

Diocese of Hallam

INSPECTION OF RELIGIOUS EDUCATION

(Section 23 of the 1996 School Inspections Act)

**St Wilfrid's Catholic Primary School
Millhouses Lane
Sheffield
S7 2HE**

Inspection Dates: 24th and 25th November 2003

Diocesan Inspector: Mr John A Hutchinson

The inspection of the denominational character of St Wilfrid's Catholic Primary School was carried out under the direction of the Governors of the school in fulfilment of their obligations under the requirements of Canon Law (ref.804,806), Section 23 of the 1996 Inspection Act, Section 13 of the Education (Schools) Act 1992 and Sections 241 and 259 of the Education Act, 1993. This inspection was conducted according to the Handbook for the Inspection of Religious Education in the Diocese of Hallam

The process of Inspection in the Diocese of Hallam has been developed to support and encourage each school community. It is hoped that this report will celebrate all that is positive and praiseworthy in St Wilfrid's Catholic Primary School and help promote sound development for the future.

A copy of this report may be obtained from the Governors of St Wilfrid's Catholic Primary School, Millhouses Lane, Sheffield, S7 2HE or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU. It will also be available on the Hallam Diocesan Website.

INTRODUCTION

Basic information about the school

NAME OF SCHOOL	St Wilfrid's Catholic Primary School
TYPE	Primary School
STATUS	Voluntary Aided
NUMBER ON ROLL	266
AGE RANGE	4+ - 11+
GENDER OF PUPILS	Mixed
CHAIR OF GOVERNORS	Rev Mgr W Kilgannon
HEAD TEACHER	Mrs Barbara Jarrett
SCHOOL ADDRESS	Millhouses Lane Sheffield S7 2HE
TELEPHONE NUMBER	0114 236529
DATES OF INSPECTION	24 th and 25 th November 2003
DIOCESAN INSPECTOR	Mr John Hutchinson

Information about the school:

St Wilfrid's School was built in the 1950s and serves the parishes of Mother of God, and St William of York, Sheffield. There are nine single and mixed aged classes ranging from Reception to Year 6. There is no nursery provision at the school. There are currently 266 children on roll taught by nine qualified teachers plus the headteacher.

The school is situated on one site and has recently undergone some major alterations and a new block of classrooms and small teaching rooms have been developed. These have greatly enhanced the provision that the school is able to offer its pupils. There have also been some minor alterations in the kitchen area creating a small but functional ICT suite and a kitchen servery. The Foundation Stage outdoor play area has recently been completed and this has made a significant difference to the opportunities for outdoor play and greatly enhances this area of the school. The school is surrounded by security fencing and this helps to create an atmosphere where children feel safe and secure. The KS1 playground has been recently refurbished and this makes a most attractive entrance to the school. The main entrance also has a high quality notice board for parents that aids links between home and school. The school has extensive playing fields that enable the children to play sports and games in the summer months. There is evidence of much quality artwork around the external buildings including carvings produced in partnership with a professional carver and a mural on the playground wall painted by the art club. There is also much good quality artwork inside the school which adds significantly to the cultural development of the pupils.

This is a high attaining school where its pupils do very well in national tests. The school was described as "an extremely vibrant school which provides its pupils with a very high quality of education" in its recent OFSTED Report, June 2003. Expectations are high and the children live up to their full potential. St Wilfrid's has been one of the highest attaining schools in Sheffield in recent years and staff and pupils are to be congratulated for their hard work and achievements. These have been recognised with three successive School Achievement Awards, the Basic Skills Quality Mark and the school has recently made a commitment to work towards the Investors in People Award.

The headteacher has been in post since September 1996. The deputy headteacher has been in post since 1998 and both make a significant contribution to school life.

The numbers on roll are as follows:

Reception:	38
Year 1:	41
Year 2:	40
Year 3:	40
Year 4:	37
Year 5:	35
Year 6:	35
Total:	266

These pupils are arranged into nine classes.

93.6% of the current pupils are Catholic.

Two thirds of the current teaching staff are Catholic.

PART ONE

ASPECTS OF THE SCHOOL AS A CATHOLIC COMMUNITY

1. THE MISSION OF THE SCHOOL

- 1.1 The way in which St Wilfrid's Catholic Primary School fulfils its Mission as part of the Catholic Community of the Diocese of Hallam is very good overall and some elements of its provision are excellent.
- 1.2 St Wilfrid's School Mission Statement states quite clearly that this is a Catholic School that seeks to promote the teaching of the traditions of the Catholic Church in an atmosphere of excellence where pupils can achieve their full potential whilst knowing Christ's commandment to "Love one another as I have loved you."
- 1.3 The Mission Statement was written some years ago but is still relevant to school life today. It is a clear and concise statement of mission and is displayed all around the school. The statement 'Love one another as I have loved you' is known well by pupils and was chosen by them to be carved onto the 'buddy bench' in the playground. The Mission Statement is due to be re-visited soon as part of a strategic development review.
- 1.4 The Mission Statement is, therefore, a lived reality in the daily life of St Wilfrid's School.
- 1.5 Parents are very supportive of the school and its mission, stating clearly that this is a school that lives out its Catholic ethos in all aspects of school life. Many parents state that they chose this school first and foremost because of its reputation as a community inspired by Christ's love and gospel teaching as well as for its excellent academic record.
- 1.6 Pupils demonstrate the Mission Statement in the many ways they interact with one another. Behaviour is exemplary and the children are polite, conscientious and hard working. They show love and care not only for the members of their own community, but for others less fortunate than themselves, as can be demonstrated from the many acts of charity that take place throughout the school year. The school supports the work of CAFOD, The Good Shepherd, Mission Together and St Wilfrid's Drop-in Centre as well as many national charities including the Blue Peter Appeals.

- 1.7 Teachers, through their teaching, show that they too live out the ethos of the Mission Statement. Lessons are well planned, delivered with skill and consideration for the needs of everyone and enable all to reach their full potential in an atmosphere of mutual respect and love. Inclusion is very good.
- 1.8 There is a tangible 'culture of care' in the school. This demonstrates the mission of the school is lived out in the interpersonal relationships and the quality of welcome, which are excellent.
- 1.9 The relationship with both Parishes is strong and the Parish Priests are regular and welcome visitors to the school. Both Parish Priests serve on the Governing Body and both take an active part in many aspects of school life. They are also involved in closely monitoring standards in the school and will take an active part in re-evaluating the school's Mission Statement in 2003-2004. This is good practice and enhances the governance and provision of religious education at St Wilfrid's.
- 1.10 The school prospectus is excellent as is the Governors' Report to Parents. The latter is written entirely by the Governing Body and this is very good practice; it also includes very good spiritual illustrations from current pupils.
- 1.11 Parents are seen as partners in the education process and are welcome in school to help in many ways. Parents state clearly that they feel they are given good information to support religious education at home. The school sends home the Here I Am parents' booklets each term and teachers also write a curriculum newsletter each term. This is good practice and enhances the home and school links, which are very good. There is a strong and active Parent/Teacher Association.
- 1.12 The school is a calm and ordered environment where pupils feel safe and secure. There is a sense of quality as one moves around the school. There are fine examples of religious artefacts on display and a focus for prayer in each classroom reflecting the nature of the current Here I Am themes. The excellent mosaic in the school hall typifies the quality of this aspect of the school's mission.
- 1.13 Spiritual and Moral development at the school is excellent. The Section 10 OFSTED report (June 2003) states: "Provision for pupils' personal, including spiritual, moral, social and cultural development is excellent. All aspects of the provision for pupils' personal development are of a high standard. Teachers frequently raise important issues and skilfully develop pupils' social, moral and cultural awareness. The spiritual nature of the school is inherent within its strong Catholic ethos." This statement is fully supported by this report.
- 1.14 All staff are excellent role models for the pupils. They give excellent example and readily share their faith and love with the children who in turn respond by behaving well and working hard.
- 1.15 Fifty-four questionnaires were returned by parents. The majority of parents are supportive of the school. The following is typical of parents' written response in support of the reasons for choosing St Wilfrid's School: "We believe in the Catholic teaching of the Church and we know that St Wilfrid's Catholic School is the best school to offer our son the education he needs and will continue and deepen his communion with God." Another parent wrote: "Purely because of its ability to deliver a high quality of Catholic education to my children and its involvement with the parish churches and parishioners". The links with parents is a key strength of the school.

- 1.16 Cultural development has progressed significantly since the last Section 23 Inspection and the school is to be congratulated for this achievement.
- 1.17 The school's self review documentation is brief in its content but effective in helping to shape the future direction of religious education. The school is presently undergoing a major strategic review as part of the school's preparation for the Investors in People Award.
- 1.18 The school has received three concurrent School Achievement Awards from the DfES. This is a considerable achievement and the school should be congratulated. The school has also been awarded the Basic Skills Quality Mark.
- 1.19 The school has good links with the local Catholic family of schools and has taken part in some joint activities including sports and in-service training for staff. There are good transitional arrangements in place with Notre Dame Catholic High School and All Saints Catholic High School where the majority of pupils transfer to at the end of Year 6.

2 THE SCHOOL AS A WORSHIPPING COMMUNITY

- 2.1 Collective Worship at St Wilfrid's is good overall and at times very good.
- 2.2 The school fulfils its statutory duty to provide an act of collective worship each day. These acts include whole school, Key Stage and class gatherings for worship.
- 2.3 During the inspection a good assembly was observed where a visiting speaker presented an excellent Power Point presentation of the work at St Wilfrid's Drop-in Centre. This is a charity dear to the hearts of the school and its community. Many parents work as volunteers at the centre and the school supports them by sending money and gifts at harvest time. The assembly concluded in prayer for the good work that is done by all the volunteers at the centre. More could have been done to celebrate the achievements of the children in supporting this vital charity though the teacher led the community in prayer for the work being performed by its volunteers.
- 2.4 A whole school assembly was also observed. This was led well by the headteacher who employed the services of some Year 6 children to act out the Gospel in which an Angel informed Zechariah that he and his wife would have a baby and that he would be John. This was skilfully presented as part of the 'Visitors' topic, which was currently being studied in Here I Am. The drama was excellent. The children responded to the Word by answering the headteacher's incisive questions and the assembly concluded with a short reflection and prayer. Appropriate quiet liturgical music at this time might have created a more reflective mood especially as the children left the hall.
- 2.5 During a Religious Education lesson, pupils in a Key Stage 1 class prepared a focal point for a short prayer service to conclude their lesson on preparing for Advent. The children selected from a wide range of appropriate artefacts to build a very effective focus for prayer. 'Gentle' liturgical music created a serene mood conducive to prayer. The children shared their thoughts about preparing for their class Advent calendar and concluded with an appropriate hymn. This was very good practice and highly commendable.
- 2.6 In another Key Stage 1 class an excellent lesson concluded with prayer. The children gathered as they often do around their classroom prayer focus and prayed confidently and spontaneously about the work they had just completed. A child, without prompting, openly thanked Mary for agreeing to be the mother of Jesus captured this moment.

The focus of the lesson had been the Annunciation. The children in this class were obviously used to praying in this way and this is very good practice.

- 2.7 The school has a very comprehensive collective worship policy and this is due for review this academic year. It has been suggested to the religious education co-ordinator that ways to enhance further the prayer life of the school might be sought, including providing Key Stage 2 children with the opportunity to plan their own class liturgies. This is seen as developing further the already good provision for prayer in the life of the school and to offer the children the opportunities to explore further, informal as well as formal, styles of prayer.
- 2.8 The school has a very detailed and balanced calendar of collective worship planned for the academic year. This is clearly based on the Church's Liturgical Calendar and helps to enrich this area of school life. Assembly and collective worship are used to enhance the work covered in Here I Am and in the cultural aspects of the religious education curriculum.
- 2.9 Parents state clearly in the questionnaires that they are always welcome at assemblies and Masses and many of them look forward to attending.
- 2.10 Mass is celebrated in school and this is shared by both Parish Priests and mark the major events in the school's calendar as well as the major feast days. The children are involved heavily in the preparation and execution of these Masses; reading, singing and acting parts of the Mass. Appropriate liturgical music is used to enhance these celebrations, including a range of Mass Settings that the children are familiar with. Parents and parishioners from both parishes are invited to these celebrations. This is good practice.
- 2.11 Prayer life is also important to the staff at school and they gather for prayer at appropriate times during the school's timetable. There have been INSET days devoted to the spiritual development of the staff.

3. SPIRITUAL AND MORAL DEVELOPMENT

3.1 Spiritual Development

- 3.1a Spiritual Development is excellent.
- 3.1b The recent Section 10 OFSTED Inspection graded spiritual development as excellent. This inspection can confirm this judgement.
- 3.1c The school has a very good spiritual and moral development policy.
- 3.1d The quality of religious education lessons and their links to Scripture are very good indeed especially in Key Stage 2 where every lesson observed had a scriptural element that the pupils were expected to study and understand. They applied this knowledge to their lives and in this way teachers aimed to deepen pupils' faith development.
- 3.1e Religious Educations lessons provide opportunities for reflection, empathy, compassion and reverence. Older children are expected to challenge texts and respond to Scripture in a way that means something specific to them. This is very good practice.

- 3.1f Every classroom has a spiritual element in the form of a prayer focus. These focuses include invitations to prayer and reflection and all are related to 'Visitors' the current Here I Am topic for Advent 2003.
- 3.1g There are many examples of the spiritual life of the school on display including quality resources, displays and artefacts that make visible the Catholic nature of the school. The most striking example of this is the excellent mosaic in the hall. Every member of the school community was involved in making this tangible example of the faith of the community.
- 3.1h All adults give very good faith example to their pupils. Several good examples of this were observed.
- 3.1i The school plans a good range of spiritual experiences for its pupils. However it has been suggested that the school might include more opportunities for pupils to take the initiative to plan their own liturgies either for the whole school or for their classes in Key Stage 2. This would build well on the opportunities for spontaneous prayer that were observed in some Key Stage 1 classes.
- 3.1j The Parish Priests are regularly involved in the spiritual life of the school including special occasions like the blessing of the Advent Wreaths and school Masses.
- 3.1k Sacramental preparation is based in the parishes and in close consultation with the religious education co-ordinator. The programmes used are those provided by the Diocese of Hallam. Children are prepared for First Holy Communion and Reconciliation in Year 2, which is slightly earlier than in most Catholic primary schools in the diocese.
- 3.1l The pupils from both parishes have a joint First Holy Communion celebration in school when all pupils have received the Sacrament for the first time. This aids home/school/parish unity and is good practice.

3.2 Moral Development.

- 3.2a Moral development is excellent.
- 3.2b Moral development was also judged by OFSTED to be excellent. This judgement is supported fully by this inspection.
- 3.2c Moral development is clearly evident in the religious education lessons. Opportunities for self-awareness, empathy, compassion and communication were observed. Children respond well to tasks set and some show great compassion for others including their families, their friends and the wider community.
- 3.2d The behaviour of the children is exemplary. At no time during the inspection did the inspector witness anything other than polite, well-mannered and highly motivated pupils. This is a reflection of the behaviour policy, which sets out very clearly what is expected of the pupils.
- 3.2e The school has a policy on Education for Personal Relationships. The pupils on the student council were particularly enthusiastic about this aspect of their curriculum.
- 3.2f Adults in school give very good moral guidance. The interpersonal relationships evident between all staff and pupils adds significantly to the 'Culture of Care' that exists at St

Wilfrid's. This was observed in every lesson where each child regardless of external factors was treated with respect and dignity. As a consequence pupils respond in a like manner.

- 3.2g Citizenship and drugs education is taught at the school and the school actively supports many national and local charities so as to enable the children to develop a moral conscience. This is very good practice. This was clearly evident on the pupils' faces as they watched the presentation in the Key Stage 2 assembly about St Wilfrid's Drop-in Centre, Sheffield.
- 3.2h A School Council was formed in September 2002. This has four members from Year 6 and two from each other Key Stage 2 class. They plan their own meetings and take their own minutes. They are having a very positive influence on school life and clearly enjoy their role in supporting the smooth running of the school. They speak eloquently about the school and state that they enjoy many aspects of school life. None of them found anything that they did not like about school.
- 3.2i Pupils state that they feel very well supported by staff and that they would know who to go to if they had a problem and that any member of staff would be approachable.
- 3.2j A group of Year 5 children shared an excellent film they had made, using video equipment obtained via a National Lottery Grant based on the plight of others less fortunate than themselves. This multi-faceted use of Information and Communication Technologies is exemplary practice.
- 3.2k The 'Buddy System' is a further example of the excellent moral development of the children. Older pupils are assigned to look after younger ones. This helps the smooth transition into school life for all. The buddy bench being carved by a local artist in collaboration with the pupils, is to be used to support children who 'need a friend'. This is a place where they can go and get instant support from others. Carved into this bench will be the words 'Love one another as I have loved you.'
- 3.2l Parents are included in the moral education of the children in many ways. There is an effective home/school agreement that all parents are invited to sign.

PART TWO

CURRICULUM RELIGIOUS EDUCATION

4. STANDARDS ACHIEVED BY PUPILS

4.1 Attainment and Progress:

- 4.1a The standards achieved in religious education at St Wilfrid's are very good overall and fulfil completely the requirements of the Bishops' Conference of England and Wales.
- 4.1b The quality of teaching and learning ranges from good to excellent and it is never less than good. This is a considerable achievement and is the reason why the attainment of pupils at St Wilfrid's is so high. Teachers have high expectations of their pupils throughout the school in all aspects of religious education and the life of the school. This is a considerable strength of the school.
- 4.1c The standards of written work in Key Stages 1 and 2 are very good and in some cases excellent. The high standards set in Literacy in this school are maintained in religious education and links to literacy are made whenever possible or appropriate.

- 4.1d Pupils receive a differentiated curriculum appropriate to their needs, which in turn ensures that standards are high for all pupils regardless of ability. This is very good practice and enables all to make good progress throughout the school. There are no weaknesses in progression.
- 4.1e The work in RELATE (Exploring Scripture and Church teaching) is particularly good and this is a key strength of the school.
- 4.1f Evidence of work in Renew, Remember and Rejoice is less evident than in other areas of the religious education curriculum. On investigation it was found that this work is completed but more often than not is not recorded formally. It is suggested that more formal recording may be completed occasionally, and that informal recording, such as video footage or digital photographs might be used to record these important aspects of the programme.

4.2 Attitudes to Learning

- 4.2a Pupils' attitudes to learning in religious education are excellent.
- 4.2b Pupils respond thoughtfully and carefully to the teachers' input and listen attentively both to stimulus and instruction. This enables all classes to settle to work quickly and quietly with the minimum of fuss. All pupils work independently, quietly and neatly. Those who need support respond well to it when given and with considerable respect for those assisting them.
- 4.2c Pupils' behaviour in lessons and around the school is exemplary.
- 4.2d Pupils clearly enjoy religious education lessons as can be seen from their attitudes to them and from the quality and range of work completed in books. A variety of activities is chosen to develop themes and this helps keep the children motivated and interested. This along with high expectations from the teachers and support staff enable pupils to achieve very high standards of work.
- 4.2e Pupils act in a reverent and spiritual manner whilst praying. They also record their own thoughts and prayers in Years 5 and 6 in prayer journals. This idea could now be extended to Years 3 and 4 who would also benefit from this practice.

5. QUALITY OF RELIGIOUS EDUCATION PROVIDED

5.1 Quality of Teaching

- 5.1a The quality of teaching observed ranges from good to excellent and was never less than good.
- 5.1b The quality of teaching and learning in the Foundation Stage and Key Stage 1 was very good overall with one excellent lesson being observed. Lesson objectives are shared with children and all lessons have a three-part structure to them. Lesson objectives are revisited in the plenaries. Lessons are well planned and appropriately differentiated to the higher attainer as well as the less able child.
- 5.1c The quality of teaching and learning observed in Key Stage 2 was also very good overall with one excellent lesson being observed. Once again lesson objectives are shared with pupils who record them at the beginning of their work. They are quite clearly used to this

kind of practice from evidence given in other areas of the curriculum and in previous religious education work. Three part lessons were observed and lessons had pace and rigour. Differentiated activities were planned and delivered that enabled all to work at a level commensurate with their ability.

- 5.1d Teachers use a range of questioning skills that enable pupils to achieve higher levels of understanding. Pupils respond thoughtfully and confidently. They listen to each other with respect.
- 5.1e The links to literacy in Key Stage 2 are especially strong. This is very good practice and could be used as a model for sharing practice with other schools.
- 5.1f A range of learning experiences are employed including links to drama, speaking and listening, design technology and art as well as more formal opportunities to write and record work. In an excellent Key Stage 2 lesson pupils were encouraged to record in their own way their thoughts and feelings regarding a section of Scripture from Isaiah whilst others were asked to write further text in the style of the prophet.
- 5.1g All lessons observed were appropriate to the age, background and aptitudes of pupils.
- 5.1h Effective classroom management by all teachers ensures a good environment for teaching and learning. A wide range of teaching strategies are used to ensure effective learning by all pupils. Resources are well used to support learning including the effective deployment of teaching assistants.
- 5.1i All lessons observed were appropriate to the age, background and aptitudes of the pupils.
- 5.1j Cultural development is planned and delivered through three focused topics each year based on Judaism, 'The World in Our Hands' (one world topic) and one other major world faith that varies from year to year but includes Islam, Sikhism and Hinduism. These topics are well resourced and this is very good practice.
- 5.1k The quality of all relationships, behaviour and discipline in lessons is excellent.

5.2 Religious Education Curriculum and Assessment

- 5.2a The quality of assessment is very good overall. Marking is very affirming and rigorous. It is used very effectively to help pupils see the strengths in their work and what needs to be improved.
- 5.2b The school follows Diocesan guidelines with regard to assessment. Each child has an assessment book and pupils complete one piece of work per term. It is planned that these books will follow the child through school and will act as a complete record of attainment when the child leaves in Year 6. There is a plan for a range of work to be completed in these assessment books prepared by the religious education co-ordinator. This plan includes all aspects of the Here I Am programme.
- 5.2c Teachers complete the Diocesan model proforma for reporting to parents at the end of the school year. Parents state that they feel they are well informed about the progress made by their children in religious education.
- 5.2d Knowledge of the pupils, derived from assessment is used to group them in ability for religious education lessons. This enables the teacher to ensure that pupils are receiving a

curriculum matched to their needs and stage of development. However, it was good to see examples where pupils could respond to their work in a range of ways that were not always 'academic' but that enabled them to respond from the heart in a way that was meaningful to them. In this way teachers are aiming to ensure that pupils develop their spiritual as well as their academic potential.

- 5.2e Less evident was work in the Renew, Remember and Rejoice elements of the Here I Am programme. This work is carefully planned and delivered but not always recorded. As stated earlier it has been suggested that the school looks creatively at ways of recording these vital elements of the programme.

6. THE MANAGEMENT OF RELIGIOUS EDUCATION

6.1 Leadership and Management

- 6.1a Overall the Leadership and Management of Religious Education at St Wilfrid's is very good.
- 6.1b The school is well led by a hard-working, committed and strong headteacher. It is her leadership that sets the tone for the high standards of academic attainment and achievement in the school. It is also her deep commitment to faith that facilitates the very high standards for attainment in religious education.
- 6.1c The headteacher is very well supported by a deeply committed and hard-working religious education co-ordinator who works hard to ensure that there is consistency, rigour and confidence in the teaching and learning of religious education.
- 6.1d The school is also very fortunate to have a very gifted and talented deputy headteacher who sets the tone for the later years in the school.
- 6.1e The Governors of the school are very supportive of the leadership and management team and are involved fully in the strategic management and direction of the school. The Diocesan Director of Schools is due to speak to Governors soon about the requirements of the Governing Body in terms of delivering an effective Religious Education curriculum. This shows that the governors are not complacent even though standards in this school are already high.
- 6.1f Governors are totally involved in the writing of the annual report to parents.
- 6.1g The Chair of Governors, who is also the Parish Priest, is a regular visitor to the school and knows both the staff and pupils well. He has a firm understanding of the school's strengths and weaknesses and is very supportive of the school's headteacher whom he holds in very high regard. The headteacher also speaks in glowing terms of the care and support provided by the Chair. One example of this is the way he enquires after the health and well-being of each member of staff quite unobtrusively providing pastoral support at times when it is needed most. This is very much appreciated by all staff.
- 6.1h Both parish priests are actively involved in the life of the school in very similar ways and this is a great strength of the school.

- 6.1i The school has a comprehensive and effective range of documentation to support the development of religious education. This documentation is evident in the practice observed.
- 6.1j The religious education co-ordinator monitors, evaluates and reviews many aspects of her role. She monitors planning, giving feedback to staff; monitors (in consultation with all staff) standards of pupils' work and she has done paired observations of lessons with the headteacher. She was involved in the school's self-evaluation of religious education and has a thorough understanding of her role which she performs with skill and flair. She clearly understands how high standards are in her subject area and knows the strategic direction of future priorities.
- 6.1k The religious education co-ordinator monitors and controls her own budget for religious education, sets the priorities for the School Improvement Plan and evaluates the provision of the school. This is good practice.
- 6.1l The school's self-evaluation for religious education is brief but effective and was written in consultation with staff and governors. It forms part of the strategic review of the school.

6.2 Staffing, Accommodation and Resources

- 6.2a Staffing, accommodation and resources at St Wilfrid's are very good.
- 6.2b The school is served well by a very dedicated staff team of teachers and support staff. They work hard to ensure that all the pupils at St Wilfrid's have the best opportunity to reach their full potential.
- 6.2c All lessons observed had support from at least one teaching assistant (or equivalent) and these staff members are used very effectively. The support given to the below average groups in classes is very good and helped them to achieve high standards of written and oral work. This is very good practice.
- 6.2d The caretaker and his cleaners keep the building in an excellent condition. The school is clean, tidy and well ordered. Lunchtime and catering staff work well as a team and help keep this busy time of the day running smoothly. The school secretary provides a very warm welcome to the school to all visitors and parents. All support staff are seen as valuable members of the staff team.
- 6.2e The accommodation is generally very good. The new play area is lovely and a wonderful recent addition to the school's environment.
- 6.2f Bishop Rawsthorpe opened the new extension in 2001-2002 and this has greatly enhanced provision in lower Key Stage 2. This space is well used although there is limited scope for display in Year 3. The creation of a library is a welcome addition to the school as is the medical room.
- 6.2g The greatest resources in this school are the people within it: the staff, governors, parents and parishioners and most of all the pupils themselves.
- 6.2h Physical resources are also very good. There is a very good selection of resources to support the religious education curriculum including half sets of class bibles in some classes, good resources for prayer corners in each class and CDs for reflection and prayer.

Each class has a box of resources for religious education. This is good practice. The school has identified the need to replace its stock of hymn books.

- 6.2i Display in the school is good and at times very good. There is a tangible sense that this is a Catholic school from the quality of display and artefacts on show.
- 6.2j The Parish Priest from Mother of God parish provided each class with a new good quality crucifix for the prayer areas.

PART THREE

7. MAIN FINDINGS

- 7.1 St Wilfrid's is a very good Catholic primary school where pupils achieve very high standards of work in religious education.
- 7.2 St Wilfrid's School lives out its Mission Statement in every aspect of the school's life as can be witnessed by the quality of interpersonal relationships, which are excellent.
- 7.3 The quality of teaching and learning observed is never less than good and at times excellent.
- 7.4 Pupils' attitudes to their work are excellent throughout the school.
- 7.5 Assessment is used well to record achievement and to inform future practice.
- 7.6 The quality of work in religious education is very good especially regarding Scripture and Church teaching. The links to other aspects of the curriculum, especially literacy and drama are very good indeed.
- 7.7 The quality of relationships between pupils and their behaviour in class and around the school is exemplary.
- 7.8 The quality of care and support in the school is excellent including the support given by teaching assistants. There is a strong 'Culture of Care' in the school. This is a very inclusive school.
- 7.9 The partnership with parents is especially strong and parents are overwhelmingly supportive of the school.
- 7.10 The quality of Leadership and Management, Governance and Home/School/Parish links are all very good.
- 7.11 The school is very well led by a dedicated, hard-working and deeply committed headteacher, a talented deputy headteacher and a very effective religious education co-ordinator. They have high expectations for religious education and this is shown in the standards that pupils achieve.
- 7.12 The governors, led by a very effective Chair, have a very good overview of the school. They know the school well and are involved in every aspect of the school's life.
- 7.13 The school is very well supported by both Parish Priests. The parish links are very strong with both parishes. This is greatly appreciated by the school's headteacher and all the staff.

- 7.14 Spiritual, Moral, Social and Cultural Development are all excellent. This report concurs with the judgements made in these areas in the Section 10 report from June 2003. Cultural links are particularly strong, well resourced and highly developed.
- 7.15 The staffing, accommodation and resources are all very good.
- 7.16 School documentation is of a very high quality especially the excellent prospectus and Governors' Report to Parents. School policy documents all reflect the practice observed.
- 7.17 Collective Worship at the school is good overall and at times very good. Parents are invited to assemblies and Masses in school; they make positive and affirming comments about them.
- 7.18 Prayer life in school is good. Each class has a prayer focus reflecting the liturgical year or the current religious education topic.
- 7.19 Sacramental preparation is very good in both parishes. This is a strength of the whole community.
- 7.20 The school council and the Year 6 pupils generally set the standard for the school. They are a credit to their parents, their school and themselves.
- 7.21 The school is well ordered, the accommodation is clean and tidy. It is a very pleasant environment for staff and pupils. The school is well resourced.

AREAS FOR FUTURE DEVELOPMENT

The Governors, staff and pupils of St Wilfrid's should now work on the following areas so as to improve further this very good Catholic school:

1. Celebrate and consolidate the very good work being done in religious education, the spiritual and moral development of the children and the very good partnership that exists between school, the parents and the parishes.
2. Maintain the very high standards of relationships, teaching and learning and pupils' attainment and achievement in religious education as outlined above.
3. Develop further opportunities for spontaneous prayer that enable pupils to plan their own liturgy and initiate their own lines of spiritual development; the school has already identified this as an area for development.
4. Explore further, creative ways of recording 'Renew, Remember and Rejoice', so as to provide more tangible evidence of the work that is being covered already in these essential elements of the Here I Am programme. This might include formal written work, video footage and digital photography.
5. Ensure that religious education, the Mission of the School, Collective Worship and Prayer continue to be seen as essential elements of life at St Wilfrid's following the current strategic review.

CONCLUSIONS

The Diocesan Inspector would like to place on record his thanks for the kindness and co-operation shown to him by governors, headteacher, all staff, parents and children during the inspection.

APPENDIX: EVIDENCE BASE

The following evidence was used to formulate the above report:

- A comprehensive pre-inspection documentation pack including all relevant policy statements, planning documents, timetables and school's self review document.
- The OFSTED report from June 2003 and the previous Section 23 report.
- The school prospectus and Governors' Report to Parents.
- Nine lessons were observed and oral feedback was given to all teachers.
- Two assemblies were observed; one whole school, one Key Stage 2.
- Interviews were held with the headteacher, religious education co-ordinator., Parish Priest of Mother of God and the Chair of Governors, the special educational needs co-ordinator and the school secretary
- 54 Questionnaires were returned and analysed

SUMMARY REPORT

The major strengths in religious education, collective worship and the spiritual and moral development of the children in school.

- St Wilfrid's is a very good Catholic primary school where pupils achieve very high standards of work in Religious Education.
- St Wilfrid's School lives out its Mission Statement in every aspect of the school's life as can be witnessed by the quality of interpersonal relationships, which are excellent.
- The quality of teaching and learning observed was never less than good and at times excellent.
- Pupils' attitudes to their work are excellent throughout the school.
- The quality of relationships between pupils and their behaviour in class and around the school is exemplary.
- The quality of care and support in the school is excellent including the support given by teaching assistants. There is a strong 'Culture of Care' in the school. This is a very inclusive school.
- The partnership with parents is especially strong and parents are overwhelmingly supportive of the school.
- The quality of Leadership and Management, Governance and Home/School/Parish links are all very good.
- The school is very well supported by both Parish Priests.
- The parish links are very strong with both parishes.
- Spiritual, Moral, Social and Cultural Development are all excellent.
- The staffing, accommodation and resources are all very good.
- Collective Worship at the school is good overall and at times very good. Parents are invited to assemblies and Masses in school; they made positive and affirming comments about them.

- Prayer life in school is good. Each class has a prayer focus reflecting the liturgical year or the current Here I Am topic.

How the school has improved since the last inspection

All the key issues from the last inspection have now been addressed. Significant improvements have been made to the quality of teaching and learning, the quality of resources, cultural development and accommodation. The school is to be congratulated for their hard work and commitment to its mission as part of the Catholic Church.

How the parents view the religious education, collective worship and spiritual and moral development of their children.

- Parents write overwhelmingly in support of the school with very few exceptions
- Many state the main reason for selecting St Wilfrid's School is because of the quality of this school as a Catholic School and all state that they are very happy with the standards achieved in religious education
- Parents appreciate greatly the frequent information that is sent home to help them support their children in religious education
- Parents state that they are invited into school for assemblies and Masses and that many help in school because of the quality of welcome that makes all feel at home and part of the community with very few exceptions
- Many parents express their appreciation for the excellent spiritual and moral guidance given to their children.

Areas for further development

The Governors, staff and pupils of St Wilfrid's should now work on the following areas so as to improve further this very good Catholic school:

1. Celebrate and consolidate the very good work being done in religious education, the spiritual and moral development of the children and the very good partnership that exists between school, the parents and the parishes.
2. Maintain the very high standards of relationships, teaching and learning and pupils' attainment and achievement in religious education as outlined above.
3. Develop further opportunities for spontaneous prayer that enable pupils to plan their own liturgy and initiate their own lines of spiritual development; the school has already identified this as an area for development.
4. Explore further, creative ways of recording 'Renew, Remember and Rejoice', so as to provide more tangible evidence of the work that is being covered already in these essential elements of the Here I Am programme. This might include formal written work, video footage and digital photography.
5. Ensure that religious education, the Mission of the School, Collective Worship and Prayer continue to be seen as essential elements of life at St Wilfrid's following the current strategic review.