



# Archdiocese of Birmingham

## Section 48 Inspection

### ST WILFRID'S CATHOLIC PRIMARY SCHOOL

Shawsdale Road, Birmingham, B36 8LY

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Inspection date 6<sup>th</sup> & 7<sup>th</sup> July 2017  
Reporting Inspector Debbie Huxtable

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Voluntary Aided
Age range of pupils	3 – 11 years
Number on roll	349
Appropriate authority	The Governing Body
Chair of Governors	Mrs Jacqueline Fiorletta
Telephone number	0121 6753319
E-mail address	enquiry@stwilfrd.bham.sch.uk
Date of previous inspection	3 <sup>rd</sup> & 4 <sup>th</sup> July 2012
DFE School Number	330 3359
Unique Reference Number	103451

**Headteacher** Mr Richard Baker

Previous inspection: Good

This inspection: Good

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DIOCESAN EDUCATION SERVICE



## Evidence

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship and religious education (RE).
- The inspector observed teaching across three RE lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with the senior leadership.
- The inspectors completed a work scrutiny, and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with governors including the chair, the school priest chaplain, the headteacher and the RE subject leader.
- The inspector attended a whole school Mass, a celebration assembly and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupils' behaviour.
- The inspector reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, RAISE online, the development plan, RE action plan, teachers' planning, and learning journals.

## Information about the school

- St Wilfrid's is a two-form entry primary school up to and including Year 4, and is one form in Years 5 & 6, it also has a nursery. It is situated in an area of high deprivation in the Hodge Hill ward of Birmingham.
- The parish church of St. Wilfrid's is situated next to the school but this was closed in September 2016. There has been no permanent parish priest since 2015 and priests from neighbouring parishes have had to provide chaplaincy and pastoral care for the school.
- At present 32% of the school population are baptised Catholic.
- The number of pupils that come from ethnic minority backgrounds is rising and almost double the national average.
- The number of pupils who are eligible for free school meals is declining but remains well above the national average as is the number of disadvantaged pupils.
- The number of pupils with special educational needs and disabilities (SEND) is above the national average.
- Attainment on entry is below expectations and this is reflected in the RE baseline where pupils enter school with very little prior knowledge of the signs and symbols of the Catholic faith.

## Main Findings

- The provision and outcome for Catholic life and collective worship at St Wilfrid's Catholic Primary School are outstanding. The outcomes and provision for religious education is good with outstanding features.
- The strong leadership of the headteacher and deputy headteacher, who is also the RE subject leader, demonstrate total commitment to the school and its Catholic mission within the community.
- Staff, pupils, parents, priest and governors are all very proud of the Catholic life and ethos of this diverse community where there is a strong family atmosphere that permeates throughout the daily life of the school.

- The school has worked well to deal with the challenging circumstances of the closure of the parish church and the lack of a permanent priest chaplain.
- Collective worship is seen as a priority at the school and is outstanding. Pupils are enthusiastic to plan, deliver and take part in all aspects of worship which proved to be both reverent and inspirational.
- Staff have good subject knowledge and strive to make their lessons motivational and inspiring so that all pupils, irrespective of their personal faith, are firmly grounded in the teachings of the Gospels.
- Monitoring and evaluation of RE and detailed analysis of data, results in continual improvements in teaching and learning and these are accurately identified in development planning.
- The school has addressed the recommendations from the previous inspection.

## **THE CATHOLIC LIFE OF THE SCHOOL**

### **Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes**

- Provision and outcomes for Catholic life, collective worship and spiritual, moral and vocational development for pupils is outstanding.
- The school has a welcoming and engaging environment where pupils feel happy, safe and well cared for. The school is proud of its Catholicity and this is seen in the Christian imagery that greets visitors to the school building and website.
- All pupils are able to articulate a profound sense of belonging to a Catholic school and what that means to them in their daily lives.
- The Eucharist is central to the life of the school and all members of the school family are committed to its celebration. Pupils are enthusiastic and look forward to the celebration of weekly Mass. All pupils, even the youngest, show a high level of engagement, respect and reverence.
- Pupils recognise and celebrate their differences and feel it is important to respect and value everyone irrespective of their faith background. They enjoy learning about other faiths and sharing their diverse religious beliefs. A Key Stage 2 child explained, *"It helps when we are all different to get a deeper meaning about other faiths."*
- Pupils appreciate and value the Catholic life of the school and contribute to its evaluation. During the inspection pupils spoke confidently about their contributions to the Catholicity of the school through the school council and their recent work as a Rights Respecting School. They believe this has helped them to listen to each other's views and put the mission of their school into practice, *"We strive to follow Christ's example to always do our best."*
- Pupils are reflective and confidently discuss how the Catholic Schools' Pupil Profile impacts on their personal faith and how they behave towards one another. A Key Stage 1 child summarised by saying, *"We just try to be kind to everyone like Jesus."*
- Despite the challenging circumstances of the local parish church being closed, the school still has strong links with the parish and makes the school hall available to parishioners for fund raising activities and on occasions the celebration of Mass. Parishioners show their support of the school through responses to questionnaires and the high number attending the school Mass celebrated in the hall during the inspection.

- The school has worked hard, particularly in the last year, to further develop collective worship and to ensure that all pupils, irrespective of their age are able to experience meaningful and inspiring liturgies.
- The RE subject leader ensures all classes are well supported through the use of a collective worship resource box. This ensures all staff and pupils have easy access to a variety of resources. These boxes are an excellent initiative for both staff and pupils. They provide ideas and guidance on prayer, as well as a number of useful artefacts appropriate to the age and needs of the children.
- During the inspection pupils demonstrated reverence and respect at all liturgies and collective worship. They clearly enjoy worship and praising God through the hymns they sing and the prayers they write for their hymn practices and collective worship time.
- Collective worship is seen as a priority and is timetabled for all classes. It is effectively monitored by the RE subject leader who ensures it is appropriate to the age and faith of the pupils and that there is clear progression across the key stages.
- Pupils experience a variety of prayer styles and will confidently share deep, meaningful spontaneous prayer. However, some pupils are not given opportunities to learn and use some of the more complex traditional prayers of the Church appropriate to their year group.
- Pupils displayed an understanding that they are called to serve and that their support of a variety of charities and their acts of kindness were a demonstration of this. They readily take on responsibilities such as play leaders, altar servers, councillors, and fund raisers. They know that they all have a vocation in life which is specially chosen for them.
- Behaviour of pupils throughout the inspection was exemplary and shows a high degree of respect to both adults and other children. They have a keen understanding of right and wrong and are adept at linking their behaviour back to the mission of the school and the wider Church.

## **LEADERSHIP**

### **Leadership of Catholic life and Collective Worship**

- Leadership of Catholic life and collective worship is outstanding.
- The headteacher and deputy headteacher, who is also the RE subject leader, are committed to the Church's mission within and beyond the school. They believe and demonstrate by their actions, that the school has a contribution to make within its very diverse local community.
- Over recent years the school has experienced considerable difficulties recruiting governors and this has meant that a few governors have been trying to fulfil all the roles necessary. These few governors are very dedicated and highly committed to the school and its mission and they recognise the changes that need to take place over the coming months to ensure the governing body is fulfilling all the responsibilities expected of it by the trustees.
- Governors receive limited information about the Catholic life and collective worship of the school through the headteacher's report to governors. Some are regular visitors to the school and can accurately identify the Catholic life and collective worship in

action in the school. However, monitoring and evaluation of Catholic life by governors lacks planning and is not yet focused enough on outcomes and impact.

- The RE subject leader gives priority to ensuring that all staff have relevant opportunities for professional development through training provided by the diocese, as well as in house termly sessions provided by herself or external providers. Induction of both new and experienced staff is seen as critical to the development of the skills of a teacher in a Catholic school. The RE subject leader offers support both on an individual or small group basis depending on the needs of staff.
- The experienced RE subject leader is enthusiastic about her role and staff see her as a supportive and approachable role model. Impact of her vision and commitment are evident and she has a clear understanding of her role within the school and parish communities.
- The school works well with other local parishes and their priests. There are some opportunities within the sacramental programme for children and families to develop parish links.

## **RELIGIOUS EDUCATION**

### **Leadership, outcomes from and provision for religious education**

- The leadership, provision and outcomes for pupils in RE is good with outstanding features.
- The headteacher and RE subject leader demonstrate a desire that all children, irrespective of their often very low starting point, succeed.
- Tracking of pupil performance is embedded and trends and cohort data is consistently analysed by class teachers, the RE subject leader and senior leadership. Data for vulnerable groups is also collected and recent analysis has accurately identified those groups who need extra support.
- Teachers have an excellent subject knowledge and are enthusiastic about how they can inspire and motivate pupils in their lessons. Lessons are creative and pupils are engaged and enthusiastic about their learning.
- Pupils enjoy their RE lessons and believe they help them, *"To be open so that God can shape me"* and *"To be the best that I can be"*. Although, pupils are able to express their knowledge and understanding of RE to a high standard orally, this is not reflected in written work and opportunities for recording their responses are lost.
- Productivity and presentation of pupils' work in their books is inconsistent across classes and there is a lack of challenge for some more able pupils. Leadership has already identified these areas for development and are determined to address them in the next school improvement plan.
- Tracking, data collection and the analysis of standards is robust and used to inform both lesson planning and development planning. Staff receive feedback which includes next steps in how to raise standards in RE teaching and learning.
- Although governors have a good understanding of RE and the curriculum they do not receive information or take part in monitoring activities about the standards pupils achieve. Governors had already planned to set up a new committee in September to address this issue and to focus on standards through planned monitoring activities.
- Pupils begin school well below expectations and many with few language skills. They make good progress in lessons and across units of work so that by the end of Key

Stage 1 many are in line with expectations. By the end of Key Stage 2 most pupils are making at least good progress from their starting point on entry to the school.

- Pupils enjoy their RE lessons and have an excellent knowledge and recall of key Bible stories and are able to make links between stories to aid and develop their understanding. They are keen to learn, are able to work collaboratively and are developing the skills of independent learners.
- Marking and feedback in RE books is in line with other core subjects and pupils know how to make improvements to their work. Some teachers provide key questions during lessons as well as in their RE books to help pupils improve their learning.
- Support staff provide high quality input and are skilled and well deployed to support pupils' learning. They demonstrate good subject knowledge and questioning skills that extend learning and clarify misconceptions.
- The school has developed the curriculum to meet the needs of all pupils, it is varied and addresses all aspects of the teachings of the Catholic Church.
- Relationships and sex education is taught in accordance with the Church's teachings at an age appropriate level.

## **Recommendations**

### **In order to improve the school should:**

- Develop the governing body so that there is clear understanding of their roles and responsibilities in holding the school to account regarding Catholic life, collective worship and RE through monitoring, receiving key information and self-evaluation.
- Raise standards in the work recorded in pupils' RE books so that it more accurately reflects pupils' knowledge, skills and understanding.
- Develop the prayer life of pupils through a structured plan to teach the traditional prayers of the Church.