



Catholic Schools Inspectorate inspection report for

St Wilfrid's Catholic Primary School, Gateshead

URN: 149054

Carried out on behalf of Canon Peter Leighton V.G., Diocesan Administrator of Hexham and Newcastle
on:

Date: 1-2 March 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- St. Wilfrid's School is vibrant, welcoming and inclusive, where the Catholic life and mission is evident throughout the school. The mission statement is a lived experience where all strive to 'Love, learn and grow with God.'
- The Catholic life and mission is given the highest priority. The school offers pupils extensive opportunities to put their faith into action and supports the needs of this very diverse community, especially the most vulnerable.
- Pupils enjoy religious education, can explain its value, and are keen to do well. This leads to expected progress in most lessons.
- Prayer and liturgy are at the heart of the school community and form the rhythm of daily life.

What the school needs to improve:

- Enable pupils to have a deeper understanding of the opportunities offered within Catholic life and mission and within prayer and liturgy so that they can articulate the impact these have on themselves and others.
- Ensure teachers are confident in their subject knowledge and consistent in the assessment of pupils in order to raise aspiration and challenge for teaching, learning and behaviour to ensure pupils know more and remember more.
- Develop further opportunities to inform parents and carers about the religious education curriculum and to develop further opportunities to engage them in the Catholic life and mission and prayer life of the school.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1



Pupils have a sense of belonging and are proud to be part of the school family of St Wilfrid's. This 'sense of family' is nurtured from children's earliest days in school. The pupils value and respect the Catholic traditions of the school. They are committed to following the teaching and example of Jesus. The Mini Vinnies focus their actions on JOY - Jesus, Others, and You. Pupils' contributions to shaping the school's Catholic life and mission is developing. They are actively involved in the many opportunities the school provides to support local and global communities, as shown in their support of CAFOD and a Pentecost Parade through the surrounding streets. The Faith in Action group led the school in CAFOD's Walk Against Hunger. Although pupils can describe these activities, their ability to articulate how this reflects the mission of the Church or the personal impact is limited. Pupils' behaviour is generally good; they are happy, confident and feel safe in school. Most pupils show respect for adults and each other but have a limited awareness of other faiths.

The school mission statement, 'Love, learn and grow with God', is a clear expression of the educational mission of the Church. It underpins the school values of love, wisdom, courage, responsibility, resilience, and respect. It is understood and lived out by all and is at the heart of all the school offers. There is a strong sense of community at all levels and very strong relationships are evident. The deeply committed staff work hard to ensure the school mission is lived out daily. There is a genuine culture of welcome at St Wilfrid's. New pupils join throughout the school year, and creative approaches are used to ensure that these families feel part of the school community, for example a study of the life of Oscar Romero was used to support and integrate El Salvadorian asylum seekers. Staff strive to lead by example, showing respect to each other and to all pupils. A high level of pastoral support is offered to pupils and their families with an explicit commitment to

those in need. One parent spoke appreciatively of school support for parents including English language classes provided for parents with limited spoken English. The school is equally supportive of staff, resulting in high morale, very positive relationships, and a sense of belonging. The learning environment reflects the mission of the school through vibrant displays and a liturgical space which highlights and celebrates the Catholic mission and identity. Relationship and sex education is well-planned explicitly referencing Catholic teaching and principles.

Leadership of Catholic life and mission is outstanding due to the drive of the subject leader and the chair of the local governing committee. They are both passionately committed to the mission of the Church, to Catholic education, and to Catholic Social Teaching. They are ambitious about the school's contribution to the lives of the people it serves. They see the promotion of an authentic Catholic ethos as fundamental to their leadership roles. This vision is shared by the whole community who demonstrate great pride in their school. They provide very focused leadership and are highly visible within the school and the parish community as role models for staff, pupils, and parents. The headteacher engages very well with parents and carers, although this is often on a more informal basis. Staff feedback highlights how they feel valued and supported. The school's self-evaluation is aspirational and is becoming a more accurate reflection of the school. Monitoring is leading to a more clearly focused plan for further improvement. The school engages well with the Diocese.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1

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Pupil outcomes in religious education are good because almost all pupils recognise the importance of religious education and enjoy their lessons. This is evident in their responses during lessons where pupils are motivated and keen to take part. They can articulate their knowledge, but this is often limited to their current learning. Pupils are given creative and engaging tasks, encouraging them to work collaboratively and independently. Consequently, most pupils concentrate well and work at a good pace. Most pupils have positive attitudes and older pupils speak enthusiastically about their learning. In Year 5/6 a pupil commented that their teacher 'helps us to know that mistakes help us learn and supports us to make things better.' Most pupils, including those with special education needs, are making good progress over time across a range of skills and are developing well in their knowledge and understanding. Where progress is strongest, pupils show a willingness to improve and respond to feedback effectively. Because of focused staff training, pupils are becoming more religiously literate and thoughtful in their oral responses. Pupils generally take pride in their work and books show a high standard of presentation. Through effective teacher feedback and adult support pupils understand how well they are doing and what they need to improve. Some pupils are able to talk about the assessment grids and how these show their progress in religious education.

The provision for religious education is good. Most teachers have a strong subject knowledge and all show a commitment to the value of religious education. As a result, an atmosphere conducive to learning is created. Planned activities are varied and support staff are used effectively to support pupils with special educational needs. The most skilled teaching assistants reinforce learning and support pupils to meet their objectives. Teachers use skilled questioning within their lessons to identify pupils' understanding, and to challenge pupils to give deeper responses. Where

learning is most successful, the pace is strong and teacher talk is limited and focused. Teachers have responded well to training to develop feedback and marking, resulting in a consistent system across school. Where feedback is most successful, it offers challenge and deepens pupil's understanding resulting in stronger progress. The use of assessment to monitor progress and identify any gaps in understanding is more embedded since the previous inspection, although not yet consistently across the school. Teachers provide pupils with a wide range of creative and good quality tasks which offer the pupils opportunities to respond in a variety of ways including through artwork, role play, mind maps and booklets. These contribute effectively to the pupils' moral and spiritual development.

The leadership of religious education is outstanding. The subject lead is deeply committed and has a clear and inspiring vision for religious education. He ensures that religious education is the core of the curriculum and meets the requirements of the *Religious Education Curriculum Directory 2012*. There is parity in terms of quality and quantity of work with religious education books and those of other core subjects. The monitoring and evaluation of religious education is rigorous and robust. This enables the subject lead and link governor to plan effectively to deliver the best outcomes for all pupils. There is a clear response when teaching is less than good so learning is not compromised for extended periods. Together, their analysis identifies strengths and the areas for improvement which are detailed in the action plan for religious education and in the school development plan. From this a well-planned and very effective programme of professional development is established and delivered by the subject lead and Trust staff.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2



Pupil outcomes are good. St Wilfrid's is a prayerful community where pupils join in community prayers appropriately and with growing confidence. Pupils usually respond respectfully and thoughtfully when participating in prayer and liturgy in small and large groups. Pupils have a good understanding of the Church's liturgical year, its seasons, and feasts, and can describe how they are celebrated in school. Pupils are becoming more confident when creating an atmosphere for prayer and reflection independently and in groups. Pupils, dependent upon their age, are becoming more equipped to prepare and lead worship using a variety of resources including scripture, liturgical music, and religious artefacts. With adult guidance a class liturgical prayer, planned by a group of Reception pupils, provided an opportunity for the class to share how they could show God's love in their daily lives by saying thank you and looking after their friends. Pupils are beginning to reflect on how their prayer opportunities shape their actions within and beyond school. The experience of living and working in a faithful, praying community is beginning to have a positive impact on their spiritual and moral development.

Provision is good because it is seen as central to the life of the school and gives each day its daily rhythm. St Wilfrid's has a planned programme for prayer and liturgy. This includes regular class and key stage prayer liturgies and joining with the parish community to celebrate the First Friday Mass. Creative and engaging prayer and liturgies are planned to highlight key liturgical events. The school celebrates Pentecost with a parade through the streets. Scripture is central to prayer and liturgy. Pupils in Years 5 and 6 acted out Matthew's gospel of Jesus' temptations. This enabled the pupils to focus on their actions and the path they need to take as they begin their Lenten journey. The school environment is used effectively, both inside and out, to develop engaging prayer spaces. As a result of whole school training and support from the subject leader, staff are

becoming well-equipped in helping pupils to plan and lead liturgical prayer. This helps them to develop independence in line with their age and capacity. Staff act as very positive role models for pupils. Prayer and liturgy, both whole school and class, generally have a clear purpose, direction and message and the themes chosen reflect a good understanding of the liturgical seasons and the Catholic character of the school. Pupils are prepared for the Sacraments of Reconciliation and Eucharist by staff in school on behalf of the parish.

Leadership is good. The school policy for prayer and liturgy follows the Diocesan model and staff training has ensured all staff are effective role models and understand its importance. Leaders generally model good practice and have a clear understanding of the Church's liturgical year and use this to good effect in developing the pupils' knowledge and understanding of Catholic rites and symbols. The school year is punctuated by key liturgical celebrations and feasts. The subject leader supports staff to continually develop their skills in leading prayer and liturgy and in helping pupils to become more independent. As a result, pupils can lead prayer and liturgy that is engaging and thought-provoking. New staff speak highly of the support and guidance given to them by the subject lead. High priority is given to prayer and liturgy by governors. Consequently they ensure that investment is made in resources that enhance the provision and they recognise their responsibility to monitor the prayer life of the school. Leaders seek the views of pupils, staff and parents. However, this is often on an informal basis.

Information about the school

Full name of school	St Wilfrid's Catholic Primary School
School unique reference number (URN)	149054
Full postal address of the school	Old Fold Road, Gateshead, Tyne & Wear NE10 0DJ
School phone number	0191 4771909
Name of head teacher or principal	Mr Jonathan Philips
Chair of governing board	Mr Tom Tate
School Website	www.stwilfridsrcprimary.org
Multi-academy trust or company (if applicable)	Bishop Wilkinson Catholic Education Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3 - 11 years
Trustees	Diocese
Gender of pupils	Mixed
Date of last denominational inspection	10 - 11 March 2015
Previous denominational inspection grade	Good

The inspection team

Maria Elliott	Lead inspector
Joanne MacDonald	Team inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement