



DIOCESE OF
SHREWSBURY

SECTION 48 INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:	St Wilfrid's Catholic Primary School
Address:	Greenbank Lane Hartford Northwich CW8 1JW
Tel No:	01606 288022
URN:	111461
Headteacher:	Mrs A Weir
Chair of Governors:	Mrs E Morrissey
Date of Inspection:	14 March 2013
Inspectors:	Mrs E Robb Mr P Sharp

"I have come that they may have life and have it to the full." John 10

St Wilfrid's is a place of love and learning, where all are equal in the eyes of God.

It is the mission of this school to cherish each individual.

We try to follow Jesus' example as a friend and guide.

We believe that there are talents and strengths within us all,
and we strive to let them shine brightly.

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		45	52	49	50	51	51	51	349
Catholics on roll		39	47	44	44	48	47	48	317
Other Christian denomination		3	3	2	2	2	4	1	17
Other faith background		0	0	1	1	1	0	0	3
No stated religious affiliation		2	2	1	3	1	0	0	9
Number of learners from ethnic groups		4	7	7	2	4	5	3	32
Total on SEN Register		1	1	7	6	9	6	5	35
Total with Statements of SEN		1	0	2	1	3	1	3	11
FSM		4	2	3	1	2	2	1	15

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Wilfrid's	247
St Thomas a Beckett	6
Our Lady's	22
Other parishes	42

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
St Nicholas	53
St Ambrose	1

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours)		2hrs 15 min	2hrs 15 min	2hrs 15 min	2hrs 30 min	2hrs 30 min	2hrs 30 min	2hrs 30 min	16hrs 45 min

STAFFING	
Full-time teachers	13
Part-time teachers	7
Total full-time equivalent	
Support assistants	19
Percentage of Catholic teachers f.t.e.	74
How many teachers teach RE (P) f.t.e.	20
Number of teachers with CCRS or equivalent	7
Number of teachers currently undertaking CRS	0

Published admission number	52
Number of classes	14
Average class size KS1	25
Average class size KS2	25

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2011/12	Current financial year 2012/13	Next financial year 2013/14
RE	2500	2500	2500
English	3000	4000	4000
Mathematics	2500	4000	4000
Science	1500	2000	2000

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate	Judgement
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OUTCOMES FOR PUPILS	2
<p>The children enjoy their Religious Education lessons. A survey carried out in Spring 2013 showed that children enjoyed learning new topics and themes in Religious Education. They make good progress and children with particular learning needs are very well supported and also make good progress. The children are aware of the Mission Statement which is displayed in each classroom, usually in the Prayer areas, and around the school. They show respect for one another and adults, and are aware of the consequences of poor choices and appreciate the relevance of forgiveness in their lives. Sacramental preparation has a high profile in the parish as well as in the school. The children feel safe in school and know that they can seek help from other children, teachers or any adult should they feel sad, hurt or upset.</p> <p>The children take on roles of responsibility which provide them with opportunities to contribute to the faith life of the school. They feel valued as their suggestions are taken seriously by those in authority and acted upon appropriately. For example the School Council suggested that a remembrance garden should be created in memory of a little girl who died. This garden is used for quiet reflection and prayer. The older children organize fund raising activities for example, CAFOD and Good Shepherd. Other more personal fund raising activities are equally well supported such as Maddie's Cancer Appeal and the Downs Syndrome Society.</p> <p>The older children, Year 6, develop strong relationships with the Reception children providing good role models and a friendship network. Through initiatives such as the Minnie Vinnies and the Young PTA the children develop an awareness of issues around their school and the wider community and are actively involved in organizing their own fund raising activities and choosing charities to support. There are good links with the high school and the Year 5 children enjoy their Retreat day held there.</p> <p>During the observed Collective Worship the children displayed enjoyment, reverence and respect. The children listened with interest and their behavior was excellent. They have access to quiet areas of the school where they are encouraged to reflect on, for example, their thought for the week which is taken from the Sunday Gospel reading. The children's experiences within the liturgical seasons enhance their knowledge and understanding of prayer, and by the end of Key Stage 2, children know traditional prayers and Mass responses. The children also understand that there are other forms of prayer such as silence, reflection, hymns. House Captains lead House Assemblies, held every second Tuesday, and decide on the theme, content and prayers.</p> <p>From a low starting point on entry, children's attainment at the end of Key Stage 1, and Key Stage 2 in Religious Education is in line with national expectation for literacy and numeracy. Although assessment throughout school is an area for development teachers are becoming more confident in using activities to assess children's attainment with more accuracy. The Acting Headteacher and Religious Education Co-ordinator carry out lesson observations and book scrutinies, all of which support a judgment of good pupil outcomes.</p>	

LEADERS GOVERNORS AND MANAGERS	2
<p>The quality of leadership is good. Whilst the previous Headteacher retired at the end of the last academic year, the Acting Headteacher is very well supported by the Senior Management Team and together they are committed to promoting the Catholic Mission of St Wilfrid's. They share a clear vision for Catholic Education. The Acting Headteacher has a strong presence around the school. She knows the children well and works very hard to support their needs and provide opportunities which enrich the teaching and learning of Religious Education. The Religious Education Co-ordinator provides guidance and leads by example. She is committed to providing the best possible opportunities for all children to achieve their potential. She is very supportive of staff as they continue to develop 'The Way, the Truth and the Life' Religious Education programme. The Religious Education Improvement Plan identifies priorities for improvement based on monitoring and assessment, which is shared with staff. So all have a clear understanding of their accountability in promoting high standards in Religious Education.</p>	

The Governing Body give their time and energies freely. They are supportive and proud of their school, particularly the well-behaved children, the hardworking staff and the whole school family of St Wilfrid's, where all are valued. The Chair of Governors is extremely supportive of staff, pupils and parents. She is often in school offering her help in whatever way the school requires. She is fully aware of the areas for development and fully committed to further improvement. The Parish Priest visits school and has discussed the Religious Education Plan with the Religious Education Co-ordinator, identifying priorities. His presence in the school helps to give him an understanding of the strengths and areas for development in Religious Education and his contributions to the parent newsletter enhances the spiritual life of the school community.

Questionnaires returned by parents indicate their support for the Acting Headteacher, staff and the school community. A parent commented that "the school excels in the teaching of morals, respect, politeness and love of others and I think this is a direct result of the Catholic faith the children are taught" and another parent reported that "the school has a very welcoming and positive ethos where Religious Education is clearly an important aspect of the children's school life".




PROVISION	2
<p>In lessons observed all teaching was at least good with outstanding features evident in some lessons. St Wilfrid's is using TEEP (Teacher Effectiveness Enhancement Programme) an innovative approach to teaching. Discussion with the Acting Headteacher and Religious Education Co-ordinator confirmed the commitment to this approach, which has enabled children to be more creative in their approach to learning, and to their appreciation of the differences, skills and qualities of others. Members of the Senior Management Team are excited about the commitment of all staff to this approach, particularly the positive impact this is having in Religious Education lessons.</p> <p>Lessons are well prepared, with lesson objectives explained at appropriate levels and differentiation evident. Teachers use a variety of strategies to engage and sustain children's concentration and motivation. The children are respectful to all involved in their lessons, enthusiastic about their learning and knowledgeable about the topics covered. For example, the Inspectors were particularly impressed with part of a lesson when one child commented that reading the Bible was like reading Jesus' diary and another child stated that Jesus' diary would have to be the New Testament. Children with additional needs are well-catered for. Their work and activities are planned to match their abilities and capabilities. Support staff make an effective and significant contribution to children's learning and are valued by the school.</p> <p>'The Way, the Truth and the Life' programme for Religious Education is being established and assessment across the year groups is being developed to include 'I can statements' ensuring more thorough and accurate assessment activities. A computer based tracking system (Assessment Manager) is being developed which will allow teachers to track the progress of pupils more closely and respond more quickly to any issues raised.</p> <p>Collective Worship is central to the every day life of the school. Class Assemblies focus on the relevant Religious Education topics and are presented to the whole school and parents. During the Inspection the Inspectors observed a whole school assembly presented by Y5 class, the main focus of which was "Saying sorry". The children obviously enjoy presenting assemblies and use song, art, Gospel readings and prayer to enrich and reinforce the message of the theme. During conversations with parents, after the Assembly, one parent commented on the way in which the school made Religious Education relevant to the lives of the children by making reference to themes and Gospel stories at appropriate times. On each Monday, the Sunday Gospel is shared, by each year group in the Chapel, led by the Acting Headteacher. This encourages the children to focus on a "thought for the week". The children see the Chapel as a special place for quiet prayer and reflection.</p>	

OVERALL EFFECTIVENESS	2
<p>St Wilfrid's is a good school providing a good range of Religious Education experiences which promote the spiritual, moral and social growth of the children. The Mission Statement -<i>"I have come that they have life and have it to the full"</i> (John 10) is rooted in the Gospel values and underlies all aspects of the school's work.</p> <p>The school provides a rich and varied range of learning opportunities and religious experiences in which children participate eagerly. The children are beginning to benefit from the range of teaching styles used within lessons, and introduced as part of the TEEP(Teaching Effectiveness Enhancement Programme), the impact being particularly noticeable in Religious Education.</p> <p>The children make at least good progress, due to good teaching, which ensures the needs of all pupils are met and particularly those children with additional needs. The children are very well-behaved and are respectful to adults and to each other. The older children provide some good role models for the younger children to emulate. The children are aware of the needs of others and are very active in their efforts to raise funds for those less fortunate than themselves. They are to be commended for their empathy.</p> <p>The Religious Education provided by the school meets the requirements of the Bishop's Conference and is responsive to the recommendations of the Diocese. The Acting Headteacher supported by the Senior Management Team is committed to providing the best learning and growing opportunities for the children at St Wilfrid's. The Chair of Governors and Governing Body are rightly very proud of their school. They are committed to promoting the Catholic life of the school and ensuring that the all children have the best possible Catholic education. Sacramental preparation is in partnership with parents and parish; and is recognised as a significant time in the children's faith journey.</p> <p>With the recent changes to the leadership of the school and the amalgamation of three parishes, St Wilfrid's is well-placed to implement the areas for development identified.</p> <p>What the school could do to improve further</p> <ul style="list-style-type: none"> • Develop a clear timetable for monitoring of Religious Education lessons and scrutiny of work as already identified in the Religious Education Improvement Plan. • Continue to improve assessment procedures for 'The Way, the Truth and the Life' through the development of a school portfolio, together with moderation and tracking procedures, throughout the school, that ensure more robust and accurate assessments. • Develop the role of governors so that they are more proactive in monitoring and evaluating provision for Religious Education within the school. 	

PARENTS' QUESTIONNAIRES
71 questionnaires were returned

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	46	22	1	1	1
2	I am happy with the values and attitudes that the school teaches	40	28	2	0	1
3	I am made to feel welcome in school	35	29	3	2	2
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	18	35	9	4	5
5	The school gives me a clear understanding of what is taught in Religious Education	38	30	1	0	2
6	The school enables my child/ren to achieve a good standard of work in Religious Education	32	37	0	0	2
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	21	37	8	1	4

PUPIL QUESTIONNAIRES (YEAR 2) 45 children

		Yes 	Sometimes 	No 
1	I like being at this school.	32	12	1
2	I learn new things in R.E.lessons.	43	1	1
3	I enjoy learning about Jesus and how to live as His friend.	40	5	0
4	I have to work hard.	39	6	0
5	My teacher helps me when I get stuck so I can make my work better.	32	13	0
6	My teacher listens to me.	41	4	0
7	<i>When I am unhappy there is always an adult I can talk to.</i>	40	5	0
8	I get praise when I do my best.	36	8	1
9	Other children are kind and behave well	24	21	0
10	<i>I am happy on the playground.</i>	32	12	1
11	I am allowed to help in class and around school.	29	14	2
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	42	3	0

PUPIL QUESTIONNAIRES (YEAR 6) 45 Children

		Yes	Sometimes	No
1	Do you like being at this school?	15	30	0
2	Do you find out new things in Religious Education lessons?	29	16	0
3	Are your Religious Education lessons interesting ?	13	28	4
4	Do you get help when you are stuck?	32	12	1
5	Do you have to work hard?	31	13	1
6	Do teachers show you how to make your work better?	32	13	0
7	Do other children behave well?	33	11	1
8	Are teachers fair to you?	28	17	0
9	Do teachers listen to your ideas?	31	14	0
10	Are you given responsibility?	30	12	3
11	Do you enjoy your times of prayer together?	30	14	1

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = requires improvement and grade 4 = inadequate	Judgement
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OUTCOMES FOR PUPILS	
How good outcomes are for pupils, taking particular account of variations between different groups	2
The extent to which pupils contribute to and benefit from the Catholic life of the school	2
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's collective worship	2

LEADERS, GOVERNORS AND MANAGERS	
How effective leaders, governors and managers are in developing the Catholic life of the school.	2
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to the outcomes for pupils.	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to the outcomes for pupils.	2

PROVISION	
How effective the provision is for Catholic Education	2
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	2

OVERALL EFFECTIVENESS	
How effective the school is in providing Catholic Education.	2