

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 6TH
FORM COLLEGE
Cutsyke Road, Featherstone, Pontefract, WF7 6BD

School URN

108297

School DfE Number

384 / 4604

E-mail address

email@st-wilfrid's.wakefield.sch.uk

Chair of Governors

Mrs. C. Green

Headteacher

Mr. M. Pyle

RE Subject Leader

Mr. J. Aitchison

Date of Inspection

26th – 27th April 2012.

Section 48 Inspector/s

Miss. E. McGuire, Miss. M. Mollicone.
(Mr. P. Martin, Mrs. A. Winfield)

INTRODUCTION

The Inspection of St. Wilfrid's Catholic High School and Sixth Form College, Featherstone 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 Bishop of Leeds. The Inspection reviewed and evaluated how effective the school was in providing Catholic education. This process began with the school's own self - evaluation. The inspection schedule followed criteria set by the National Board of Advisers and Inspectors. The Inspectors visited Religious Education (RE) lessons in Years 7-11 and 13 to observe teaching and scrutinized their written work. They held meetings with the Headteacher, members of the leadership teams, the RE subject leader and KS3 and KS4 RE coordinators, staff groups, governors, chaplaincy, pupil council/groups, external agencies and met parents. They examined school documentation relating to the aspects to be judged and the school's and RE subject leader's documentation, planning and assessment files, monitoring and evaluation records, meeting minutes, and pupil questionnaire returns. They also shared in the celebration of Form Prayer, Year Assemblies, Mini-Revelation, a staff Mass and a Year 7 Class Mass with pupils and staff.

INFORMATION ABOUT THE SCHOOL

St Wilfrid's Catholic High School and Sixth Form College: With Speech and Language Resource, is a popular and expanding school serving a large 'catchment' area within the Diocese of Leeds and in the Local Education Authority of Wakefield. The school is a mixed Comprehensive school for pupils between the ages of 11 and 19. There are 1778 pupils on roll with 376 pupils in the Sixth Form. Admissions to the school have risen by 8% since the last Inspection in 2007. These pupils represent a wide range of socio-economic backgrounds and reflect all abilities so that the school is truly comprehensive in its make-up. Approximately 47% of the students are Baptised Catholics. 1.5% of pupils on roll are from minority ethnic groups and pupils with English as an additional language is 6%. The school is highly regarded in the community. This can be seen from the applications received for Year 7 and the retention into Sixth Form. Feeder parishes include St Joseph's, Pontefract, St. John the Baptist, Normanton, St Joseph's Castleford, St Joseph's, Moorthorpe, St Benedict's, Garforth, St Michael's, Knottingley and Sacred Heart, Hemsworth. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils from minority ethnic groups is below average. The proportion of pupils supported by school action is a little above average. The proportion of pupils supported by school action plus or with a statement of special educational needs, including those with a physical disability, is also a little above average. The school has specially resourced provision for students with special educational needs, managed by the local authority. This currently caters for 11 pupils with speech and language difficulties.

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

2

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

2

CAPACITY FOR SUSTAINED IMPROVEMENT

2

Main findings

The overall effectiveness and provision for Catholic Education is good with outstanding features. There is a high level of commitment to developing the Catholic life and Catholic education of the school, where inclusion of all is paramount. The school has focused on improving areas for development and there is a trend of improvement in its overall performance. A few areas still require development and the school is targeting the identified areas for action.

The senior leadership team is highly motivated and consistently communicates high expectations to staff about securing improvement. The school promotes an atmosphere of enthusiasm and morale is high. Realistic and challenging plans are grounded in detailed and accurate analysis of pupils' achievement and are being used effectively to improve outcomes for the pupils. The School has a new Headteacher who holds many years' experience of Catholic Leadership in a very successful Leeds Diocesan Secondary school. He possesses the vision and drive to lead the school forward.

There is a proactive governing body, working alongside experienced, enthusiastic and empowered staff, which is working collaboratively and supportively with all parents. There is a clear awareness of the action required to build on the achievements of the school. The school has the capacity to improve having a very accurate view of its own strengths and development needs and a very strong desire to improve further and raise pupil achievement. The Chair of Governors, Headteacher and staff are united in their efforts in promoting an inclusive, spiritually enriching environment in which all pupils may achieve as well as they are able. A full-time Lay Chaplain was appointed in September 2010 in response to the areas that were identified for improvement in the last s48 Inspection.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- To review and monitor the provision for Education for Personal Relationships with governors, parents and pupils;
- To develop staff expertise for delivery of liturgy to include the 'Word' for weekly Collective Worship;
- To monitor the focus on Catholic ethos in Department Development Plans;
- To support the new approach to Chaplaincy towards a broader provision;
- To provide an Action Plan in response to the recent s5 Inspection Recommendations as pertaining to all departments, including R.E.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

2

Most groups of pupils make at least good progress and nothing is inadequate. Pupils are keen to do well and apply themselves diligently in lessons and work at a good pace. Pupils generally seek to produce their best work and are often interested and enthusiastic about their learning. Provision for pupils in the two year Key Stage Three is good and pupils make good progress, broadly in line with English, even though this is taught in 8% of curriculum time and not the Diocesan recommended 10%.

In Key Stage Four provision and progress is satisfactory. Most pupils study GCSE, with a small group studying the Entry Level Certificate. These pupils will follow an ASDAN course in the future. There is a marked difference in GCSE attainment between boys and girls, with 24% of girls achieving an A*/ A and 73% achieving A*-C at GCSE compared to 9% of the boys achieving A*/A and 52% achieving A*- C. The school has introduced a range of intervention strategies to address this gap in attainment. GCSE results overall at Key Stage Four last summer of 60% are satisfactory but below the other core subjects. However, the school is addressing this by increasing the curriculum time and reducing class sizes next year when there will be 12 classes per year compared to the 10 now and 10% curriculum time in Year 10 and 12% in Year 11. The Department and Senior Leaders are confident that this will have a positive impact on results. A new group (HALS in RE – High Achievers Learning Seminar) has been established to support and guide Gifted and Talented pupils in revision techniques, critical thinking and assessment for learning.

The curriculum provision in Key Stage Five is good for those studying A level, but only satisfactory in terms of General RE. Achievement at A' level is satisfactory with an ALPS score of 8 at A/S and 6 at A2 level in 2011. The Head of Department and Director of Sixth Form believe that from next year, with the broader range of courses available, results will improve as pupils are able to study courses more suited to their ability. At present there is no formal provision or scheme of work for Sixth Form General RE, however, pupils benefit from a comprehensive programme in Tutor time, which incorporates religious and ethical issues.

Pupils are highly responsible in contributing to, and benefitting from, the Catholic Life of the school. There is a rich and varied programme of activities and opportunities provided by dedicated staff who support and nurture pupils on their faith journey. Pupils act with reverence and willingly participate in Collective Worship; they reflect in silence and join in community prayers appropriately. Pupils respond in accordance with their beliefs and with

respect for each other. They actively support and enhance liturgies through music, singing, mime, dance, reading scripture passages, altar serving, writing and reading prayers and reflections. Pupils have a good understanding of the Liturgical seasons and feasts and they are becoming more skilled in the use of scripture and liturgy. Residential retreats are open to all pupils in Years 8,9,11 and opportunities have been planned for the Sixth Form; the induction of Year 7 involves a Day Retreat. A group of 25 pupils from Year 10 and Year 12 are preparing to take part in the Lourdes Pilgrimage. Teachers and pupils are alert to the needs of others and demonstrate a genuine willingness to help support different groups; this is evident through the charity work, raising well over £2,000 for the East African Famine in October 2011 as well as £1,750 for Catholic Care.

A Chaplaincy group, which is open to all year groups, meets weekly to plan evangelical activities, assemblies and reflective services across all year groups. This gives pupils an opportunity to express their views with confidence and to deepen their faith. A member of the group said, "My family is not religious but I feel enlightened in the faith and my journey in faith has developed by the opportunities the school has given me."

Some members of this group said they were 'proud and confident in their faith and able to bear witness' in response to the different experiences the school has made available to them. A Sixth form pupil said she would look to be involved in the Chaplaincy at University. The Mini-Revelations group led by Sixth form pupils under the direction of the Chaplain and the KS3 RE Coordinator is an excellent example of how pupils take responsibility for deepening and sharing their faith.

A diverse range of roles and opportunities is provided by a dedicated team of staff in order to develop pupils' achievement and interests and meet their spiritual, moral, social, and cultural needs through the Catholic life of the school. A climate of mutual respect and a strong commitment to achievement contributes to a high level of attendance and a climate of enjoyment in learning in a safe environment meets all needs and results in good behaviour. Pupils achieve because of their positive experience of school. One 'Statemented' pupil progressed to a place at Cambridge University. There is an improving range of modern facilities with areas dedicated to teaching rooms and communal areas with stimulating displays celebrating the pupils' work, the Catholic life of the school and proclaiming God. Pupils show respect to everyone and value the teaching and learning. There is effective action to manage any incidents and meet all needs. Good work was evident on personal well-being and anti-Cyber-bullying. There is a school website which supports the Catholic life of the school providing news and advice and an area providing virtual learning for pupils and parents.

One pupil stated, "The staff are helpful and I would recommend the school to friends."

A parent said, "This is a very good school where problems are sorted and pupils are very well supported."

Another parent stated, "My daughter turned down a private scholarship in preference to St. Wilfrid's and she has never regretted it."

Another parent was happy with the school, "We are well informed of their progress, any needs are sorted and they achieve."

One parent phoned the school and said, "Thank you for the opportunity of the alternative curriculum because my daughter has obtained a place at a specialist hairdressing college as a result of it."

An Anglican parent said, "I chose the school for the ethos."

Year 7-9 pupils valued an Inter-faith exploration held in RE during the school Activities Week. Many students actively participate in school and diocesan liturgies, pilgrimages to Lourdes, and retreat experiences. Their involvement in these activities, acting as

'Buddies' for SEN pupils, and hosting international visitors incorporates and develops the use of their personal, social, life and skills and their faith. There is a strong sense of pupils' willingness to express their beliefs in the Catholic tradition in a strong spirit of respect for their faith, and the faith of others. Students demonstrate a high level of commitment to support and lead in social justice projects. There was a strong and dedicated response by pupils and parents to a two-year fund-raising project (ANZA) to raise £135,000 to enable pupils to experience a sporting and cultural visit to Australia.

The Celebration of the Eucharist, Stations of the Cross, prayer, and sacraments, such as Reconciliation, are central to the life of the school. Assemblies are planned by following the liturgical calendar. The vibrant acts of worship for major celebrations such as St. Wilfrid's Day incorporate music, performance, a variety of prayer styles, and visual images to engage students and staff, inspire deep thought and response, and faithfully reflect the Catholic and International nature of the school. Form groups are named after English Saints and Martyrs and the pupils know and understand the significance of their role as a model of faith. There are opportunities for personal reflection and consultation in a variety of daily liturgical and general opportunities in a range of activities with staff, parents, and people of other cultures across the year.

These are the grades for pupils' outcomes

How well pupils achieve and enjoy their learning in Religious Education.	2
Taking into account:	
• the quality of pupils' learning and their progress	2
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
• pupils' attainment in Religious Education	3
The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils respond to and participate in the school's Collective Worship.	2

PROVISION

How effective the provision is for Catholic education.

2

There are nine specialist and dedicated teachers in the Department who generally have strong subject knowledge which inspires and challenges most pupils and contributes to their good progress. The majority of teaching is securing good progress and learning. Eight teachers were observed and the teaching was good overall. More sharing of good practice and quality resources tailored to the needs of different groups of pupils will enhance teaching and learning across the department. Two lessons were judged outstanding. In all lessons observed, pupils were keen to learn; they demonstrated good levels of concentration and made good progress. Teachers listen to, observe and question most groups of pupils during the lesson in order to reshape tasks and explanations to improve learning.

The good assessment procedures ensure that teachers and other adults plan well to meet the needs of all pupils. A further development of differentiation will improve outcomes in all key stages. Sampling of exercise books at KS3 and KS4 suggests that more work needs to be done to ensure a consistent approach in writing learning targets for pupils

rather than descriptive comments about their work and attainment. Pupils are provided with good oral feedback in class. The Head of Department has rigorous systems in place to analyse results and is therefore able to intervene at an early stage to ensure good progress for pupils.

The RE curriculum is enriched through imaginative and well planned strategies to meet the needs of pupils. Most schemes are in place and provide an holistic education catering for the academic, spiritual, moral, social and cultural development of pupils. Pupils spoke of the commitment and care shown by staff who they know will offer whatever help is needed. The curriculum is customised to meet the needs of groups and individuals, including some personalised programmes as required. In KS3 the curriculum raises pupils' awareness of other faiths. The RE team is currently developing a new scheme for KS5 to provide for all pupils' needs in RE.

Acts of worship are given high profile and are well resourced for major celebrations and events but expertise needs to be developed to include the 'Word' and liturgy in general assemblies. The quality of assemblies, which the pupils experience and participate in, is of a good standard, with imaginative preparation to promote a prayerful, thought-provoking and memorable atmosphere. Staff would benefit from guidance on the use of the 'Word' and liturgy. Pupils respond respectfully, attentively and often demonstrate intense concentration on what is happening. The senior leaders and the Ethos team monitor this aspect of school life and report to governors.

Major acts of worship are significant in the implementation of the school mission. Students are creatively involved in these celebrations and they are planned to develop a positive relationships with other students and staff. A member of the School Council said, "St. Wilfrid's Day, when we all get involved in the Mass is what this school is all about." There is a rich and varied provision for prayer, Collective Worship, and liturgy in Form-Time prayer, assemblies, retreats, footprints to prayer stations around the school, and voluntary mini-revelations in the routine life of the school. Staff and pupils pray together, the school Prayer Book provides guidance and follows the liturgical calendar. Collective Worship includes parents and others associated with the school at appropriate times.

As a school community there is a keen awareness of the need to develop the pupils as "whole" people and as people on a faith journey. Personal development is nurtured in an environment where the pupils and staff are challenged to be responsive and responsible. The senior leadership and ethos teams regularly review, plan and report to the governors improvements based on themes that are consistent with the Catholic character of the school.

These are the grades for the quality of provision

The quality of teaching in Religious Education.	2
The use of assessment to support learning in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	2

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

2

There is a high level of commitment evident to the development of the Catholic life of the school where the inclusion of all is paramount. The leadership team demonstrates a high level of commitment to the mission of the Church by providing rich, broad, and balanced opportunities for spiritual, moral, social, and cultural development as a priority. The leaders and managers conduct a range of monitoring activities and their analysis provides a firm basis for diagnosis of the school's strengths and areas for development as evident in the focus on improving the quality of teaching and pupil attainment in all areas. Following consultation, a full curriculum review including R.E. provision has been initiated in order to meet the changes to meet the needs of all abilities.

Staff and pupils have a high regard for the Catholic life of the school and are proud to be members of St. Wilfrid's school community in a highly spiritual environment. The Deputy Headteacher and the Lay Chaplain report to the Spiritual Life Committee of the Governing Body on the liturgical and spiritual life of the school each term. Governors monitor the intake of students, the RE department, and the Catholic Ethos Team. One non-Catholic parent stated, "Catholic schools, and this school, form a better child." Another parent said, "There is a feel about it. School is the only religious aspect to life for some of the children."

The Catholic life and outcomes for pupils are monitored by the leadership team using 'Drop in' observations, scrutiny of learning and 'Learning Walks' for each year group and evaluations of the activities form plans of action for improvement. The Whole School Development Plan informs general education, including Religious Education, and Catholic Ethos targets and priorities but the governors need to monitor that these are documented in the Departmental Development Plans and included in the process of self-evaluation and review submitted to the governors. Pastoral Care and SEN are strong and the Inclusion and Pastoral teams work alongside outside agencies to provide the best support possible for pupils' needs using an integrated approach. Catholic Care employees and other professional services are based on site within the 'Solutions' environment. This is a truly inclusive school with a dedicated staff interested in developing the whole person in a Catholic environment.

One member of staff stated, "We can communicate more closely with colleagues to implement joint strategies."

There needs to be a consultation with parents and pupils on the delivery of Education for Personal Relationships (EPR), which needs to be monitored by the governors, as the pupils and parents gave accounts of experience different from the plans for EPR.

The RE team is led by an experienced specialist and trained S48 Inspector who has a clear vision and is creative and innovative in supporting and directing the RE team. New KS3 and KS4 schemes have been introduced and under constant review. The Head of RE manages the RE finance, teaching, behaviour management, department meetings, and collaborates with colleagues on curriculum matters. Regular monitoring of learning takes place via observations, scrutiny of work, reviewing 'Planning for Learning' submissions and through department meetings. Department meetings focus on improving teaching and learning within the department by sharing good practice to provide support and guidance on a whole range of teaching and learning strategies. Performance in terms of academic attainment and achievement is reviewed formally with the leadership team each term. A written report and evaluation is provided by the Exam analysis report and

Self-Evaluation each September. A comprehensive and detailed intervention plan, for example boys' under-achievement, addresses specific needs within the department and targeting of pupils. The RE block is due to be developed to make provision for a suite of rooms more conducive to teaching and learning.

The Governing Body has a newly revised committee structure and the expertise to meet the school needs and is influential in determining the direction of the Catholic life of the school. They discharge their statutory duties and canonical responsibilities effectively but need to ensure that the staff develop their expertise and skills in teaching and the delivery of Collective Worship. The governors provide good strategic direction and challenge, which supports the aims and ethos of the school and they hold leaders and managers accountable for improving the Catholic life of the school. Roles and responsibilities for this aspect are clearly defined. They provide excellent support and challenge to the Headteacher and leadership teams.

The governors are well involved in evaluating the school but need to monitor the delivery of EPR and the provision for developing the Catholic ethos in Department Development Plans for all subjects and general areas of the school. Their relationship with staff appears to be constructive and demonstrates challenge in ensuring school improvement. They are currently consulting parents on the potential for the school to be involved in a Multi-Academy status for Wakefield Catholic School which demands significant commitment to developing effective partnership and collaboration with local Catholic partners under the provision of the Trust Deed of the Diocese of Leeds.

Pupils benefit significantly as a result of outstanding provision for the development of their Catholic learning and well-being as a result of highly developed partnerships with professional services and providers within and across the community. This work is delivered by providing a specialist speech and language resource and a unique and highly effective 'Solutions' building, to meet the needs of all pupils, within the main school area. There is a full integration of Catholic services and outside agencies with other student services e.g. Aim Higher, Catholic Care, Connexions, Education Welfare Officers and other services. The Inclusion department works closely with the Deputy Headteacher responsible for Child Protection. Monitoring and intervention strategies are utilised to inform, direct and promote high quality care, safeguarding and education.

The school was designated a Specialist Language College in 2000 and the ethos of the Language College is widespread throughout school and well beyond into the local and wider communities through international events, cultural workshops, initiatives, and inter-school link projects. This emphasises the commitment to responsible global citizenship and in most cases, shared Christian values and beliefs. Through developing skills, responsible enterprise and healthy living, pupils' health and learning are improved. The programme has had a huge impact on the school, winning a silver award, developing creative community links, and setting up Summer schools.

In 2006, a second specialism of Applied Learning was awarded which further enhanced the curriculum with the addition of courses such as BTEC Construction and NVQ Hairdressing. From April 2009 a third specialism of Leadership Partner Status recognised the excellent results achieved by the pupils and staff. This is having a significant impact on developing leadership both within the student body and in the local community. By working in close partnership with the local community, the pupils maximise their attainment and skills for learning from external partners and they contribute to the community. The school participates in an extensive range of community partnerships, continuing the school's commitment to educate all the young people in mind, body and spirit. Members

of staff have experienced good professional development: for example, Learning Support Assistants have, through training, qualified as teachers. They believe that this was because of the extremely positive atmosphere of support and commitment existing in the Catholic school.

The senior leadership team encourages school and Parish partnerships and links with the community for liturgical celebrations. The Headteacher has been instrumental in raising the profile and importance of Catholic ethos by implementing liturgical and professional activities to encourage staff and neighbouring Catholic schools to work collaboratively.

The distinctive nature and outstanding inclusive practice of the school, and the shared vision for promoting pupils' collaboration in a range of diverse projects and cultural opportunities, is evident in the skills and responsibilities pupils develop in response to local, national and global initiatives. The provision for RE and Collective Worship celebrates, reflects, and respects cultural and religious diversity within the school community. The school responded to 'Inter-religious Dialogue' during 'Activities Week' in July 2011. Pupils in Years 7 to 9 became 'Inter-religious Navigators' as they navigated from workshop to workshop exploring faith and culture. Additionally pupils have opportunities to participate in a range of cultural and religious workshops across all year groups. The school, therefore, provides for an attitude of respect for all faiths, mutual understanding and integrity, enabling pupils to challenge beliefs and values to be developed.

Discrimination is tackled with vigour and social cohesion is addressed through PSICHE sessions and through RE lessons. The school is effectively managed in a way that ensures prompt and decisive action is taken in respond to any needs on a pupil and staff level. The inclusion of all learners is a central goal based on the belief that they are all created in the image of God. There is regular liaison with feeder schools to ensure good transition of pupils. A pupil voice has been established and a 'Student Voice Fair' was held in December 2011. Year Councils and School Council teams promote a sense of community in school and they are involved in a number of events that take place in the wider community. These events promote respect, action for social justice, and understanding and enjoyment between people of different cultures and faiths.

The new Headteacher has improved the lines of communication with parents. A new website was introduced and parents are able to access their child's achievement and attainment data. Weekly newsletters are sent home informing parents of events and information relating to evaluating, planning and implementing school developments.

These are the grades for leadership and management

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.	1
How effectively leaders and managers promote Community Cohesion.	1