

DIOCESE OF HALLAM SCHOOLS'
DEPARTMENT



SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

**ST WILFRID'S CATHOLIC
PRIMARY SCHOOL**

School URN	373/3412
Name of Chairman of Governors	Monsignor Kilgannon
Name of Headteacher	Mrs B Jarrett
Date of Inspection	23 April 2008
Section 48 Inspector	Mrs J M Bolton

"... an enthusiasm for the things of God."

DESCRIPTION OF THE SCHOOL

St Wilfrid's was built in the 1950s and serves the parishes of Mother of God and St William of York, Sheffield. There is no nursery provision at the school. This is a high attaining school where pupils perform well in National tests. The head teacher has been in post since September 1996. The deputy head teacher was appointed in 1998.

Introduction

The Inspection of St Wilfrid's Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

Information about the school

Type of School	Catholic Primary Voluntary Aided
Age profile of Students	4 - 11
Number on roll	284
Number of Students on Special Educational Needs Register	31
Number of Students with a Statement of Special Educational Needs	4
Number of Catholics on roll	282
Number of Other Christian Denominations	2
Number of other Faiths	0
School address	Millhouses Lane Sheffield S7 2HE
Telephone Number	0114 236 5529
Fax Number	0114 249 3010
Email	enquiries@st-wilfrids.sheffield.sch.uk
Website	www.stwilfrids.vschool.org.uk

OVERALL EFFECTIVENESS OF THE SCHOOL

How effective and efficient is the provision of Catholic education in meeting the needs of learners?

The effectiveness and efficiency of the provision of Catholic education in this school is outstanding. The Governing Body led by a deeply committed Chairman of the Governors is very involved in all areas of the life of the school and places great value in the school being a vital part of the Church's mission. The very hard working, dedicated and highly motivated Headteacher leads the school with a clear vision based on her own commitment to her Catholic Faith. She works with her deputy and all her staff, in close partnership with her Governors to maintain and constantly improve the very high standards of Catholic education offered to the whole community.

Child Safeguarding procedures are well established, constantly reviewed and provide outstanding support for all children.

The Learning Mentor is very pro-active in ensuring effective intervention strategies are in place to serve both the academic and the personal needs of all children. Rainbows is part of the school's provision. The Headteacher values the support the Chairman of Governors provides both in terms of his Governance and also his pastoral care of the school community.

Everything that is done in the school is done for the good of the children, the school community and the wider community. The mission statement "Everybody Matters" is lived out on a daily basis by all members of the community. This is a caring supportive community in which everyone has high expectations of themselves and of others. Relationships are outstanding and everyone recognises that they are a valued member of the school

The effectiveness of any steps taken to promote improvement since the last inspection

The last Inspection of Religious Education was in November 2003 and the areas for development were:

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.

Each of these areas of development has been dealt with effectively. The work following the Diocesan strategic review has been greatly extended beyond the 2003 Inspection recommendation and St Wilfrid's plays a major role in the collaboration of the three schools, St Marie's, St Thomas of Canterbury and St Wilfrid's. This greatly enhances the quality of provision of Catholic education in the Hallam Diocese.

The capacity to further deepen the quality of Catholic education

The school has an outstanding capacity to further deepen the quality of Catholic education. There is no sense of complacency in this very successful school. People from all sections of the school including governors, staff and children constantly seek to improve the quality of provision for Catholic education. Everyone is very reflective about how they contribute to the vision and the work of the school. There is no sense of merely fulfilling requirements. Adults and children are enthusiastic and creative about developing their own areas of responsibility. In turn they are confident of the support and encouragement they know they will receive from the head teacher and the governors. The school provides a very secure environment which enables everyone to give of their best in the interests of the whole community. This is a strong dynamic constantly developing Catholic school.

THE CATHOLIC LIFE OF THE SCHOOL: LEADERSHIP AND MANAGEMENT

How effective are leadership and management in the development of the Catholic life of the school?

The effectiveness of the leadership and management in developing the Catholic life of the school is outstanding. The Governors, Headteacher, Deputy Headteacher and Religious Education Co-ordinators are totally committed to the Catholic life of the school as part of the educational mission of the Church. The Headteacher and senior leaders communicate a strong sense of spiritual purpose with a focus on promoting high standards and the fullest possible development for everyone. They all provide a very clear and focussed direction for the life of the school. The inclusion of all learners is a central goal based on the school's belief that all are created in the image of God and "Everybody Matters". This is very effectively promoted throughout the whole extended school community. There is a tangible sense of shared mission amongst all the staff and this is very effectively transmitted to the children and the wider community. The parish priests of the two parishes which the school serves are very involved in the life of the school. The school is actively involved in both parishes and together they all form a prayerful worshipping community of faith.

The school has excellent relationships with parents and with outside agencies. Good clear structures are in place in all areas of the school so everyone is very clear about their role and how they can contribute to developing the Catholic life of this dynamic school.

THE CATHOLIC LIFE OF THE SCHOOL: COLLECTIVE WORSHIP

How good is the quality of Collective Worship?

Prayer is central to the life of the school. A very clear and comprehensive collective worship policy is in place. This policy is rooted in the school's Mission Statement. It is very detailed and structured and appropriate to the needs of this predominately Catholic community, where the majority of the children are practising Catholics. The school's worship is evaluated on an annual basis. The school's collective worship policy is reviewed every other year and governors, particularly foundation governors play a major role in this review.

Acts of worship include a variety of prayer styles which are consistently appropriate to the age of the pupils. Children lead Acts of Worship with confidence and enthusiasm from their earliest years in school. Again there is clear evidence of the strong sense of community in this school. Older children support younger children in leading Acts of Worship in a way that reflects the learning and skills of the different age groups. Children are led into understanding and full participation in the Eucharist by a very sensitive structured approach. Both Parish Priests make very valuable contribution to the prayer life of the school. In turn all school staff give very freely of their own time to support the children's worship in the pupils own parish. Penitential services are part of school life and children then have the opportunity for private confessions in a secure, familiar environment. Parents, carers, governors and indeed the wider community are welcomed into the school to share in Acts of Worship and many people take advantage of this invitation. Collective worship therefore makes an excellent contribution to the spiritual and moral development of the pupils. Collective Worship is outstanding.

RELIGIOUS EDUCATION: ACHIEVEMENT AND STANDARDS

How well do learners achieve in Religious Education?

The standards children achieve in Religious Education are very high. All learners including those with special needs make very good progress. There is clear evidence of pupils gaining knowledge, skills and deep perceptive understanding of Religious Education at all stages across the school. There is no evidence of under performance. Staff work very closely together to maintain and develop the high standards of provision throughout the school. Support staff are very dedicated and committed and make a very valuable contribution to the achievement of all pupils. Pupil behaviour is excellent. Children are secure and confident. Teachers and pupils show an openness and honesty as they explore key issues in Religious Education. Children are encouraged to articulate complex thoughts and do so with a high degree of maturity. The children's books show continuity and progression throughout the school. The school uses the 'Here I Am' programme and

incorporates other materials. All these factors contribute to the very high level of achievement and standard in Religious Education. It is outstanding.

QUALITY OF PROVISION OF RELIGIOUS EDUCATION

How effective are teaching and learning in Religious Education?

The quality of provision in Religious Education is outstanding. The work is supported by a clear and detailed RE policy. Teachers' high level of knowledge and commitment to their Catholic faith together with careful planning and assessment ensures that Religious Education is interesting and challenging for all pupils. The subject is lead by two very competent and committed Religious Education co-ordinators, who in common with all members of this community are very self reflective and evaluative of the support they offer. Differentiation in Religious Education lessons is outstanding. Each pupil has their needs met in a way that enables them to develop well. There is huge and appropriate challenge in all that the children are asked to do and they respond well to what is asked of them. The Religious Education curriculum is really interesting and exciting. The Bible and use of Scripture is totally integrated into the provision. The tasks the children engage in are many and varied. There is clear evidence of links to previous learning not only in Religious Education but across the whole curriculum. Cross curricular work particularly literacy, ICT, art and drama was very evident throughout the Religious Education provision. Religious Education is an integral part of the academic provision for these children. However it is also much more than that as teachers share their beliefs and experience with the children in a very open and honest way. Well thought out questioning on the part of teaching staff results in very mature responses which reflect deep thought on the part of the children. Lessons also offer lots of opportunities for reflection, meditation and prayer.

How well does the Religious Education curriculum meet the needs and interests of the learners?

The Religious Education curriculum fulfils the requirements of the Curriculum for Directors for Catholic Schools and meets the requirements of the Bishops' Conference by devoting at least ten per cent of teaching time to Religious Education. In all the teaching children were asked to consider how what they were exploring affected them now. In all age appropriate work children were consistently led to an understanding of the demands of religious commitment in everyday life. Children develop an understanding and respect for other faiths and cultures. The school has a School Council whose members value their role in the school community and recognise their responsibility. They described their school as fun, safe, caring forgiving with good teachers and interesting subjects. This description clearly articulated the school's fulfilment of the "Every Child Matters" agenda. Council members also recognised and welcomed the school's place in the wider community, valued the high level of our of school activities and welcomed the support the school gave to outside agencies, eg the Cub Scouts. The school is an inclusive school and offers equal opportunities to all children to make progress spiritually, academically and personally. Parents and carers are very actively involved in their children's learning and development.

Relationships throughout the school are excellent. They support and reflect the strong caring Catholic ethos of the school and impacts in an effective and powerful way on the spiritual and moral development of the children.

LEADERSHIP AND MANAGEMENT OF RELIGIOUS EDUCATION

How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

Subject leaders have a strong sense of the educational mission of the church their own Faith and the role of Religious Education in sharing this with the children. They focus on promoting the high standards and quality of Religious Education and greatly value the total support of the head teacher in their work. Religious Education has a high priority throughout all the work of the school and is a key feature of and fully integrated into the School's Improvement Plan.

The inclusion of all learners is a central goal based on a firm belief that "Everybody Matters". The provision for Special Education Needs is outstanding. Parents really value this and one mother in speaking of her special needs child said that the whole school community "totally embraced my child".

Highly efficient use is made of resources including resources within the parish and Diocesan communities. The school works very closely with its Catholic High Schools and has done significant work with other faith communities. It is a vital element of the collaboration of the three schools, St Marie's, St Thomas of Canterbury and St Wilfrid's and demonstrates outstanding practice that could usefully serve to further enhance Catholic education throughout the Hallam Diocese. The school works well with its cluster of Sheffield Catholic Schools particularly in the field of community cohesion and developments in ICT. Morale in this school is very high. Excellent links exist with parents, priests and parishes. The children flourish. Leadership and Management are outstanding in raising achievement and supporting all learners in Religious Education.

Summary of Inspection Judgements:	
Overall Effectiveness	Outstanding
The Catholic Life of the School	
How effective are leadership and management in developing the Catholic life of the school?	Outstanding
How good is the quality of Collective Worship?	Outstanding
Religious Education	
How well do learners achieve in Religious Education?	Outstanding
How effective are teaching and learning in Religious Education?	Outstanding
How well does the RE curriculum meet the needs and interests of learners?	Outstanding
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	Outstanding

Further copies of this report are obtainable from St Wilfrid's Catholic Primary School or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU Tel: 0114 2566440