

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ST WILFRID'S CATHOLIC HIGH SCHOOL AND 6<sup>TH</sup> FORM COLLEGE  
Cutsyke Road, Featherstone, Pontefract, WF7 6BD

School URN	108297
School DfE Number	384/4604
E-mail address	email@st-wilfrids.bkcat.co.uk
Chair of Governors	Mr. Robin Slavin
Headteacher	Mrs. H. Gilroy
RE Subject Leader	Mrs. S. Smith
Date of Inspection	26 <sup>th</sup> - 27 <sup>th</sup> April 2017
Section 48 Inspector/s	Mr. P. Martin / Miss. M. Hattersley S48 Trainee Mrs. C. Collard

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

2

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

**OUTCOMES FOR PUPILS**

2

**THE PROVISION FOR CATHOLIC EDUCATION**

2

**LEADERS AND MANAGERS**

2

**Summary of key findings: This is a good school**

- This school is a good school with excellent capacity at all levels for further improvement.
- School leaders, governors and trustees clearly demonstrate a very high regard for continued commitment to the Church's mission in education. They are passionate about their work and working hard to improve the provision and outcomes for all pupils.
- There is good practice within the Religious Education (RE) department and RE leaders know the strengths and areas for development based on accurate monitoring and evaluation of teaching and learning. Outcomes are broadly in line with diocesan averages but further improvement is needed to improve outcomes at Key Stage 4 (KS4) and Key Stage 5 (KS5).
- Pupils and sixth form students speak very positively about their school. They are beginning to take on responsibilities and participate in the leadership of the Catholic Life of the school.
- Leaders at all levels know what is required to move the school forward with respect to its Catholic Life (CL) and Collective Worship (CW)

**What the school needs to do to improve further.**

- Embed the role of the school's recently appointed lay chaplain by ensuring effective support and training.
- Provide further opportunities for pupils to take on leadership responsibilities in CW and in leadership of the CL of the school.
- Continue to develop and embed the new RE curriculum provision along with teaching and learning strategies so that good and outstanding RE achievement is secured in the future.
- Develop the post-16 General RE provision and consider ways to effectively monitor and evaluate the current provision.
- Introduce effective monitoring and evaluation of the current Education in Personal Relationships (EPR) provision in light of the newly proposed statutory requirements.

**Information about this inspection**

The Inspection of St Wilfrid's Catholic High School and Sixth Form College was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- The inspectors visited seven Religious Education (RE) lessons in Years 7-11 and 13 to observe teaching and scrutinized pupils' written work.
- Examination of pupils' written work, teacher assessment and written feedback.
- Meetings with the headteacher, members of the senior leadership team, the RE subject leader, Directors of Year (pastoral), Personal, Social, Health and Careers Education coordinator, SENCO, safeguarding lead, lay chaplain, governors and trustees, BKCAT Officer (Standards and Achievement), pupils and parents.
- Examination of school and department documentation including school improvement plans, policies, monitoring and evaluation records, planning and assessment files, meeting minutes and pupil survey / questionnaire returns
- Inspectors also shared in the celebration of Form Prayer and Year Assemblies.

### **Information about this school**

- St. Wilfrid's Catholic High School and Sixth Form College (with Communication and Interaction Resource) is a Voluntary Academy and was founded by the Catholic Church to provide education for children of Catholic families. The school is part of the Bishop Konstant Catholic Academy Trust.
- The school is a mixed Comprehensive school for students between the ages of 11 and 19. There are 1338 students on roll aged 11- 16 and 296 students in the Sixth Form.
- St Wilfrid's Catholic High School and Sixth Form College serves the following parishes - Sacred Heart Hemsworth (and St Joseph's Moorthorpe), St Benedict's Garforth, St John's Normanton, St Joseph's Castleford, and St Joseph's (including the Parish of Holy Family and St Michael's) Pontefract.
- 44.2% of the students aged 11 – 16 are baptised Catholics with 40.2% baptised Catholic in the Sixth Form. There has been little change in this figure over time compared with the previous S48 Inspection.
- St Wilfrid's is a popular and oversubscribed school. Applications are strong and they have received over 480 applications for 280 places. Approximately 50% of pupils choose to follow on into the sixth form.
- There are 97 full time equivalent (fte) teachers - 18 part time. Of these, 32.9 fte are Catholic teachers. There are 8 fte teachers in the RE department. 3 teachers hold the CCRS or its equivalent.
- Students in Years 7 – 11 identified as school action +(SA+) = 35. Sixth form SA+ = 1. Students in Years 7 – 11 identified with statements of Special Educational Need (SEN) = 42. Sixth form = 2. Students in Years 7 – 11 identified as Pupil Premium (PP) = 185. Students in the sixth form identified as PP = 20.

- There is a wide range of ethnic groups but the vast majority of pupils (86%) are White British.
- Pupils for whom their first language is other than English is 6.7%.

## Full report - inspection judgements

### Outcomes for individuals and groups of pupils are Good

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	<b>2</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>3</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>2</b>

- Pupils across all year groups are very alert to the needs of others and seek justice for all within and beyond the school community. They talk positively about the opportunities they have to help those less fortunate than themselves. Pupils contribute willingly to a range of charities and events throughout the year including support for Catholic Care, CAFOD and the World Food Programme.
- Pupils demonstrate a strong commitment to the school's Catholic ethos through their observed good behaviour and discipline. Equally, there is excellent support and guidance given to those who do not always follow the school's code of conduct.
- The Youth St Vincent de Paul (SVP) group has recently been launched with Year 7/8 and pupils speak positively about the opportunity they have for praying and undertaking voluntary work within the school. The "B-Attitude" group for Years 9-13 has also been started recently and the focus is on supporting others beyond the school through leading on charitable events. Several pupils are part of the Alpha group, set up following the success of the recent Sion Mission at the school. They expressed enjoyment at being able to reflect on their faith and spiritual development. Plans for starting a "Catholic Ethos" group and a "Chaplaincy" group are also being planned to start in the next academic year.
- Pupils and sixth form students speak very positively about their school. They comment about the school's "family feel" where they "all care about one another even when things go wrong".
- Pupils are beginning again to take on responsibilities and participate in the leadership of the Catholic Life at St Wilfrid's: they have much potential that needs realising. Various groups across the whole school are now being set up to enable pupils to have increased ownership. Sixth form students could take an even greater lead of the younger pupils following the introduction of their proposal to act as prefects.
- The majority of pupils are engaged in their learning in RE, keen to do well and take pride in their work. Presentation of work in exercise books and files is good. They enjoy the work and appreciate the support of their RE teachers through the feedback they receive. Some pupils were able to ask inquisitive questions as they tried to grasp the more challenging concepts.
- Those in Year 11 and the sixth form know their current and target grades but other pupils were generally uncertain.
- Parents stated that their children find the RE topics interesting and their children feel comfortable exploring and questioning their faith with their teachers. Parents are informed

about current and target grades for their children and appreciate receiving letters and emails celebrating personal achievements.

- The standards pupils achieve at the end of KS4 and KS5 in RE are broadly in line with diocesan and national averages. Over the last three years KS5 progress, considering starting points, is broadly in line with national averages. Attainment outcomes A\*-E are above average for both A2 and A/S whereas A\* - B outcomes are below the national average. Internal Key Stage 3 RE attainment and achievement data indicates that pupils are making progress and some are exceeding expectations.
- At KS4, there is an upward trend in terms of RE GCSE examination entries: these are now in line with the diocesan average. A\*-C attainment by cohort has fluctuated over the last three years but has continued to be at least in line with diocesan averages. Attainment at the higher grades dipped below average in 2016 and this may have contributed to a smaller take up for RE in the sixth form. The attainment of 'groups' of pupils indicates that there is a gender gap and a gap between disadvantaged and non-disadvantaged pupils. Girls are outperforming boys in RE. There is evidence to indicate that this gender gap is narrowing over time. The disadvantaged gap widened in 2016 but forecasts indicate that this will narrow in 2017.
- KS4 progress in RE considering starting points indicates that the percentage of pupils achieving 3 levels of progress (LOP) has fluctuated over the last three years. There is some evidence from the 2016 data suggesting progress measures for this cohort were below average.
- Internal attainment and progress headlines for Years 7 to 10 indicate that pupils are making good progress. In Year 10, there is evidence of an increased percentage of pupils forecast to achieve level 4+ and levels 5+ grades in RE. In Year 9, the percentage of pupils forecast to achieve a level 4+ has also increased throughout the year.
- Pupils take part in CW in form and twice-weekly assemblies. Although some pupils take part in regular prayer life, their responses can sometimes be passive. Some pupils, including those that are non – Catholic, are responsive and willing to say prayers.
- Pupils have some opportunities to compose prayers but they rely heavily on adults within the school for support and guidance. Most daily acts of worship are of very good quality, but are designed and led by adults. Further work must aim to ensure that pupils develop the necessary skills to support their private and public prayer and to increase their confidence in the use of scripture.
- Pupils talk about the opportunities for prayer and appreciate that not all pupils are from Catholic backgrounds. One pupil said, "I feel comfortable in joining in prayers even though I am not a Catholic".

## The provision for Catholic Education is Good

The quality of teaching and how purposeful learning is in Religious Education.	<b>2</b>
The extent to which the Religious Education curriculum promotes pupils' learning.	<b>2</b>
The quality of Collective Worship provided by the school.	<b>2</b>

- The inspection agrees with the school's self-evaluation that RE teaching is mainly good. The RE leader has a clear understanding of strengths and areas for development based on accurate evaluation of teaching and learning. Where teaching was strong there was evidence of clear developmental learning objectives and 'bright spark' challenges, pupil

engagement, strong subject knowledge, links made to GCSE and 'A' Level specifications along with strong teacher-pupil relationships.

- In most lessons pupils were observed to be interested and keen to learn. Some, but not all, said that they enjoyed RE and knew how they were doing through marking and assessment grades. Parents stated that their children enjoy RE, find it interesting and feel comfortable exploring their faith with the teachers.
- Little evidence was seen of personalisation strategies and the needs of all learners, particularly high attainers, boys and disadvantaged pupils, were not always addressed. Not all Year 7 to 10 pupils knew their current and target grades. Many were not aware of their progress and were not confident in talking about their RE learning. The pupils are keen to do well but there is a need for them to know what they are striving for.
- Very good resources have been developed for the new KS3 schemes of work (SoW) and GCSE specification: the department have access to common shared resources for each topic. There is effective collaboration with other diocesan schools.
- Marking and feedback was inconsistent. Where marking and feedback is strong there is evidence of regular marking which follows the school policy. Ink stamps are used to give praise, tips and challenge and pupils respond to the feedback given by completing green pen work. For GCSE, there was evidence of examination questions being set and pupils improving their work. There was evidence in some pupil folders of an excellent KS5 feedback sheet being used
- There was evidence of a flightpath sheet in some exercise books but not in others. This good practice should be used by all members of the department to aid pupil progress. The literacy codes were not always observed to be consistently applied.
- The RE curriculum provision is good and it provides a range of opportunities for spiritual and moral understanding. RE is given 10% curriculum provision and the RE Curriculum Directory (2012) requirements are being fulfilled at KS3 and 4. However, there is currently no specific General RE provision for Year 12 or 13 pupils. General RE topics are currently delivered by Year 12 and 13 form tutors as part of a 30 minute weekly programme of Personal, Social, Health and Citizenship Education (PSHCE).
- Current Year 11 pupils are studying the legacy Edexcel Units 3 and 10 GCSE specification. In 2015, a significant number of pupils were withdrawn from the full course RE entry. Nearly all pupils now follow the GCSE course.
- RE Leaders have reviewed the KS3 curriculum in light of national KS4 and KS5 Religious Studies changes. SoW are being written along with stimulating resources to engage all learners. The department is collaborating with other diocesan schools to create and share resources. A variety of resources are used including '*The Way, The Truth and The Life*'. Primary network meetings are attended to ensure the schemes build on the prior learning at feeder primary schools. The department is aware of the need to ensure the new KS3 SoW and KS2 data collection creates a smooth curricular transition from KS2 especially for those pupils making the transition from non-feeder primary schools.
- In Years 9 and 10 pupils are now taught in sets. This is a new strategy introduced to address the demands of the new GCSE specification and to further improve pupil outcomes.
- The KS4 SoW and resources for Years 9 and 10 are also being re-written in light of GCSE changes. The Eduqas GCSE specification for RE is being delivered. The new departmental shared resources are well organised, well planned and age-appropriate. They are an example of good practice. The RE leader has been working with a diocesan network of schools to create and share Eduqas resources which has allowed expertise to be drawn from within and beyond the school. Common assessment tasks and the new 9-1 grading system and examination board guidelines inform grade boundary criteria. A 'live electronic tracker'

tracks assessment results for Year 10 and the Sixth form. This is in its infancy, but will help to secure accuracy in terms of RE forecasts and will be used across all year groups in the near future.

- The department is addressing the national assessment changes at every key stage. Common assessment tasks have been created to ensure consistency and rigour across the department. Year 7 and 8 pupils have milestone RE assessment criteria to achieve, which are personalised and based on KS2 starting points.
- Both KS3 and KS4 SoW allow the pupils to study other world religions.
- Education in Personal Relationships (EPR) is taught by form tutors following the whole school PSHCE programme and within the Science curriculum. Year 9 pupils study a 'Theology of the Body' topic in RE lessons in addition to the PSHCE lessons.
- The PSHCE coordinator, line managed by the Spiritual Director, ensure that programmes of study are clearly mapped out and support Catholic teaching. Parents spoke positively about EPR and know when sensitive issues are being covered. The school uses additional curriculum time to enhance PSHCE work, for example, through an excellent cross-curricular programme entitled "RESPECT". All sessions during this week long initiative were "designed to promote diversity, teach respect and teach pupils how to be safe". To further improve, the PSHCE coordinator must consider how to effectively monitor and evaluate the quality of the current EPR provision and review this in light of the new statutory proposed requirements due to be released by the Department for Education (DFE) in early 2018.
- School leaders ensure that pupils have a good experience of the Church's liturgical life and a published calendar, detailing themes and scripture, ensures that this is consistent with the Catholic character of the school. Some pupils were not able to recall a liturgical celebration other than the St Wilfrid's Day Mass. A questionnaire has been used to gauge students' understanding of the Church's main seasonal celebrations. Analysis of this will help to identify any further actions and will provide an appropriate benchmark to measure further improvements over time.
- Plans are in place to introduce a Year 7 day of Recollection in September where pupils will focus on Catholic ethos, Catholic life of the school and the Chaplaincy.
- Praying together is central to the daily experience of staff and pupils. Staff briefings begin with a prayer led by Heads of Faculty, Heads of Subject, Director of Year, the RE Faculty and senior school leaders.
- One assembly observed pupils to be quiet and respectful albeit rather passive with many not joining in with the prayers.
- Form tutors are provided with a detailed and high quality daily resource covering all the important elements of CW. This resource is expected to be used flexibly at the beginning of each of three school days. On occasion, this follows a routine structure and the quality of delivery depends heavily on the tutor. Year assemblies, one business and one full act of CW, take place on the other two days. All staff are supported through appropriate continuing professional development (CPD), including the use of a consultant from Barnabas Education, which helps them with this important role.

## The Leadership and Management are Good

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>
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<b>2</b>
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- The Headteacher, with much skill and resolve, is leading the school out of an unsettled time to a more stable position. It is to her credit and to all at the school that the Catholic Life of the school has continued to flourish in spite of some recent challenges.
- The headteacher, school leaders, the Academy Council and trustees clearly demonstrate a very high regard for continued commitment to the Church's mission in education. They are passionate about their roles and work extremely hard prioritising the spiritual and moral development of all pupils. Excellent safeguarding, pastoral and SEN provision promotes inclusion, shared values and the Catholic ethos. Those in need, within and without the school community, are prized and a wide range of support is on offer to all.
- There has been a range of acting post holders over recent times and the headteacher and academy councillors are working tirelessly to ensure that senior posts are permanently appointed and the staffing re-structuring completed.
- The Catholic Life of the BKCAT is managed and developed through the Mission Committee. The spiritual director and leader of Catholic Life at St Wilfrid's plays a leading role in helping to shape the Catholic Life and spiritual development of the Trust.
- The Academy Council and school leaders have demonstrated a very high level of commitment to the Catholic Life of the school by recently creating a new chaplaincy area. Since the last S48 inspection, school leaders attempted, several times, to develop the work of a lay chaplain within the school with varying degrees of success. The recently appointed lay chaplain has key responsibilities including supporting all staff as well as pupils. School leaders will need to embed the role of the lay chaplain by ensuring effective support and training.
- Learning walks and drop-ins to form based CW provide senior leaders with some evidence of where support and CPD needs are required. Evidence was seen of a proposal for a more robust monitoring system of form based CW.
- The spiritual director regularly reviews and plans for improvements in CW. These reviews are part of the regular Catholic Life report to the Academy Council and action points are included in whole school improvement plan (WSIP). Further development of the present monitoring processes, along with an initial benchmarking, would lead to a more accurate self-evaluation of the school's provision along with outcomes "over time".
- The spiritual director has responsibility for producing the school's S48 self-evaluation report: this is shared with other school leaders and academy councillors. All connected with the school demonstrate an excellent capacity for further improvement.
- There is evidence of good practice within the RE department and RE leaders know the strengths and areas for development based on accurate monitoring and evaluation of teaching and learning. Every term there are learning walks and every half term a scrutiny of work is completed. All members of the department have access to the whole school CPD programme which involves focused learning groups. In addition, members of the department can drop in to the Wednesday evening CPD programme for additional support.
- RE leaders are well aware of the current national changes in RE and have done much to address them. They demonstrate a strong commitment to their work and adopt an



enthusiastic approach to all that they do. They have a clear understanding of the Church's mission and are keen to improve standards within RE as part of this mission in education. Leaders must ensure that data collection is quality assured so that leaders can be certain that the internal data forecasts provide an accurate indication of future outcomes. The acting head of RE has introduced the 'live electronic tracker' for Year 10 which, once used with all year groups, will help the department to develop in this area.

- RE leaders are well supported by senior leaders in the school. The RE senior leadership link has regular meetings with the acting head of RE to ensure that the RE leaders are supported, challenged and held to account.
- Parents speak highly of the school community and appreciate the strategies used to keep them in contact with school via on-line reporting (Learning Gateway) and newsletters as well as, for example, praise related postcards. Parents talk very positively about the school's Catholic mission. They are very grateful for the many opportunities provided by the school to support their children's' spiritual development and believe the school is a very caring community. One parent expressed her confidence in the school being able to cater for her son's behavioural and social problems.
- The views of parents, pupils and staff are important to the school and frequent electronic questionnaires, including those completed after parents' evenings, ensure that leaders know the effectiveness of their work. Staff and parents spoke positively about the "open door" policy that exists at the school. Parents and parishioners are welcome to attend key school celebrations, for example St Wilfrid's day Mass, and they willingly take advantage of the range of opportunities to support and contribute to the Catholic Life of the school.