

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

ST WILFRID'S CATHOLIC PRIMARY SCHOOL
Church Lane, Ripon, North Yorkshire HG4 2ES

School URN

121638

Date of S48 inspection and
OE grade

19th & 20th June 2019
Outstanding

E-mail address

admin@stwcps.co.uk

Chair of Governors

Simon McCudden

Headteacher

Jill Allen

RE Subject Leader

Jill Allen

Date and grade of last S48
Inspection

19th/20th June 2014 Good

Section 48 Inspector

Patricia Ainge

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires improvement in order to be good, 4 is Inadequate

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

1

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

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

Summary of key findings:

This is an outstanding school.

- All leaders show a high commitment to the Catholic nature of the school and demonstrate a thorough understanding of their responsibility to the school, to the church and to the community.
- All leaders, supported by the staff, have worked together to carefully craft the mission statement in order to ensure that the Catholic vision of education is at the heart of the school. Its strapline, *Learning to Love, Loving to Learn* is a clear and simple statement of the attitude prevalent among all stakeholders.
- The school benefits from the leadership of an excellent headteacher. Her vision and determination have led the school through a difficult journey over the past few years and the strong feeling of loyalty and teamwork that exists between all stakeholders is a tribute to this leadership.
- She is supported in her role by a strong and committed senior leadership team. They lead by example and are a source of support and expertise for the staff and the pupils. They have worked tirelessly to offer a rich experience of Catholic education to all stakeholders and to achieve the high standards they currently enjoy.
- The governing body are highly committed and provide strong support and challenge for the leadership team. They provide expertise in many areas, are regularly in school and have a thorough understanding of their role.
- Catholic Life, Religious Education (RE) and Collective Worship all have a high priority in school. Planning and evaluation of all are key to school life. Thorough and effective action plans are in place for all three areas and these are regularly reviewed.

- Catholic social teaching is woven throughout the school curriculum. There is a clear sense of responsibility to others and this is expressed in the many different charities that are sponsored and events that take place.
- The environment is of a high standard and clearly reflects the Catholic nature of the school.
- RE Leadership is excellent. Prior to September 2018 it was led by a committed and highly skilled teacher who ensured that it retained its priority during the school's recent journey to excellence under Ofsted. Levels in RE remained consistently good to outstanding during this period. Due to staff changes, the headteacher assumed responsibility for RE in September 2018 and brings a wealth of experience as well as a clear vision to the subject which ensures that it continues to improve.
- Teaching in all areas of the school is good with much of it being outstanding. There is no teaching that is inadequate or requiring improvement.
- The curriculum meets all the requirements of the Bishops' Conference throughout the school.
- Assessment is well established and is central to progress and achievement. This ranges from immediate feedback in lessons to effective whole school tracking.
- Attainment and progress are good to outstanding and are equivalent to attainment and progress in other core subjects.
- Behaviour is excellent. Pupils are courteous and thoughtful and their conduct in and around school is outstanding.
- Collective Worship is central to the life of the school. It plays a key part in the life of the school, framing the day, the week and the year.
- Pastoral Care is outstanding. A high priority is placed on caring for staff and pupils and this has resulted in a sense of family and belonging which is felt by all.
- The school works with other schools and outside agencies to develop and improve as well as to offer a rich experience to pupils and staff.
- Parents of all denominations feel welcome and respected and are highly positive in their praise for the staff and the school.
- All areas from the last Section 48 inspection have been addressed.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- To continue to strive for higher achievement throughout the school so that all key stages have outstanding attainment and progress.
- To continue to review the curriculum to embed Catholic Character Virtues within it.
- To further develop child planned and led liturgy to incorporate more creativity and to develop opportunities for older pupils to plan and lead worship for larger gatherings.

Information about this inspection

The Inspection of St Wilfrid's Catholic Primary School 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 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 2017).

The inspector reviewed in detail the following aspects:

- How successfully the school has addressed the points for improvement arising from the last inspection and the latest canonical review.
- The provision made by the school for Catholic Life, RE and Collective Worship.
- How children contribute to and benefit from the Catholic Life of the school.
- How well pupils achieve and enjoy their RE.
- The quality of teaching in RE and how well pupils respond to this.
- The RE curriculum and how well it promotes pupils' learning.
- How well children contribute to and benefit from Collective Worship in the school.
- Leadership and management and how well they promote and monitor the provision for Catholic Education at this school.

The inspection was carried out by one inspector over one and a half days:

- The inspector was given a tour of the school by the headteacher.
- Teaching and learning were observed in all classes.
- A range of Collective Worship was observed including two acts of worship prepared and led by pupils, a whole school act of worship led by the headteacher and classroom acts of worship planned and led by staff, with support from pupils.
- Interviews were held with the headteacher, the previous RE coordinator, the chair of governors plus one other governor, pupils, parents and members of the teaching and support staff. A telephone conversation was held with the acting parish priest.
- A sample of work was scrutinised from every class and three books were closely examined to view progress. Other evidence was also noted including photographic evidence and display books from Foundation Stage.
- The RE coordinator's file and files for Collective Worship, Catholic Life of the school, Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) were scrutinised. Moderation files and portfolios of work were also examined.
- A range of documents was made available and scrutinised including the Diocesan Self-Evaluation Form (DSEF), action plans for RE, Collective Worship and Catholic Life of the School, attainment and progress data, planning for lessons and governors' files and minutes
- Displays around the school and in classrooms were noted

Information about this school

- St Wilfrid's is a Catholic 3-11 Primary School serving the whole of Ripon and the surrounding area.
- The majority of pupils are of White British heritage, although the percentage of pupils from minority ethnic backgrounds, or who speak English as an additional language, has significantly increased over time.

- 68% of the pupils are Catholic, 20% from other Christian denominations, 0.6% have a non-Christian faith background and 11% have no faith background.
- There are five full time teachers and four part time teachers and of these, four teach RE.
- 19% of pupils have English as an additional language.
- The proportion of pupils supported by pupil premium funding is below average.
- 9.4% of pupils are from service families; these pupils often arrive with no experience of Catholic education.
- The proportion of disabled pupils and those who have special educational needs is well below the national average.
- The majority of children join the Early Years Foundation Stage (EYFS) with skills that are typical for their age.
- The head teacher was appointed as acting head teacher in January 2015. The role was made substantive in April 2015.
- The deputy head teacher took up her position in September 2016 and this has strengthened the capacity of the leadership team.
- The school has been through a significant period of improvement brought about by two successive 'Requiring Improvement' judgements by Ofsted in January 2014 and April 2016.
- In July 2018, the school was judged to be outstanding.
- There have been an almost complete change of staff since the last Section 48 inspection in June 2014. The current head teacher was the deputy head teacher at that time.
- The head teacher has responsibility for the Catholic Life of the school, Collective Worship and Religious Education. She is supported in her role by a part time Catholic teacher, who is a member of St Wilfrid's Parish.
- Since September 2018, the head teacher has taken on the responsibility for teaching RE in the Year 5/6 class.
- After a significant period of illness, the school's much loved parish priest, Monsignor Philip Holroyd, died in October. His position has been filled on a temporary basis by Fr Tim Swinglehurst.
- Pupils are organised within mixed aged classes: (Nursery & Reception, Y1/2, Y2/3, Y4/5 and Y5/6).

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	2

- The Catholic ethos of the school is very strong and pervades every aspect of school life. The sense of teamwork, of mutual support and cooperation among all stakeholders is outstanding and is testament to their commitment to the mission of the school, especially given the difficult journey they have been on over the past few years.
- The mission statement with its strapline, *Learning to love, loving to learn*, is central to the daily life of the school. It has recently been the focus of review and exploration to ensure its continuing relevance to all stakeholders. Pupils have been involved in this, exploring what the strapline means to them as individuals.
- Christian virtues are a focus in school and all pupils and staff are enthusiastic in their ownership of these. The school is currently reviewing the whole curriculum so that it is underpinned by the virtues.
- It is clear from the environment the moment one steps into the school that the Catholic ethos has the highest priority. Excellent and thoughtful displays are in evidence all around the school and all classrooms have a dedicated prayer table as well as a display with an RE focus. These follow the liturgical season as well as current topics and areas of interest. Staff have recently painted the hall in their own time to enhance the environment and have created many religious focal points around the walls.
- Pupils take great pride in their school. They clearly understand that the Catholic ethos of the school makes it distinctive and they make a strong contribution to this, shaping and reflecting on it in many different ways. This can be seen in the way that all pupils, from the youngest to the oldest, take pride and enjoyment in their worship and work and in the more formal leadership roles they assume.
- Pupils have many opportunities for leadership, which they take up with enthusiasm. These range from the Faith in Action group, the Mini Vinnies, pupil led worship and the School Council to more informal opportunities such as pupil interviews and buddy classes.
- There is a vibrant sense of belonging and teamwork in the school and this is evident when speaking to all stakeholders. A sense of family was referred to by many different people.
- The personal social and health education (PSHE) of the pupils is of a high standard. All pupils were very positive about feeling safe and secure and knew to whom they

should go if there was a problem. They were confident that these would be sorted out and this sentiment was echoed by parents.

- The welfare of the pupils is given the highest possible priority and staff are trained to support pupils at difficult times; for example all staff have received Compass Buzz level 1 & 2 mental health training, and are currently undertaking level 3.
- Pupils have a clear sense of self-worth and respect for themselves and for others. They have a sense of responsibility, showing a very good understanding of the need to care for themselves and other people and of the call to live out the gospel message they hear in class. The school's Golden Rules, which are all underpinned by a scripture teaching, are at the heart of their daily lives.
- They have a sense of vocation and this is seen in the charitable outreach, which is evident throughout the school. Examples of this are the interaction between Foundation Stage and the Borage House Care Home, support for Cafod and the work done by the Faith in Action group and the Mini Vinnies. Conversations with different stakeholders showed that caring for others whether immediate neighbours or distant, is part of everyday life in the school.
- Behaviour throughout the school is excellent. Pupils are courteous and polite as well as friendly and helpful. Staff provide excellent role models as do older pupils for younger pupils. In their recent Ofsted inspection the report stated, '*The behaviour of pupils is outstanding.*'
- The school has very good links with the Diocese and with the parish. They have a home school parish group and engage in many joint ventures. Examples of this are a twice-yearly parish lunch where Y6 entertain parishioners, the Good Shepherd service at the Cathedral and a Christingle service. The temporary parish priest has recently celebrated a special Mass for pupils where he explained different aspects of the Mass during the celebration. Sacramental preparation is done within the parish but is supported by the school. The school also participates in many activities within the wider Ripon community. Currently a parishioner is leading a group within school to create banners of the different house saints. These are displayed in the school hall and the standard of work is excellent.
- All aspects of the Catholic nature of the school benefit from the inspired leadership of the headteacher and the senior leadership team. Staff changes meant that the headteacher assumed responsibility for Catholic Life, Collective Worship and RE in September 2018 and she has a clear vision for the school. She had a very strong foundation on which to build as the previous coordinator did an excellent job, leading the subject, ensuring its high profile and supporting staff through a difficult time when other priorities had been imposed on the school. Detailed action plans are in place for all aspects of the Catholic nature of the school and many of the targets set in September have now been achieved.
- The governing body are highly skilled and provide both challenge and support to the school. They have the Catholic nature of the school as their focus and this is always a feature of the headteacher's reports in their governors meetings. They have a regular programme of monitoring and evaluation and this results in both formal and informal feedback. This feedback is then used to inform future planning.
- All leaders and governors are involved in monitoring and promoting the Catholic Life of the school. They have recognised the need to give due priority to this area and are acting appropriately to do so, now that the time previously given to improvements required by Ofsted has become available. Comprehensive strategic planning documents are in place such as the Diocesan Self Evaluation Form (DSEF) and action

plans for Catholic Life, RE and Collective Worship. Further documentation evidences the monitoring and drive for improvement, such as the subject leader's files on Catholic Life, RE and Collective Worship, monitoring files and new moderation portfolios.

- A range of Continuing Professional Development (CPD) has taken place both in and out of school. Examples of this are attendance at Diocesan training courses and deanery meetings. The school works in productive partnership with other local and Diocesan schools as well as a number of other partners
- Parents are enthusiastic in their praise for the school, feeling that they are listened to and supported. They are confident that their children are receiving the best care and the best education and cited many examples of occasions when the school had gone to extra lengths to support them.

RELIGIOUS EDUCATION

Religious Education is outstanding.

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- Attainment and progress in RE is good to outstanding. In key stage one (KS1) most pupils achieve at expected levels with some achieving at higher levels. In key stage two (KS2), this increases and a much higher proportion of pupils achieve at a higher level showing excellent value added by the school. All achievement at both key stages is in line with that of other core subjects. Within this, groups of pupils mostly achieve at a similar level to their peers and always in line with their attainment and progress in other core subjects.
- A creative approach to teaching RE is used throughout the school. The school uses the Way, the Truth and the Life as the basis for the RE curriculum and this is then built on and expanded with different resources, such as Confirmation resources and RE Today. They are currently rethinking the curriculum to create a programme of study that more clearly reflects Catholic Character Education and the virtues the school has identified. The school devotes the required amount of time to teaching RE and, at times, exceeds this.
- Teaching is consistently good and much of it is outstanding. This begins with the excellent practice in Foundation stage. RE here is led by a Higher Level Teaching Assistant, who is also a member of St Wilfrid's parish. She provides the children with

an outstanding start to their faith journey within school, using a multitude of creative ideas to support their learning. This is then built on in each successive year with teachers blending more traditional tasks with more creative tasks. For example in Class Two the children made 3 dimensional fruit to explore the gifts of the Spirit, using strips of card with virtues/gifts on one side and ways to live them out on the other.

- Knowledge and understanding throughout the school is excellent. An example of this was seen in Class Five where pupils spoke with maturity about how different people had acted because of their faith and demonstrated excellent knowledge of sources. This knowledge and understanding is reflected throughout the school in the quality of current work.
- The presentation and quality of the work in pupils' RE books reflects the pride they take in them. Marking is clear and consistent and pupils' response to the marking is good.
- Teacher knowledge in many cases is excellent and in-school support, including joint planning as well as continuing professional development (CPD), is used to good effect to support less experienced teachers. All teachers communicate high expectations to their pupils and the pace of lessons is excellent. Teacher intervention in lessons is well targeted and ensures progress.
- Lessons are clearly focused, learning objectives being used throughout the school. Work is set to achieve these objectives and pupils are regularly offered opportunities to challenge themselves. Current work is excellent. Pupils clearly take a great deal of pride in their work and tasks are varied. Progress within the year is evident.
- Pupils enjoy their learning in RE. Every pupil spoken to could easily identify which aspect of their RE lessons they enjoyed and one boy, after thinking for a moment, simply said, "I just enjoy it all!" The school has moved RE teaching to a Friday morning throughout the school where possible, in order to give the pupils an extended time to explore and learn. This has had a beneficial effect in that pupils can delve more deeply into different aspects of RE.
- Behaviour for learning is excellent in that all pupils remain on task in lessons, either with or without adult supervision. They take pride in their work and are able to articulate what they are doing and know how to achieve their objectives. In the older classes pupils could talk about how to challenge themselves to achieve a higher level and use of Driver words by both pupils and teachers was common. In Class Three one pupil explained independently how to progress by using Driver words.
- Moderation – within school and between schools - has ensured a much improved understanding of levels of achievement among staff. Portfolios of sample work showing the agreed levels now support this and staff are able to refer to these at any time. RE forms part of pupil progress meetings.
- Assessment for learning is a feature of all lessons and teachers are skilful in their ability to question and to direct pupils to challenge themselves to achieve at a higher level. Resources, including support staff, are well directed and used efficiently.
- Achievement is regularly celebrated in different ways. This can be informal as in praise within the class or more formal as in written feedback in books or in Golden assembly on a Friday. The school has a system where pupils are awarded footsteps, to reflect the concept of walking with Jesus, when they have achieved on a personal level. When the class has achieved a specified number they are allowed to choose a celebration. This not only encourages pupils personally to make good choices but also gives a sense of teamwork and cooperation.

- RE leadership is excellent and underpins the drive for improvement seen in every class. Recent changes to the tracking system and a focus on higher achievement has resulted in improvements and progress and the action plan for RE shows a clear vision for the future.
- Leaders and governors have a rigorous programme of evaluation and monitoring to ensure high quality for all pupils. This includes lesson observations, work scrutinies and more informal learning walks.

COLLECTIVE WORSHIP

Collective Worship is outstanding.

How well pupils respond to and participate in the school's Collective Worship	2
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

- Worship is central to the life of the school and the pupils are thoughtful and reverent in their approach. They are respectful in their participation and they show a very good knowledge of Catholic tradition appropriate to their age. Their understanding of the liturgical year is evident and all worship has a clear theme and purpose.
- The pupils experience a rich variety of worship. Whole school worship frames the week while classroom worship frames the day. Special liturgies and Masses take place with regularity, for example the carols at Christmas, the Easter service, the Pentecost Mass and reconciliation services.
- Pupil planned and led liturgy is well established throughout the school and guidelines are in place for expectations of each year group. Lower school contribute prayers and participate in leading the worship while the older pupils independently plan and lead entire acts of worship on a given theme. They produce effective and prayerful acts of worship and their peers give them the same respect as those led by adults. They are able to choose appropriate readings and support their worship with music, prayer reflection and mission. Older pupils currently lead worship for their own classes but are now ready to develop a little more creativity within their worship and lead worship for larger groups such as a key stage and potentially the whole school.
- Technology is used to support worship. A PowerPoint is often created as part of a focus and images and music chosen carefully to enhance prayer and reflection.
- Leaders ensure that staff are supported in helping their pupils' plan and lead worship. Guidelines are issued to all staff as well as peer support offered.
- Worship also plays a key part in themed weeks, such as Refugee week. During this week, as well as finding out more about refugees from primary and secondary sources, the pupils shared a whole school assembly and then each class participated in a refugee walk around the school field, using the Cafod resources. The behaviour of the pupils during this was outstanding. From the moment they left their own classroom to walk to the outdoor classroom for their initial act of worship, the pupils were quiet and thoughtful.

- Class based worship is of a high standard. The act of worship observed in Foundation Stage was excellent and laid the foundations for pupil led worship throughout the school. The children could choose and talk about items for the prayer table as the worship began and their knowledge of traditional prayer as well as their participation in informal prayer was of a high standard for their age. In Class Three pupils could explain the symbolism that was used when lighting the candles and relate it to Catholic teaching. In Class Four, during a pupil planned act of worship, Taize music was used effectively to create an atmosphere and pupils were challenged to carry the gospel message into their daily life.
- Mission is always a feature of all worship and pupils are clearly able to articulate how the gospel message influences their daily lives.
- Planning and evaluation of worship are given a very high priority and relevant staff have a high level of liturgical expertise. They provide excellent role models for the pupils and ensure that the standard of worship is consistently high. They are expert in ensuring that the worship is relevant to the pupils' age and experience.
- Reviewing and reflecting upon the Collective Worship in school is prioritised by all leaders and governors and there is a constant strive for improvement. Future plans include developing more meditative prayer and more creativity in worship, for example liturgical dance.
- Leadership of Collective Worship is excellent. The coordinator is supported in her role by another member of staff and together they provide high quality leadership. They ensure that all staff are supported in their own planning and leading of worship. This is often in the form of peer support but CPD in all aspects of the Catholic nature of the school, including Collective Worship, has been an increased priority this year. Further opportunities for spiritual development are planned for the future.
- Opportunities are created for parents and other stakeholders to attend worship and to form part of the praying community and these are responded to enthusiastically. Both parents and governors were wholehearted in their praise for services they had attended. Parents and carers are also included in other ways, such as the way of the cross bags in Lent and travelling cribs in Advent.
- The school has a strong connection to the parish and have maintained this despite the fairly recent loss of their parish priest. It is a testament to the school and the parish that, supported by the temporary parish priest, the strong links and mutual support have been maintained. Examples of this are the school's participation in the Pentecost Mass and the celebration and explanation of Mass in school by the temporary parish priest. The school strongly supports the preparation for first sacraments, which is carried out in the parish.