



St Wilfrid's RCVA Primary

Murphy Crescent, Bishop Auckland, County Durham, DL14 6QH

School Unique Reference Number: **114262**

Inspection dates:	10 – 11 March 2016
Lead inspector:	Mrs Nora Hughes

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- It is a welcoming school where everyone is cared for. It is highly valued by all. The existing mission statement of, 'Care, Courtesy and Concern' is under review but does reflect relationships in the school.
- The quality of the Catholic Life of the school is good. Leaders act as good role models, provide varied opportunities and work hard to encourage the involvement of pupils and parents in the Catholic Life of the school.
- The quality of Collective Worship is good overall. The pupils' response to and participation in Collective Worship is outstanding. From an early age pupils are encouraged and supported in their ability to plan and lead worship. Leaders and managers are good role models. They continually seek ways to develop, promote, monitor and evaluate Collective Worship in the school.
- The quality of Religious Education is good. Although pupils' outcomes at key stage two are below the diocesan average, there is evidence of good progress and capacity to improve further.

It is not yet outstanding because:

- The standard and consistency of marking and feedback varies across the school. Opportunities for pupils to accelerate progress by responding to teachers' comments are inconsistent.
- Opportunities for staff prayer are not yet developed.
- Not all teachers differentiate tasks appropriately to enable the pupils to reach their full potential.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- This is an average-sized primary school.
- Most pupils are White British, with some coming from a traveller background.
- The proportion of pupils eligible for the pupil premium is well above average.
- The proportion of pupils identified as having special educational needs is above the national average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of teaching and assessment in Religious Education by:
 - Ensuring that all teachers consistently differentiate tasks effectively to meet the variety of pupil needs.
- Improve standards in Religious Education by:
 - Ensuring that marking consistently provides information to pupils about how to improve their work and that they are given time to respond
- Improve the quality of Collective Worship by:
 - Ensuring staff pray together regularly so that these experiences are an integral part of all school activity, are creatively planned and are an inspiration to the whole community.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

- 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 good.

- Pupils make a good contribution to the Catholic Life of the school. They are actively involved and take on responsibilities enthusiastically such as school councillors or as a member of the Mini Vinnies group.
- The school mission statement, 'Care, Courtesy and Concern' is currently under review. The new mission statement will be created by all pupils, parents, staff and governors but this is not yet in place.
- Almost all pupils have a good sense of belonging and understand the demands that membership of a community entails. Pupils spoke confidently about the need to help those less fortunate than themselves, especially through CAFOD, Children in Need and Macmillan fundraising activities.
- The behaviour of all pupils is good almost all of the time. They show 'care, courtesy and concern' in their relationships with each other. In the school there is a strong sense of 'blame the sin not the sinner', forgiveness and moving on refreshed.
- Pupils know that adults are always there to help them, either with inventive ways of helping them to manage their own behaviour, such as collecting coloured tokens for individual achievements or supporting them when they feel sad.
- Pupils demonstrate a good knowledge of the liturgical year; they were able to explain that the colour purple is associated with Lent and made links to Advent.
- Pupils and their families are keen to participate in parish events such as the monthly family mass at both St Mary's and St Wilfrid's church.

The quality of provision for the Catholic Life of the school is good.

- The current mission statement, 'Care, Courtesy and Concern' can be seen in evidence throughout the school.
- Links with Kidia primary school in Tanzania have been developed over several years. The headteacher has visited the school and is a good example for children, showing how everyone can make a difference.

- All members of the school community are to be involved in generating a mission statement that will act as an expression of the mission of the church and be a true reflection of gospel values.
- Staff are committed to the Catholic Life of the school. However, more support is necessary to promote this such as provision for staff prayer and staff retreats so that everyone feels supported and valued.
- The religious artefacts in and around the school and displays in classrooms mark the school as distinctly Catholic. The prayer room has been developed as a special place which key stage two pupils are able to access for independent prayer.
- The school provides high levels of pastoral care to support the most vulnerable and needy. The pastoral policies are a good reflection of Catholic teaching and principles in action for the good of all pupils. Relationships and sex education (RSE) is taught according to Catholic principles through the 'Journey in Love' programme.
- The school communicates clear expectations of behaviour for all pupils. Pupils are encouraged to take ownership of their own behaviour targets but know they will always be given support if required.
- Policies are deeply rooted in gospel values. There is a strong sense of justice and reconciliation – everyone can always change and move on.

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

- Leaders are clear witnesses to the school's ethos. They have created an atmosphere where everyone feels valued and supported.
- Existing leaders and the recently appointed deputy headteacher, Religious Education coordinator and Religious Education governor have ensured that provision for the Catholic Life of the school is given the highest possible priority. Their expertise, enthusiasm and dedication are driving rapid improvements, based on a clear understanding of the school's strengths and areas for development.
- The headteacher has developed links with Tanzania which encourage pupils to support those in need globally.
- The school improvement plan sets out very clearly the actions necessary for improvement and this is monitored by governors who offer appropriate levels of challenge and support. Leaders are very ambitious for the school to be 'the best it can be.'
- The school has made links and works in collaboration with other Catholic schools locally to share best practice.
- The school works hard to encourage parents and carers to participate in the Catholic Life of the school through attending weekly class worships and monthly family masses.
- The opinions of parents/carers are regularly sought throughout the year using surveys asking specifically about the Catholic Life of the school.
- Governors have been involved in school self-evaluation and improvement planning. They now plan to participate in the self-evaluation for the Catholic Life of the school, drawing on the expertise of the newly appointed Religious Education governor.

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 outstanding.

- Collective Worship engages the interest of all pupils, it inspires them to reflect and respond with reverence and joy.
- Pupils plan and lead Collective Worship based on weekly Bible stories. They take this very seriously and are creative in their choice of resources.
- In year two, when sharing the story of the lost coin, pupils were able to make links with other similar stories, for example - the lost sheep and the prodigal son. Pupils of all ages were able to discuss their knowledge of the story of Lazarus and its meaning for themselves.
- Pupils are able to use a variety of approaches to prayer in a range of settings. Once completed, the prayer garden will enhance this even further.
- Pupils sing joyfully and show reverence during acts of Collective Worship.
- Pupils and staff are sensitive to the needs of all pupils. The children explained it was okay to excuse themselves from elements of the worship if it became too emotional.
- Almost all pupils have an excellent understanding of the liturgical year and expressed enjoyment of various seasons and feasts.
- The school promotes a deep respect for different faiths, for example a recent visit to a synagogue. Pupils from all faith backgrounds participate in and lead Collective Worship.

The quality of provision for Collective Worship is good.

- Pupils pray together regularly throughout each day. They appreciate the availability of the prayer room which they can access for private prayer. However, prayer is not yet central to meetings, prayer sessions and retreats for staff. This is an area for development.
- Collective Worship is carefully planned and resourced using a piece of scripture each week throughout the school. This enables pupils to build up a good knowledge of the bible that they can draw upon to make links.
- Parents are invited to attend acts of Collective Worship every Friday afternoon and participation numbers are increasing.
- Class teachers are highly skilled in helping pupils to plan and deliver quality worship, using

power point presentations and vibrant music, enjoyed by all.

- Staff have an excellent understanding of the Church's liturgical heritage, its rites and seasons. Staff are passionate about ensuring pupils have high quality experiences of the church's liturgical life.

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

- Leaders and managers are very skilled in how to plan and deliver quality experiences of Collective Worship and use those skills well to develop this across the school.
- The use of scripture is carefully planned to develop pupils' knowledge; this is having a positive impact on the standards in Religious Education.
- The leadership team, many of whom are quite new to their roles, have a clear vision, sense of direction and understanding of what is required to bring about improvement and they communicate enthusiastically to staff. As a result, improvement is rapid.
- Leaders regularly seek the views of pupils and parents regarding the quality and significance of Collective Worship in school and respond to these findings appropriately.
- Regular monitoring takes place and there are beautiful records kept of good quality worship experiences. Collective Worship is given the highest possible priority in school improvement planning.
- The dedication and commitment of leaders are instrumental in the drive to provide high quality Collective Worship and quality prayer life throughout the school.

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.

2

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2

How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils recognise the importance of Religious Education and say their lessons are interesting; they particularly enjoy dressing up and acting out stories such as raising Lazarus from the dead.
- Behaviour is good and pupils are keen to do well. They demonstrate good attitudes to learning which results in good progress being made.
- Pupils said they do a lot of Religious Education and sometimes they struggled with it. However, they felt it should be challenging and could see they were 'getting better at it.'
- Pupils could articulate their targets and were able to explain the use of the Respond booklets in evaluating their own work.
- Over the last three years attainment at key stage one has been broadly in line with diocesan averages, this demonstrates good progress from low starting points.
- Attainment at key stage two has fluctuated from above to below the diocesan average over the last three years. Evidence in the books indicates the gaps are closing and good progress is being made.
- Ensuring accurate assessment procedures are a priority for the school.

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

- Teaching is good overall and some was outstanding; as a result almost all pupils make good progress over time.
- Consistent assessment procedures are being developed and high expectations are shared with pupils.
- Most teachers have good subject knowledge and continually strive to develop this through training offered by the diocese.
- The staff follow the 'Come and See' programme effectively to plan well-structured lessons, enhanced by the use of quality resources.
- Marking and feedback is not yet used consistently to identify how the religious content can be improved and to identify the next steps in learning.
- In some lessons, activities are insufficiently differentiated to meet the individual needs of the learners.

- Religious Education has a prominent profile throughout the school and figures highly in school improvement planning.
- A rigorous tracking system has been introduced which is beginning to impact positively on progress and standards.

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

- The leadership and management of Religious Education is good and improving. Leaders, new to role, have the expertise, enthusiasm, and ambition to make this an outstanding school.
- Leaders have correctly identified areas for improvement which figure prominently in actions for school improvement.
- There is a shared vision that all pupils will be 'the best that they can be'.
- Leaders encourage all staff to develop their own skills through regular participation in training offered by the diocese and on the Catholic Certificate in Religious Studies programme. The school works effectively as part of a cluster to share good practice.
- The Come and See curriculum is used and monitored effectively to ensure pupils enjoy their learning and are now making good progress.
- Religious Education compares favourably with other core subjects in terms of resources.
- Sacramental preparation is delivered in school and in the parish following diocesan policy.
- Governors offer both support and challenge to the school. The Religious Education governor, a retired Religious Education teacher, is bringing her valuable expertise to the leadership team.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

2

CATHOLIC LIFE:

2

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

2

The quality of provision for the Catholic Life of the school.

2

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

2

COLLECTIVE WORSHIP:

2

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

1

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 RCVA Primary
Unique reference number	114262
Local authority	Durham
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.	
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Date of previous school inspection	November 2012
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