

St Wilfrid's Catholic High School and Sixth Form College

URN: 138951

Catholic Schools Inspectorate report on behalf of the Bishop of Leeds

18–19 April 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

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

Religious education (p.5)

The quality of curriculum religious education

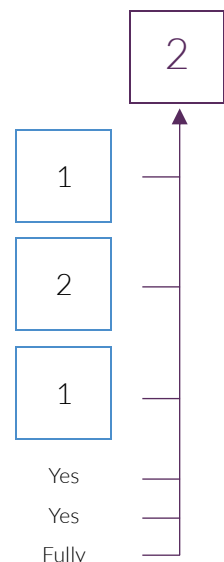
Collective worship (p.7)

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

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



What the school does well

- Senior leaders are outstanding role models in promoting servant leadership at St Wilfrid's. A culture of respect has been established that is valued by staff and students.
- Students are exemplary in their behaviour, attitudes to learning and the respect they show each other.
- The inspirational chaplaincy team ensures that faith is put into action through a variety of initiatives at local, national and global levels.
- Catholic social teaching is at the fore of the school's work and is evident in many strands of the school curriculum. Consequently, students understand and live out the Gospel values.

- The monitoring and evaluation of prayer and liturgy activities is outstanding; students play a key role in this process and this helps to shape the school's themes for the liturgical year.

What the school needs to improve

- Strengthen and embed independent learning activities within the religious education scheme of work, particularly in Key Stage 3, so that all students develop the skills required to achieve their potential.
- Ensure consistency of student feedback in Key Stage 3, so that all students know how well they are doing, what they need to do to improve and be more secure in their learning.

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

Pupil outcomes

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

1

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

1

Students benefit hugely from the commitment shown by all staff in their mission to provide a full and rich Catholic life experience at St Wilfrid's. They know and understand the school's mission statement, with one commenting 'students feel valued here and we are all respected'. Students of other faiths recognise that they are all members of the St Wilfrid's family too, inclusivity is a strength. All staff, ably led by senior leaders and the school's lay chaplain, strive to offer a learning experience which allows students to contribute to improving the lives of their peers, the local community, and those further afield. There is a strong commitment to the most vulnerable within the school and the wider community through events such as the termly hamper donations to local families, clothing bank donations, Mary's Meals, various SVP activities and engagement with a number of CAFOD campaigns. Students willingly take the lead on these initiatives and are well supported by the Chaplaincy team and wider staff. The school also ensures that, where necessary, students have full access to the many opportunities on offer and funding is always available to ensure this.

Catholic social teaching is integral to the work that students are involved in through the many initiatives offered by the school, this is woven into the fabric of the school's curriculum and has become a key part of the St Wilfrid's experience. The head teacher and his team are strong role models in servant leadership and this is reflected in the way that all staff and students behave. Senior leaders and the lay chaplain are working to further develop young leaders and this is evidenced through discussions with students, who value the opportunity to lead on various initiatives that happen in school. Students and staff clearly articulate the charism of St Wilfrid's, which is one of lived Gospel values, and all staff work hard to successfully foster a community where equality and diversity are promoted, an example being 'Positive Identities', where

students celebrate the uniqueness of the individual. Chaplaincy provision is outstanding. The school's lay chaplain is an inspirational role model, well-regarded by all staff and students. Her humble dedication to the school community is extraordinary, with her vocation and personality being constantly cited as a source of enormous strength and influence. Her work in creating new opportunities for staff and students to grow spiritually is exemplary. Provision for Personal Development (PD) is outstanding, being tailored to suit the needs of the students. The PD coordinator provides excellent support with planning and delivery to dedicated teaching teams. Additionally, her collaboration with the SEND team ensures that provision is adapted to benefit the most vulnerable. This is recognised by all staff in the team, who appreciate her work and her considered approach.

Governors regularly visit school and are fully aware of the school's priorities for improvement. They bring expert support and challenge to senior leaders, with Catholic social teaching values being an integral part of this challenge and support. Their strategic involvement is welcomed by the senior team, who use their expertise to support them in their continual reviews of the school's provision, thus refining and improving the Catholic life experience for all students. This positive relationship between governors and school leaders is a strength. The head teacher's approach to leadership has allowed staff to develop their skills, growing people into new roles and further improved provision. Wellbeing is a priority for leaders and governors at St Wilfrid's and this is recognised by staff, who speak highly of the support they receive through the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

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

2

Students demonstrate good knowledge in religious education, achieving well and making good progress. They demonstrate excellent use of religious literacy and this helps them to articulate complex theological concepts. Consequently, they are easily able to communicate what they have learnt, prompting fruitful discussions during lessons. Students comment how they recognise that religious education gives them a good understanding of their own faith and that of others, preparing them well for life in a multifaith society. Most lessons offer a range of activities that keep students motivated and on task, students like this variety and comment that it helps them learn better in lessons. When a range of activities are offered within the classroom students are more focussed and creative in their work. Independent learning activities allow students to take the lead with their learning. However, this is not embedded consistently across the department. Work in class books is of a high standard and well presented, students take pride in their learning. Display in the classroom is current and there are some good examples of student work modelled that support learning. Students enjoy their religious education lessons, they are engaged with their work and relationships between staff and students are excellent. Behaviour is exemplary. Attainment and progress in religious education has improved steadily over the past three years and this is partially due to the implementation of a skills focus that is having a positive impact. However, some students, particularly in Key Stage 3, are unaware of how well they are doing and what they need to do to make progress. More robust monitoring and evaluation of post-16 provision over recent years has seen student progress and attainment improve. Students are positive about their experiences in both general and A level religious education. Teaching is good at Key Stage 5 with staff demonstrating a rich theological subject knowledge.

There is a strong commitment to the work of the department, enabling students to understand the importance of the subject in their day to day lives. All staff have strong subject knowledge and, when teaching is good or better, staff are skilled in utilising effective questioning that develops higher level thinking skills. This allows students to recall prior learning effectively and make meaningful connections, helping staff to adapt their lessons to ensure that students maximise their learning. The use of scaffolding to help students who need more support is good, promoting independent work that strengthens learning. There is good use of praise to celebrate the work of students and they respond well to this. Book checks and student discussions highlight inconsistencies in the school's feedback policy and this is not always fully implemented or consistently applied, particularly in Key Stage 3. However, there are some good examples of thought-provoking, focussed feedback for those in Key Stage 4 and student responses to this are good.

The subject leader clearly articulates his ambitious vision for the department. This has resulted in a creative and imaginatively designed Key Stage 3 curriculum that is enhanced by the use of other resources. Consequently, the department delivers a curriculum that is well sequenced, with ample opportunities for learners to progress regardless of age or ability. The subject leader's infectious enthusiasm, coupled with effective staff training, has ensured that governors, senior leaders and members of the department are fully aligned with his vision. He has put a number of plans in place to address areas for improvement. Leaders and governors understand the improvements made in religious education and are accurate in their evaluation of the department's strengths and areas for development; they recognise and support the importance of religious education as a subject and its centrality across the whole curriculum. There is full parity with other core subjects.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Outcomes for prayer and liturgy are outstanding because senior leaders and staff have worked to establish a spiritual environment which is conducive to prayer and reflection. Students engage enthusiastically in all aspects of prayer and liturgy and opportunities provided to them by the school are varied, enabling them to participate fully. They demonstrate outstanding behaviour and reverence during these times. The prayer themes for the year are built around the liturgical calendar and students are key players in designing these themes. They know the different seasons of the liturgical year and participate in prayer and liturgy events in a variety of ways, including: service during Holy Mass, singing, reading and reflection. Student involvement is carefully considered and the chaplaincy team ensures that there are age appropriate activities that allow all students to show their talents. Monitoring and evaluation is a collaborative process, with students being fully involved. Their input ensures that prayer and liturgy is tailored to the needs of themselves and their peers and leaders welcome this. Consequently, students have a full understanding of the wide range of prayers that are integral to the Catholic tradition. Students can also articulate the link between prayer and liturgy, the links to the school's curriculum and the links to the work they do to support others in need from the wider community.

Prayer and liturgy are central to the life of the school and this is most evident through form time collective worship and the high-quality display in communal spaces; an example being the students' artwork depicting each form's saint. Opportunities for prayer and liturgy are varied and creative, incorporating scripture passages that are relevant to the liturgical season. The whole school community participates in this and the pattern of prayer is a natural part of the school day. The school chapel is well used by the religious education department, being used for lessons in addition to classroom-based lessons. During chapel lessons pupils have an

opportunity for silent prayer, reflection and meditation. During these times students learn more about the importance of the chapel and they view it as a place for all. The school has also made other prayer spaces available in classrooms throughout the school and these are used by staff and students regularly. Links with parishes are strong. Leaders have worked hard to strengthen these links over recent years and the local parish priest and the priest chaplain are active in school, visiting regularly. Services such as Light Fever are powerful and give staff and students an opportunity to light a candle and participate in Adoration, prayer, meditation and Benediction. A number of students also attend the diocese's monthly youth event, Revelation, which gives them an opportunity to meet with young people from other schools and journey together in their faith.

Governors and Senior leaders have an inspiring vision for collective worship. They are deeply rooted in faith and are passionate about ensuring that the students at St Wilfrid's experience high quality prayer and liturgy experiences. They plan the school calendar to ensure that key dates in the Church's year are celebrated through Holy Masses or liturgies and all events are well resourced, offering a variety of different forms of worship; this supports staff with delivery. Leaders' planning also ensures that students take part in retreats throughout the year. Leaders comment on the value of this, saying that it raises the status of prayer and liturgy in school and prepares them in supporting students on their spiritual journey. The staff retreat that the school offers is also greatly appreciated, strengthening the faith of those who work with the students.

Information about the school

Full name of school	St Wilfrid's Catholic High School and Sixth Form College
School unique reference number (URN)	138951
School DfE Number (LAESTAB)	3844604
Full postal address of the school	St Wilfrid's Catholic High School and Sixth Form College, Cutsyke Road, Featherstone, Pontefract, WF7 6BD
School phone number	01977691000
Headteacher	Philip Dore
Chair of Local Governing Body	Ian Hughes
School Website	http://www.st-wilfrids.bkcat.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	The Bishop Konstant Catholic Academy Trust
Phase	Secondary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	11-18
Gender of pupils	Mixed
Date of last denominational inspection	26-27 April 2017
Previous denominational inspection grade	Good

The inspection team

Mark Taylor	Lead
Kate Bailey	Team
Marianne Wilkinson	Team
Josh Neal	Team

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