

**The Diocese of Hallam**  
**Section 48 Inspection Report**

**The Catholic Life of the School, Religious Education and  
Collective Worship**

**St. Wilfrid's Primary School, a Catholic Voluntary Academy**  
**Millhouses Lane**  
**Sheffield**  
**S7 2HE**

<b>School URN</b>	138830
<b>Overall Effectiveness grade</b>	Outstanding
<b>Date of inspection</b>	Thursday January 17 <sup>th</sup> 2019
<b>Name of Chair of Governors</b>	Monsignor William Kilgannon
<b>Name of Executive Head teacher</b>	Mr Andrew Truby
<b>Name of Head of School</b>	Mrs Delia Evans
<b>Name of RE Subject Leader</b>	Mrs Tonia Dalton
<b>Date of previous inspection</b>	November 2013
<b>Previous inspection grade</b>	Outstanding
<b>Section 48 Inspectors</b>	Mr John Cape Mr Philip Patterson

## 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 the school is in providing Catholic Education.

1

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

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

**COLLECTIVE WORSHIP**

1

<b>OUTSTANDING (1)</b>	To be judged <b>OUTSTANDING</b> for overall effectiveness: The three Section judgements must all be <b>OUTSTANDING</b>
<b>GOOD (2)</b>	To be judged <b>GOOD</b> for overall effectiveness: The three Section judgements must all be at least <b>GOOD</b>
<b>REQUIRES IMPROVEMENT (3)</b>	To be judged <b>REQUIRES IMPROVEMENT</b> for overall effectiveness: One or more sections will be judged to <b>REQUIRE IMPROVEMENT</b> with no sections judged inadequate.
<b>INADEQUATE (4)</b>	To be judged <b>INADEQUATE</b> for overall effectiveness: At least one Section will be judged inadequate.

## Summary of key findings:

### **This is an Outstanding Catholic Primary School**

- The quality of the Catholic Life of the school is outstanding because there is a strong family ethos which is welcoming and caring, and this enables both pupils and adults to flourish in a nurturing community where each person is valued as a member of God's family.
- The quality of Religious Education is outstanding because pupils enjoy their learning and show tremendous commitment during Religious Education lessons. They want to do their very best and have excellent attitudes to their work and learning. Behaviour for learning in lessons is exemplary and pupils have the ability to articulate their thoughts clearly and with confidence.
- The quality of Collective Worship is outstanding because it is central to the life of the school. From a young age pupils are deeply reverent and respectful during prayer and Collective Worship. Pupils of all ages are developing the skill and ability to lead their own acts of worship with confidence.

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

- Formalise monitoring and evaluation procedures so that governors deepen their involvement in the self-evaluation process and measure the impact of progress from the high-quality information provided to them to ensure sustained excellence in provision in Religious Education and Collective Worship.
- Embed the marking and feedback policy with consistency throughout the school so all pupils know what they have achieved in their learning and what the next steps are.
- Implement the revised Relationship and Sex Education policy.

## **Information about this inspection**

The inspection of St. Wilfrid's School was carried out under the requirements of the Education Act 2005, and in accordance with the Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Hallam. 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 inspectors reviewed in detail the following aspects:

- The school's self-evaluation document (DSEF)
- Previous and current inspection reports and information about the school

- Pupils' contribution to the Catholic Life of the school
- The Religious Education curriculum
- Acts of Collective Worship
- The achievement of pupils

The inspection was carried out by Mr John Cape and Mr Philip Patterson over one day:

- During this one-day inspection, we had the opportunity to discuss the work of the school with several key stakeholders including teaching and support staff, governors, parish priests, parents and pupils.
- Detailed forensic discussion took place with the Executive Headteacher, Head of School, Assistant Headteacher and Religious Education Coordinator.
- We talked to the pupils about St. Wilfrid's school and how they enjoyed their learning and being part of the school community.
- School assessment information, progress reports, portfolios of work, photographic evidence, focal points and displays in and around school, provided valuable evidence and essential information during the inspection.
- Each class provided a range of children's Religious Education work over time for pupil progress analysis.
- We had the opportunity to scrutinise a wide range of children's Religious Education work.
- Inspectors reviewed information posted on the school website which provided specific evidence about the importance of the Catholic faith and tradition at St. Wilfrid's and how this is lived out daily in the school.
- Two acts of Collective Worship were observed.

### **Information about this school**

- St Wilfrid's School is a Catholic Voluntary Academy situated in the suburbs of the south west area of Sheffield
- The school is part of the Catholic Diocese of Hallam and works in close partnership with St Marie's and St Thomas of Canterbury Primary Schools.
- St. Wilfrid's converted to a Catholic Voluntary Academy in October 2012. This is a very high performing school (judged 'Outstanding' in 2007) where pupils perform very well in national tests.
- The school has consistently produced strong results over the last five years.
- There is an Executive Headteacher structure and the school has had a new Head of School appointed in September 2017 as well as an Assistant Headteacher.
- St Wilfrid's school works closely with the feeder parishes of Mother of God and St. William of York.
- St Wilfrid's Catholic Primary is an outstanding school. It is well supported by parents and has an excellent reputation within the community.

## Full Report – Inspection Judgements

### CATHOLIC LIFE

#### The quality of 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 extent to which pupils contribute to and benefit from the Catholic Life of the school is Outstanding.

- Pupils make an outstanding contribution to the Catholic Life of the school and gain much benefit from it. They are at the centre of shaping the school's mission and have the ability and skill to be able to express their own beliefs with confidence having an outstanding understanding of how their faith impacts on their own lives and others.
- The outstanding Head of School is attentive to the needs of all personnel and provides consistent support and challenge but also affirmation and encouragement. Staff appreciate her leadership, guidance and support and as a result a strong team ethos has been established.
- Relationships within the school are very positive and pupils value the many opportunities that they are given. They are actively involved throughout the school taking on responsibilities very conscientiously and enthusiastically such as Liturgy Leaders and School Parliament.
- Pupils and staff have a deep sense of belonging to a family, they are very proud of their school and the strong links with the parish communities.
- Pupils say they thoroughly 'love coming to school because they feel valued, listened to and appreciated'.
- They are very conscious of the needs of those beyond school and have a strong sense of justice and concern for others. They can articulate their views with confidence, explaining the purpose of fundraising for charities such as Cafod, the Good Shepherd appeal and Mary's Meals.
- Pupils have an outstanding perception of justice which helps them to understand their place in the world and the influence they can have to make the world a better place. For example, Year 6 pupils discussed how scripture can enrich people's lives by exploring current issues such as the war in Syria, the refugee crisis and the Mexican wall. Throughout their conversations they demonstrated genuine concern, deep empathy and a mature understanding of the complex moral issues involved.
- Pupils work well together demonstrating very positive and enthusiastic attitudes to all aspects of school life.

- The newly developed behaviour policy rooted explicitly in scripture, ‘love one another as I have loved you’, has a focus on emotional literacy and restorative conversations and has impacted very positively.
- As a result, behaviour is exemplary: pupils are very polite and considerate of others demonstrating excellent emotional awareness.
- The Rainbows and Sunbeam programmes to support children suffering from bereavement or loss are well established and are widely appreciated by parents and pupils.
- Pupils throughout the school demonstrate an excellent understanding of the importance of key celebrations throughout the liturgical year and know that religious belief and spiritual values are important for many people. They were able to talk knowledgeably about the recent celebration of Advent.
- The vision statement is central to the life of the school and is lived and embraced by all pupils in their daily school life. Pupils are proud of their school and clearly understand what is special about St. Wilfrid’s.
- Pupils have a deep sense of belonging to the ‘school family’ and staff, parents and governors speak about the importance of this nurturing environment where pupils contribute to the Catholic Life of the school from a very early age.
- Pupils willingly and confidently take on positions of responsibility and leadership within the school community, for instance Year 1 were learning about special people who help at the celebration of Mass and two pupils from year 6, an altar server and choir singer, were competently responding to questions about their roles in the church.
- All pupils demonstrate respect and show reverence to the rites and traditions of their faith. They are proud of their religious identity and there is enthusiastic and active involvement in parish, umbrella trust and diocesan celebrations.
- Parents are very appreciative of the care and support their children are given in this school and confirm staff always go one step further to help. They value the excellent approachable relationship they have with class teachers and leaders to quickly resolve any issues and, as a result, pupils are happy, confident and secure in their own stage of spiritual growth.
- Parents are especially proud of their school; ‘St. Wilfrid’s is a very special school and we would recommend it to others without reservation’.
- Appointed Liturgy Leaders perform a key role in developing and implementing initiatives to further improve the Catholic Life of the school, such as setting up the class prayer bags and organising liturgies to be shared with parents.
- As part of the umbrella trust some opportunities had been created for the three Catholic schools to work more collaboratively, e.g. learning walks. This good practice should be maintained, nurtured and developed.

## The quality of provision for the Catholic life of the school is Outstanding.

- Careful consideration had been given to the recently introduced leadership structure to ensure it is fit for purpose. On a day to day basis the Head of School has the responsibility for leading the Catholic Life of the school and Religious Education. She is held to account by the Executive Headteacher and Governing Body through a specific performance management related target and ongoing monitoring.
- This structural arrangement has confirmed a significant acceleration in progress and development. There is strong capacity for continued and sustained excellence in the Catholic life of the school and teaching of Religious Education in St. Wilfrid's.
- St. Wilfrid's is a school that is extremely committed to strong Catholic traditions and ethos.
- The vision statement is reflected in every aspect of the school's work and children experience a high-quality education built on core values.
- Faith is modelled well, and staff work tirelessly to put the school's inclusive vision into practice.
- Spiritual, moral, social and cultural development remains at the very heart of the school.
- Staff demonstrate an outstanding level of commitment to the school community and work hard to maintain excellent relationships at all levels. Highly effective support is evident for all pupils, and it is attentive to their needs.
- Funded by the Parent Teachers Association, a bespoke space has been created to offer pastoral support and nurturing provision for those pupils in need. The learning mentor has been very effective in supporting these pupils and as a result, pastoral care for pupils is outstanding.
- Parents have been supportive in their attendance at the parenting programme based on the Family Caring Trust programme.
- The Catholic character of the school is apparent in the learning environment and is equally reflected in the school's commitment to the Catholic tradition. There are a range of displays and focus areas, inside and outside classrooms, which provide appropriate points to promote learning, reflection and prayer, such as the Sacred Space.
- Funding has been realised and plans are in place to transform the school hall into a high-quality spiritual space. School continues to focus on a planned programme of refurbishment and development especially as the school is heavily oversubscribed and there is a need for additional capacity.
- Pupils show a genuine care for each other. Older pupils offer their support to younger pupils by being reading buddies, or playground buddies.
- Pupils recognise the impact the school's ethos and expectations have on their own behaviour. Behaviour for learning is exemplary.
- The relationships and sex education programme (RSE) is established although the policy is currently being reviewed and updated. St. Wilfrid's is working in partnership with the Sheffield Family of Catholic Schools to deliver a revised policy in line with the teachings of the Catholic Church.

- Strong relationships and mutual respect between leadership, staff and parents are a strong feature of the school.
- A large number of parent volunteers work in school offering a variety of support in order to help pupils on their journey.
- Senior leaders promote the highest standards of moral and ethical behaviour deeply rooted in Gospel values and the teachings of the Catholic Church.

**How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school is Good.**

- Staff and governors are highly committed to the Church's mission in education.
- Governors discharge their statutory and canonical duties and are very supportive of the school.
- The high-quality information provided by the Head of School in her reports will now enable governors to focus in a more forensic way to accurately monitor and evaluate progress. Governors will be well positioned to ask specific questions around the impact of actions taken therefore presenting even greater challenge.
- Governors have great confidence in the Head of School, the Assistant Headteacher and the recently appointed subject leader of Religious Education.
- The September 2018 School Improvement Plan rightly identifies future key priorities for the continued development of Religious Education and the Catholic Life of the school, for example to further explore greater depth in Religious Education.
- At all levels, the school's leadership and management show a deep-rooted understanding and commitment to the Church's mission. The desire and determination to promote the Catholic ethos, which recognises the unique value of every individual, underpins all aspects of school life.
- School leaders continually strive to maintain excellent links with the parish communities.
- Parents/carers demonstrate a clear understanding of the school's vision and appreciate the efforts made in school to maintain excellent levels of communication.
- The promotion of an authentic Catholic ethos is seen as a fundamental role of the leadership team and is shared by the whole community who demonstrate great pride in their school.
- The newly appointed Religious Education co-ordinator is a passionate and committed leader and promotes a variety of opportunities for pupils, staff and governors to be involved in the Catholic Life of the school.
- Staff are very well supported and feel valued. High quality performance management, alongside well-matched continuing professional development opportunities are provided to all staff.

## RELIGIOUS EDUCATION

### The quality of Religious Education is Outstanding.

How well pupils achieve and enjoy their learning in Religious Education	1
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	2

### How well pupils achieve and enjoy their learning in Religious Education is Outstanding.

- Pupils confirm they really enjoy Religious Education; they have very positive attitudes and all pupils speak enthusiastically about their learning, explaining how it helps them to understand how to live their lives. They apply themselves diligently.
- They are keen to do well and work at an outstanding pace in lessons and show tremendous commitment during Religious Education. Pupils indicated that, 'Religious Education lessons strengthen our belief in God'.
- Behaviour for learning throughout the school is excellent enabling high quality learning to consistently take place.
- Pupils develop and apply a range of skills well, and as they reach upper Key Stage 2 (KS2) some have the ability to interpret sources, reflect and evaluate, engage with religious ideas and integrate them into their lives.
- Most pupils, including all groups, are making at least good and better progress in Religious Education within lessons and over time.
- Evidence from book scrutiny and lesson observations generally show an excellent variety and range of learning activities where progress is evident.
- There is an emphasis on challenging pupils to achieve greater depth in Religious Education so that attainment is in line with other subjects.
- Pupils with special educational needs make at least expected progress and arrangements are in place to ensure that whenever necessary, pupils are supported in their learning by capable teaching assistants.
- The school has worked most effectively in developing a variety of approaches where pupils are challenged to think deeply and extend their knowledge and understanding, resulting in the vast majority of pupils achieving extremely well by the end of KS2.
- This is particularly evident in upper KS2 where pupils were able to use information to discuss in depth the effect one person's views had on the lives of others and how this could be linked to the Gospels.

## The quality of teaching, learning and assessment in Religious Education is Outstanding.

- Teaching and assessment is consistently good with many outstanding features evident in lessons resulting in all pupils make at least good progress and many exceeding.
- School leaders have focused on raising expectations and encouraging more innovative and creative approaches to teaching Religious Education which has resulted in pupils thoroughly looking forward to and enjoying their work.
- Considerable thought has been given to facilitate a structured long-term planning framework which caters effectively for the delivery of the programme with mixed year age groups.
- A range of strategies are used effectively to promote excellent attitudes to learning and pupils are frequently affirmed and rewarded for their efforts.
- Teachers in all key stages have high expectations and plan challenging and focused learning activities. They ensure that a range of teaching and learning styles are used and this together with quality resources results in some outstanding learning.
- Teachers demonstrate an excellent understanding of greater depth and this more recently has resulted in an increasing number of pupils achieving higher levels in Religious Education.
- The school has successfully piloted the newly introduced 'Interim Standards' which have now been put in place to accurately assess pupil progress throughout the school.
- The school has introduced a new package to track pupil progress in all subjects including Religious Education. It provides an excellent measure for making a comparison with progress in other subjects. In exploring the first set of data it is evident pupils are performing in Religious Education at least in line with other core subjects.
- Teachers have very good subject knowledge and continually strive to develop this through training offered by the Diocese, support of the Religious Education Coordinator and Head of School and partnership work within the umbrella trust.
- One of the Parish Priests led a very purposeful retreat experience for all staff which developed staff confidence, knowledge and understanding of the Mass.
- Marking and feedback is in line with the school policy and largely identifies how the religious content can be further improved. However, written feedback does not always respond to the learning objective or give guidance to pupils about how to move on in the next steps of their learning.
- Religious Education has a prominent profile throughout the school and figures highly in school improvement planning, being a key priority in the current year's plan.
- Teachers plan interesting activities which captivate the interest of pupils and ensure they are fully engaged and motivated.
- Targeted questioning is used very well to assess understanding, monitor progress and reinforce the learning objective. As a result, pupils are excited and engaged and demonstrate very positive attitudes to their learning.

**How well leaders and governors promote, monitor and evaluate the provision for Religious Education is Good.**

- The curriculum meets the requirements of the Bishops’ Conference and contributes very effectively to the pupils’ spiritual and moral development.
- The Head of School is fully committed and passionate about promoting the profile of Religious Education amongst staff, pupils, parents and parishes.
- The recently appointed Religious Education coordinator and Assistant Headteacher are committed, knowledgeable, and enthusiastic. They are well informed about current developments and especially ambitious to secure and sustain high expectations in the teaching and learning of Religious Education and the celebration of Collective Worship.
- Governors receive a range of quality information about teaching in Religious Education and the Link Governor has met with the coordinator to discuss provision.
- Governors’ evaluation of Religious Education is developing which is informed by current best practice. In order to further develop the role of governors in monitoring and evaluation they need to prioritise their involvement in the self-evaluation process both in the Diocesan Self Evaluation Form completion and in monitoring the quality of teaching and the impact of curriculum and assessment on pupil outcomes.

**COLLECTIVE WORSHIP**

**The quality of Collective Worship is Outstanding.**

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

**How well pupils respond to and participate in the school’s Collective Worship is Outstanding.**

- All pupils at St. Wilfrid’s respond very respectfully and thoughtfully when participating in Collective Worship in small and larger gatherings. They act with reverence, reflect in silence and join in community prayers appropriately and with confidence. For instance, three Year 6 pupils led a wonderful well-prepared liturgy focusing on faith offering hope in difficult times where children gathered, listened to the word, reflected and prayed.
- From an early age the pupils have a strong sense of what worship is about. For example pupils in Reception and Year 1 celebrated worship based on the theme of Jesus being found in the temple in a prayerful and joyful manner joining in the singing and responses.

- Pupils have a very good knowledge of a variety of age appropriate formal prayers.
- Pupils show respect for different faiths and traditions and are aware that religious beliefs are important. They have learnt about a variety of world faiths and visited a local mosque to support their learning about Islam.
- St. Wilfrid's is a spiritual school where prayer and worship are a regular and meaningful part of the day. All pupils are inspired by, and enthusiastic in, their response to Collective Worship. This is evident in their keen participation in liturgies, particularly their gathering, joyful singing and prayerful reflection. They listen intently, show respect and offer heartfelt responses.
- Pupils participate actively in the parish sacramental preparation programme following diocesan guidelines. The parishes have a slightly different approach to preparation for the first sacraments involving staff and catechists, and both work well.
- Pupils take an increasing lead in planning, preparing and leading liturgies in class and larger groups throughout the school. They are confident in using resources and are developing a wide variety of prayer and liturgical styles which they choose to use appropriately.
- From the earliest school age pupils recognise seasons and colours of the liturgical year. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- Adults provide excellent role models for pupils in their response and participation in liturgy and this is evident when pupils lead their own liturgies.

### **The quality of provision for Collective Worship is Outstanding.**

- The celebration of Mass in school remains a very special occasion recognised and endorsed by parents, parishioners and visitors who praise the prayerful atmosphere and the enthusiastic engagement of pupils.
- Prayer and acts of Collective Worship are given the highest priority and are a key feature of school life, providing inspiration for staff and pupils.
- There is a policy for Collective Worship and a good range of structures to ensure that it is frequent, regular and inclusive.
- Collective Worship is carefully planned and resourced to enhance the worship experiences throughout the liturgical year. The Head of School leads a weekly gospel assembly and other staff, on a rota basis, also take responsibility for leading worship.
- Pupils and adults praying together is a daily experience; for instance each morning before school parents and pupils pray together in the playground before the children enter for registration.
- All leaders are passionate about ensuring that Collective Worship is of the highest quality and take every opportunity to model high quality liturgies: themes chosen reflect a deep understanding of the liturgical year.
- Parents, parishioners and governors are given further opportunities to share in the spiritual life of the school through various acts of Collective Worship, celebrations and attendance at Mass.
- The parish priests are regular visitors to school and well known to staff, pupils and parents. They reassuringly offer valuable guidance and support to staff in terms of

their formation and development and their contribution is very highly welcomed and appreciated by all.

- Pupils throughout school prepare and lead worship with increasing confidence and enthusiasm and are building upon the opportunities given to plan and lead worship independently in a variety of contexts.
- Pupils are at ease in sharing prayer experiences and can clearly articulate the difference that a community of prayer has made to their own sense of identity, security and growth - "It makes me happy to pray".
- The Religious Education Coordinator has modelled Collective Worship to members of staff to ensure they have an understanding of the essential elements of worship and can lead purposeful celebrations with pupils in their own classes and beyond.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship is Good.**

- The Head of school, Assistant Headteacher and Religious Education Co-ordinator set a very high standard for Collective Worship in school. They lead by example, ensuring that pupils and staff develop a deepening appreciation of the Church's traditions, seasons, rites and symbols and that prayerful, reflective opportunities contribute to the spiritual formation of pupils and staff.
- Leaders and Governors have a very visible presence in school and a clear understanding of the strengths and areas for development in Collective Worship through both formal and informal monitoring.
- Leaders regularly seek the views of parents through regular questionnaires and discussion and their responses are highly appreciated and valued and lead to further developments.
- Leaders have planned to support staff to continually develop their skills in leading Collective Worship and in helping pupils to become more independent in their leadership.
- **Governors need to place higher priority on the school's self-evaluation of Collective Worship with more regular reviews to ensure a more informed view of provision.**