

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: St Wilfrid's RCVA Primary School

Address: Claremont Terrace
Blyth
Northumberland
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School URN: 122304

Headteacher: Mrs Pauline Johnstone

Chair of Governors: Mr John Usher

Lead Inspector: Mrs Denise Kendall

Team Inspector:

Date of Inspection 21 – 22 November 2012

INFORMATION ABOUT THE SCHOOL

St Wilfrid's is a larger than average-sized primary school. Most pupils are White British, although there is a significant proportion of pupils from minority ethnic groups, two thirds of whom speak English as an additional language. In September 2011 the school changed status from a first school to a primary school. From September 2010 it retained year five pupils who would previously have attended middle school. It moved into the refurbished middle school building in January 2012.

Pupil Catchment

Number of pupils on roll:

287+
nursery

Planned Admission Number of Pupils:

45

Percentage of pupils baptised RC:

57%

Percentage of pupils from other Christian denominations:

14%

Percentage of pupils from other World Faiths:

3%

Percentage of pupils with no religious affiliation:

26%

Percentage of pupils from ethnic groups:

12%

Percentage of pupils with special needs:

18%

Staffing

Full time teachers:

11

Part time teachers:

7

Percentage of Catholic teachers:

65%

Percentage of teachers with CCRS:

11%

Percentage of learning time given to Religious Education

FS

10%

Year 1

10%

Year 2

10%

Year 3

10%

Year 4

10%

Year 5

10%

Year 6

10%

Parishes served by the school

Our Lady and St Wilfrid's, Blyth

INSPECTION JUDGMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

COLLECTIVE WORSHIP

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

- St Wilfrid's is a good Catholic school. It has a caring and supportive ethos and all staff work hard together as a team to ensure that pupils have the best possible care. Staff and pupils are courteous to one another and this leads to a sense of respect and value for each individual.
- The quality of teaching and learning in Religious Education is good with some outstanding elements and this ensures that many pupils make good progress. It is not yet outstanding because marking is not consistent throughout the school and differentiation is still largely by outcome.
- The Catholic Life of the school is good because the mission statement underpins the work of the school and is clearly put into action each day by both staff and pupils, providing the whole community with opportunities to develop and grow in faith together.
- The quality of provision for Collective Worship is good and ensures that the spiritual needs of all pupils are met.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- To raise standards in Religious Education by ensuring:
 - that effective marking is more consistent throughout the school and that it clearly identifies to pupils how to improve their work and the next steps in their learning;
 - the consistent use of the 'I Can' statements throughout the school so that all pupils are well aware of the progress they are making and their personal targets.
- Ensure that the needs of all pupils are met by:
 - taking more opportunities to differentiate work by task as well as by outcome

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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Pupils make a good contribution to the Catholic Life of the school and benefit greatly from it. They take advantage of the many opportunities the school provides for them and are proud of their school. As a result they are enthusiastic about the activities which they can contribute to within the school as well as those that serve part of the wider community. They speak well about the charitable activities in which they are involved. They participate in evaluating the Catholic Life of the school in many ways, including through the school council and the evaluation of Collective Worship. The welcoming ethos together with a culture of support for others enables them to contribute to the life of the school and wider community. The pupils clearly understand what it means to live by Gospel values and belong to a Catholic school. This is evident from the way in which they care for each other, speak to one another and play together. The buddy system which is in place between the older and younger children is greatly appreciated and contributes to the Catholic Life they share through the preparation of joint liturgies and prayers and visits to the parish church.

The provision for the Catholic Life of the school is good. Pupils are able to participate fully in a number of key events and liturgies which celebrate the liturgical year. Pupils take on a range of responsibilities for caring for each other. This is particularly evident in the 'buddy' system between the younger children and year six. The older children prepared a special welcome Liturgy Mass for both year groups and parents to share together at the beginning of the year. This celebration was valued by many parents as well as the children and this has helped further develop their overall contribution to the Catholic Life of the school.

The headteacher together with senior leaders and governors promote monitor and evaluate the Catholic Life of the school well. Together they ensure that Catholic values are given high priority and that pupils experience a rich, broad and balanced Religious Education curriculum. They all demonstrate a clear understanding of the school's role in the mission of the Church and promote Catholic values and principles well. The Catholic ethos underpins all aspects of the life of the school. Self-evaluation reflects effective monitoring, analysis and self-evaluation. The views of parents are taken into account through the Catholic Life Committee which also includes staff members and governors as well as the parish priest. This results in targeted planning and actions which ensures continuous improvement in all aspects of the Catholic Life of the school.

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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Pupils' response to and participation in Collective Worship is good. They are reflective and focused during Collective Worship and from the earliest age pupils participate fully in prayer. Older pupils plan and lead prayer and worship regularly and speak highly of the work they do. They contribute to the preparation of prayer and worship for the younger pupils and clearly demonstrate their understanding of the Gospel message. There is a range and variety of prayer opportunities provided thus ensuring that prayer is at the heart of the school community. The pupils have a good understanding of religious seasons and festivals. Collective Worship contributes positively to the spiritual and moral development of the pupils.

The quality of provision for Collective Worship is good and ensures that the spiritual needs of all pupils are met. Prayer is at the heart of the school community and is inclusive and reflective. It is evident that from the beginning of their school life pupils are encouraged to have a special relationship with God through prayer. Many members of staff are skilled in planning different opportunities to ensure that pupils are able to participate in prayer in different ways. They support pupils well in developing their own skills in planning and leading worship and support them well in evaluating what has gone well and how they could prepare differently. Collective Worship has a significant impact on spiritual and moral development.

Leaders and managers promote, monitor and evaluate the provision for Collective Worship well. They clearly demonstrate an understanding of the liturgical year and ensure that there are many opportunities for pupils to share in this. As a consequence pupils respond well to all that is provided for them. The headteacher and Religious Education subject leaders' model best practice when leading Collective Worship ensuring that this has a good impact on all pupils. Sacramental preparation is delivered in accordance with Diocesan policy. Very good strategies are in place to monitor many aspects of school life including Collective Worship and as a result the quality of Collective Worship continues to further develop and improve.

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 monitor and evaluate the provision for Religious Education

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Pupils enjoy their Religious Education lessons, have good attitudes and want to do their very best. They show good understanding and their knowledge and skills are developing well according to their age and ability. Pupils are able to talk about their work in Religious Education. There are no notable differences between groups of learners and arrangements are in place to ensure that whenever necessary, pupils are supported in order to make progress according to their needs and capabilities. Pupils enter school with starting points that are well below average. Pupils make good progress and achieve well in the foundation stage. Pupils make expected progress through key stage one (KS1) and pupils' attainment is in line with expectations by the end of this key stage. Assessment data indicates that standards of attainment for key stage two (KS2) are in line with the Diocesan average as 73% of pupils attain level four and above by the end of this key stage. However, progress is well above the Diocesan average as 95% of pupils make two levels of progress between KS1 and KS2. Overall this represents good progress given their below average starting points.

The quality of teaching and learning in Religious Education is good with some outstanding elements and this ensures that many pupils make good progress. Teachers in all key stages have high expectations. They ensure that a range of teaching styles are used and this together with quality and imaginative resources results in good learning taking place. Differentiation by task is emerging in some year groups but is not yet embedded or developed sufficiently across the school.

The school has an accurate picture of pupils' achievement and assessment and monitoring procedures are in place to support this. Effective marking is in place in some classes but is not yet used consistently throughout the school in order to develop pupils' awareness of the next steps in their learning. There is some evidence that the school is using the 'I Can' statements appropriately to involve the pupils in the process of assessment. However, not all pupils are involved as a result not all pupils are aware of their targets. Assessment is well developed and is an integral part of the planning process. Assessments are accurate and clearly demonstrate progress and attainment. Pupils' work is moderated termly within the school as well as annually as part of the diocesan process. Progress is tracked termly and this ensures that different groups of pupils achieve all that they are capable of.

The monitoring and evaluation of the provision for Religious Education is good. The headteacher together with the staff team ensures that good monitoring systems are in place and this together with a well written action plan clearly identifies planned

improvements in outcomes for pupils. There is some evidence of pupils being guided to achieve at the highest levels, however not all pupils are aware of their targets in

Religious Education or how to improve their work. Assessment for Learning strategies are not fully developed as the use of the 'I Can' statements is inconsistent throughout the school and differentiation is largely by outcome, rather than by task.

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.

2

The quality of provision for Collective Worship

2

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

2

RELIGIOUS EDUCATION

2

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

2

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

2

	Pupil Outcomes	Provision	Leadership and Management	
Religious Education	2	2	2	2
Catholic Life	2	2	2	2
Collective Worship	2	2	2	2
	2	2	2	2