
The Diocese of Hallam Section 48 Report

The Catholic Life of the School and Religious Education

Diocese of Hallam

SECTION 48 INSPECTION REPORT



THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

St. Wilfrid's School, A Catholic Voluntary Academy

School URN	373/3412
Name of Chair of Governors	Monsignor W. Kilgannon
Name of Head teacher	Mr Paul Scott
Date of inspection	November 20 th 2013
Section 48 Inspector	Mr John Cape, Mr Michael D'Rozario

“ An enthusiasm for the things of God”

Introduction

The Inspection of St Wilfrid's School, a Catholic Voluntary Academy, has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam. The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

Description of the Academy

St. Wilfrid's was built in the 1950's and serves the parishes of Mother of God and St. William of York, Sheffield. The school works in successful partnership with St Marie's and St Thomas of Canterbury. St. Wilfrid's converted to a Voluntary Catholic Academy October 2012. This is a very high performing Academy where pupils perform very well in National Tests. The school has a new Head Teacher appointed in January 2013.

Type of School	Catholic Voluntary Academy
Age profile of students	4 – 11 years
Number on roll	301
Number of students on Special Needs and Disabilities Register	44 SA & SA+
Number of students with a Statement of Special Educational Needs	Currently applying for 1 pupil.
Number of Catholics on roll	254
Number of Other Christian Denominations	45
Number of other Faiths No religious affiliation	2
School Address	Millhouses Lane Sheffield S7 2HE
Telephone Number	0114 2365529
Fax Number	0114 2493010
Email	enquiries@stwilfridssheffield.co.uk
School Website	www.stwilfridssheffield.co.uk

SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

1

THE PROVISION FOR CATHOLIC EDUCATION

1

LEADERS AND MANAGERS

1

OVERALL EFFECTIVENESS

1

How effective the school is in providing Catholic Education

The overall effectiveness judgement is based on all the evidence available.

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

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

OUTCOMES FOR PUPILS

How good outcomes are for pupils, taking into account variations between groups.

The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	1
How well pupils respond to and participate in the schools' Collective Worship	1

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

- Children have a real pride in their school and demonstrate a significant contribution to its Catholic Life.
- It is very evident the extent to which pupils value and respect themselves in the care they take of each other in and out of lessons e.g. Year 6 Buddies.
- Children are given many opportunities to take ownership and a lead in the Catholic life of the school and the wider community through liturgies, fund raising for charities and worship in the local parishes.
- There are future plans to form a Chaplaincy for the benefit of all pupils.
- When children are presented with spiritual, moral and ethical issues they can empathise and appreciate the circumstances of those less fortunate than themselves and express their reasoning.
- Children celebrate the life of the school and talk about its many strengths.
- The school provides support for children suffering from loss through the Rainbows programme and staff have been trained to deliver this valuable resource.

How well pupils achieve and enjoy their learning in Religious Education is OUTSTANDING

- The school has successfully introduced the new Come and See programme and is currently moderating its assessment with the Umbrella Trust to secure a more accurate judgement.
- Religious Education assessment and attainment of pupils matches those in Reading, Writing and Mathematics as reported in RaiseOnline.
- School has prioritised assessment including assessment for learning as one of its key priorities and this will have a very positive impact on the outcomes for pupils.

- Children are religiously literate and have skills appropriate to their age and beyond in many instances.
- Lesson observations indicate that pupils are religiously literate and have understanding and skills appropriate to and sometimes beyond their age and capacity. They can reflect spiritually and think ethically.
- Children actively seek to improve their knowledge and understanding in Religious Education and are developing their competence as learners through fully engaging in the tasks asked of them.
- Pupils in the School Council commented on how much they enjoyed their Religious Education lessons and talked about the variety and challenge offered to them.

How well pupils respond to and participate in the schools’ Collective Worship is OUTSTANDING.

- Children demonstrate reverence and respect during Collective Worship such as the whole school assembly on the coming season of Advent and more intimate prayer sessions within the classrooms. One child in the School Council explained how important it was for him to have an opportunity to engage in personal prayer.
- Pupils were involved in writing and preparing the Advent liturgy and led worship for the community gathered.

PROVISION

How effective the provision is for Catholic Education

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils’ learning.	1
The quality of Collective Worship provided by the school.	1

The Quality of teaching and how purposeful learning is in Religious Education is GOOD.

- Teachers have very good subject knowledge so they are confident and articulate in sharing their faith and personal experiences with pupils.
- The positive relationship between teachers and pupils is a real strength of the school.
- Teachers lesson planning is very good, well differentiated and enables all pupils to achieve success.
- Lessons are very well delivered with clear learning objectives
- There is an excellent use of questioning skills that enables all learners to engage and participate and build upon previous learning.

- Teachers frequently affirm pupils so they are confident, active and interested learners. This supports the self-esteem of pupils and gives them confidence to speak clearly and articulately e.g. during Liturgy or during question and answer sessions in lessons.
- Children have the opportunity to be independent learners and apply prior knowledge to the task in hand and are affirmed for doing so.
- In teaching that is good or better time is used very effectively to maximise the learning opportunities.
- The school is applying a range of teaching styles to match the needs of the learners. e.g. effective use of ICT, role play and drama.
- The children demonstrate a confidence when attempting a range of challenges and know how to seek support.
- In the most effective lessons ICT was used to promote and enhance learning. e.g. IWB, use of music)
- Resources, including other adults are deployed effectively and make a good contribution to support pupils' learning.
- Although children are provided with detailed steps for improvement through marking they are not always given the opportunity to respond.

The extent to which the Religious Education Curriculum promotes pupils' learning is Outstanding.

- The Religious Education curriculum through the Come and See programme meets the needs of pupils through differentiated activities and in some cases personal inspirational sources.
- Children can apply their deep thinking and empathy for issues raised in Religious Education lessons to stimulate other areas of the curriculum e.g. Poetry, Drama and Art
- The school meets the requirement of the Bishops' Conference allocating at least 10% curriculum time to the teaching of Religious Education.
- Religious Education builds upon pupils own experiences and therefore enables them to fully engaged in their learning. Children were keen to present their own experiences e.g. prayers, aspirations.
- The partnerships within the Umbrella Trust is having a very positive impact on pupils learning in Religious Education e.g. leaning walk and future plans for subject Religious Education co-ordinators to undertake joint professional development.
- Children commented on how much they enjoyed the activities provided within the school curriculum and after school. It supported their sense of belonging and enjoyment.

The quality of Collective Worship provided by the school is OUTSTANDING

- Acts of Collective Worship reflect the strong Catholic character of the school through children's participation in a range of assemblies, liturgies and prayer.
- The school takes into account the variety of faith backgrounds creating opportunities for children to engage in learning about other world faiths e.g. visit to mosque.
- Opportunities are provided by the school for children to pray in a formal setting and informally. In the latter the children are confident in expressing their private intentions to their class mates.
- Children take an active role in planning and leading worship and take a pride in doing so. e.g. The Advent Assembly.
- The Religious Education Co-ordinator takes an active lead in guiding and planning for worship.
- There are very strong links maintained with the local parishes and other local faith communities.
- The Parish Priests take an active part in leading and supporting high quality Collective Worship.
- Parents appreciate the welcome they receive when they attend or participate in acts of Collective Worship.

LEADERS AND MANAGERS

How effective the provision is for Catholic education

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	1

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils is Outstanding.

- Leaders, governors and managers strive to promote the Catholic life of the school through their involvement in governance and fulfilment of the legal requirements.
- Provision is carefully monitored and leaders and managers are in the process of evaluating this as there is a new leadership team in place.
- Leaders, governors and managers strongly support the Catholic life of the school by inviting the community to respond through questionnaires on how they see themselves as part of the schools community.

- The Headteacher and Religious Education Co-ordinator strongly promote the Catholic life of the school.
- The Religious Education Co-ordinator and Link Religious Education Governor have developed a strong partnership to ensure staff and pupils understand and have ownership in the Catholic life of the school.
- The Link Governor is pro-active in fulfilling her role in monitoring the provision of Religious Education and keeping the Governing Body informed of progress.
- The school has made full use of CPD opportunities provided by the Diocese and several staff have recently attended topic days.
- Leaders, governors and managers are in the process of monitoring and evaluating the progress and impact of actions identified in the School Self Evaluation Document and are developing a rigorous system for monitoring, analysing and evaluating the accuracy of its findings.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils is Outstanding.

- The school has systems in place for tracking, monitoring and evaluating the impact of teaching and learning in Religious Education.
- Pupils enjoy the challenge in Religious Education lessons and appreciate the opportunity to work with their learning partners.
- Pupils expressed gratitude for the support they received during lessons from the capable Teaching Assistants.
- Pupils generally make at least good progress and in some cases outstanding progress.

This final section draws together all the evidence and judgements made in the preceding sections

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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The overall effectiveness of St Wilfrid’s School is Outstanding.

- The school lives out its Vision Statement to the full and 'Everybody Matters'. This is evidenced in the high quality of care and strong relationships within the school and community. Parents are very proud of their school.
- Children love coming to school and are eager to please. They have a real pride in their faith and confidently share this with their friends and staff.
- The Headteacher and Religious Education Co-ordinator have worked with determination to successfully support the implementation of the Catholic programme 'Come and See'.
- Collective Worship is a real strength of the school with children having opportunities to plan and lead liturgies.
- Teachers have very good subject knowledge so they are confident and articulate in sharing their faith and personal experiences with pupils.
- In classes where teaching is most effective the standards in Religious Education are outstanding.
- Leaders, managers and governors strive to improve provision and have accurately identified strengths and areas for further development.
- There are strong links with the Parishes and this further develops and strengthens the Catholic identity of the school and its pupils.

Recommendations:

- To continue to develop display in Religious Education especially in the public areas of the school, so as to provide a stimulating learning environment.
- To build on the strengths of the Umbrella Trust to strategically guide high quality provision in Religious Education, including teaching and learning.
- To accurately embed assessment to ensure moderation is consistent throughout the school.
- To ensure children have the opportunity to respond to the advice given to them when their work is marked.
- To continue to offer high quality professional development through peer to peer support to all teaching staff to ensure 100% of teaching is good or better.