and support where necessary.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- 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.

- Pupils understand the importance of prayer and worship and engage readily in small and larger gatherings. They reflect and respond reverently and join in community prayers. Praying and singing joyfully together is an integral part of pupils' experience.
- Pupils have a good understanding of religious seasons and feasts and the implication this has for Collective Worship. For some pupils, this knowledge is outstanding.
- Older pupils independently prepare and lead worship based on the ethos statements from "Nurturing Human Wholeness" using scripture, liturgical music, artefacts and other forms of prayer that engages their peers. They also plan end of topic liturgies. Younger pupils speak about their increased opportunity and confidence in leading acts of worship. Pupils' prayers, thoughts and feelings are a consistent feature of class displays.
- Pupils express their understanding of the centrality that prayer has on their lives. They understand that other faiths have different traditions and these are respected and valued.

The quality of provision for Collective Worship is good.

- Collective Worship at St Wilfrid's has a clear sense of purpose and message that reflects the Catholic character of the school. Staff and pupils praying together is part of all school celebrations.
- 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. All speak positively of their, and their children's, enjoyment and involvement in these occasions. Governors and parents have expressed how "moved" they have felt witnessing the children's growth in spirituality. Consequently, it has a significant impact on the school's sense of community. Recently nine pupils were baptised in St Wilfrid's Parish Church.
- Staff have a good understanding of Collective Worship and the forms it can take. As a result, children are being supported in planning and delivering quality worship, however pupils do not have sufficient opportunities to plan, prepare and lead Collective Worship independently.

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

- The headteacher galvanises the growing school community. She is ably supported by the Religious Education leader in planning and delivering good quality Collective Worship. They

have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols. As a result Collective Worship is delivered in a way that is relevant to pupils in a contemporary context.

- Leaders have a clear vision that Collective Worship is seen as a priority for continued professional development. Staff are highly receptive and enthusiastic to move forward together.
- Leaders view the school's prayer and liturgical life as the heart of its 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. They are keen to discuss the views of parents and pupils and respond to this in a thorough and systematic way.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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.

- Almost all pupils enjoy and understand the value of Religious Education demonstrating enthusiasm and commitment in their learning. Behaviour in lessons is very good with pupils concentrating very well and displaying very positive attitudes to their learning.
- Pupils make good progress across a range of skills and are developing well in their knowledge and understanding. They demonstrate excellent prior knowledge and are able to use this well in their new learning.
- Outcomes for pupils are good overall. From below average starting points in early years foundation stage pupils make good progress through key stage one. Good progress continues throughout key stage two and books evidence a good standard of work, although there are inconsistencies across classes.
- Inspection findings and evidence presented by the school shows no notable differences between groups of learners. Pupils identified as having special educational needs make good progress because of the quality of targeted support from skilled staff.
- Due to the state of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

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

- Teaching is mainly good with some examples of outstanding teaching. In the best lessons pupils are set challenging tasks which are well matched to their learning needs and which successfully engage all pupils. Teachers demonstrate high expectations of behaviour and engagement and, as a result, pupils concentrate well.
- In a minority of lessons tasks are not always sufficiently well matched to the learning objective to promote good learning. Activities are not always sufficiently matched to pupils' abilities to engage all groups of learners or to enable them to work independently.
- 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.
- Assessments are regular and the school has developed a rigorous tracking system. Levelling of pupils' work in the majority of classes is accurate. This is not consistent across all classes and where there are inconsistencies, plans are in place to address the issues. Teachers use diocesan plans and guidance to deliver well planned activities through a range of teaching

strategies which help pupils to develop and extend their knowledge and foster curiosity and enthusiasm.

- Teachers make good use of time to maximise learning and develop a range of skills interpreting signs and symbols, asking significant questions and engaging with religious ideas; for example recognising the symbolism of the food on the Seder plate in their work on Judaism.
- The standard of marking and feedback varies. There are some excellent examples of focused marking, however written comments by teachers on steps to improve learning are not used consistently throughout the school. Where they do exist, pupils do not have sufficient opportunities to respond to teachers' comments.

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

- The headteacher demonstrates and shares her vision for the school and for what every pupil and teacher can achieve. She has the respect and support of the whole school community.
- Leaders use a range of monitoring activities to regularly check on the quality of teaching and, as a result, have a very accurate picture of the strengths and areas for development. Clear steps for improvement are detailed in the school development plan.
- The commitment and leadership of the current and previous Religious Education coordinator have had a significant impact on raising standards. Consequently teaching and learning is rapidly improving.
- All aspects of Religious Education are evaluated regularly and all staff are kept very well informed about the priorities in Religious Education. Leaders and managers use their findings effectively to promote improvement.
- The Religious Education curriculum is rich and varied providing a range of interesting activities and often imaginative teaching. This fosters engagement and enables all pupils to make good progress in their learning. The Religious Education curriculum meets the requirements of the Bishops' Conference.
- Sacramental policy is delivered well and in accordance with diocesan policy.
- Governors are regular visitors to the school and are routinely involved in a range of monitoring and evaluation activities. They are extremely supportive but also confident in their ability to challenge. They discharge their statutory and canonical duties well.

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

School name	St Wilfrid's RC Primary School
Unique reference number	108400
Local authority	Gateshead
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.	
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