

**SALFORD DIOCESE  
INSPECTION REPORT**



**ST. WILFRID'S  
ROMAN CATHOLIC PRIMARY SCHOOL  
St. Wilfrid's Terrace Derby Road Longridge  
Preston PR3 3WQ**

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Inspection date April 2008  
Reporting Inspector Mrs. Pamela Parden  
Inspection carried out in accordance with Section 48 of the Education Act 2005

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Type of School Catholic Primary  
URN 119636  
Age range of pupils 4-11  
Number on roll 113  
Appropriate authority The governing body  
Chair of Governors Mr. Gerry McComb  
Headteacher Mr. John McHugh  
Religious Education Co-ordinator Mrs. Emma Ashe  
Date of previous inspection January 2005

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<b>The Inspection judgements are:</b>	<b>Grade</b>	<b>Explanation of the Grades</b>  1 = Outstanding  2 = Good  3 = Satisfactory  4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	2	
The quality of Collective Worship	1	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	2	
Leadership and management of curriculum Religious Education	2	
<i>The following pages provide reasons to support these judgements</i>		

## **CHARACTERISTICS OF THE SCHOOL**

St. Wilfrid's is a voluntary-aided Roman Catholic primary school serving the parishes of St. Wilfrid's, Longridge and Ss. Peter and Paul, Ribchester. The school is situated next to St. Wilfrid's Church in Longridge on the outskirts of Preston. It serves a mixed socio-economic catchment area. Housing ranges from privately owned homes to terraced cottages with some council rented accommodation. The admission number is 30 and the age range of the learners is from 4 to 11. There are 113 pupils on roll, 49 per cent coming from the neighbouring parishes. There is a privately run nursery attached to school that shares the school's play area. 110 learners (97%) are Catholics. 5.3 per cent are eligible for free school meals and 21 children have been identified as having special educational needs with 1 having a statutory statement. 5 of the 6 teachers (84%) are Catholics and 3 have the Catholic Certificate in Religious Studies.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

St. Wilfrid's is a good school. The leadership and management ensure that it provides a very welcoming, caring and happy atmosphere where learners know they are respected, cared for and loved. The clean, orderly, well-organised and stimulating environment has a positive influence on the responses and standards of all the pupils. The school is very successful in its aims to "create a Catholic, Christian community, providing equal opportunities for all and engender respect for the diverse and wider communities". Its mission to be "Christ centred" is reflected in the whole life and work of the school. Staff are dedicated and committed. They work hard as a team to help the school to grow and develop and to promote the spiritual, moral, social, academic and cultural development of the children. Following his recent appointment the headteacher quickly established an accurate understanding of the school's strengths and development needs and working closely with governors and staff areas for improvement were identified and appropriate action taken. The provision for prayer and worship, the quality of Curriculum Religious Education and the positive, caring relationships existing within the school result from good leadership. All staff are committed to their own spiritual development, sharing their own faith and leading by example.

### **Improvement since the last inspection**

Focal areas for prayer are now in place in every classroom and also around the school. Learners have written a child centred prayer reflecting the school's mission for prominent display in the hall and around the school. The Mission Statement is due to be reviewed. A new Religious Education co-ordinator has been appointed and has attended diocesan courses. She works alongside the new headteacher in developing her role, evaluating work in classes and leading some discussion at staff meetings. Currently assessment is a key issue as well as the introduction of new diocesan teaching materials.

### **Capacity to improve**

The school's capacity to improve is good. The recently appointed headteacher has a clear vision of the school's future needs and developments. There is no deputy head but he is strongly supported by the dedication, hard work and commitment of all staff as a team. He is working well with governors in sharing school development needs and utilising their strength and input. Following evaluation action has been agreed which is helping the school to move on. The chair of governors and the parish priest, who is also the Religious Education governor, visit school regularly sharing in its life and discussing school issues with the headteacher. Help from the diocese with in-service courses is utilised and all opportunities for staff development are encouraged.

### **What the school should do to improve further**

- Undertake and complete a review of the Mission Statement.
- Further develop the use of assessment in Religious Education to track the progress of individual learners.
- Use the outcome of targets reached by learners to plan appropriate tasks in Religious Education.
- With staff and governors formulate a written Development Plan for Religious Education.

## **THE LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL**

Leadership and management of the Catholic life of the school are good and ensure that Christ is at the centre of its life. This reflects its Mission Statement and aims drawn up by staff and governors and also the school prayer linked to its mission written by the children. The governing body has had numerous changes of personnel but is active, well informed, critical and supportive. In the light of these changes the school is now encouraged to undertake a review of the Mission Statement. Governors work well in their committees helping to shape the life and direction of the school in fulfilling its aims and practices enabling continuous improvement. The chair and the parish priest meet with the headteacher regularly to discuss relevant issues. The headteacher has a clear vision for the school's future development and works well with the staff team. Together they ensure that the distinctive nature of the Catholic life of the school is maintained, that community cohesion is promoted and that very good provision is created for the spiritual and moral development needs of all. Systems are in place for monitoring and evaluation. These lead to the identification of priorities in the School Development Plan. Staff are encouraged to exercise responsibilities and to take advantage of opportunities for professional development. All are hard working and committed to the school's Catholicity and its values. Learners act as school counsellors or buddies. Home, school and parish links are strong and the parish priest is much involved in the life of the school visiting all classes weekly and celebrating Mass half termly and on special feasts or occasions. The school gives good support to the parish Sacramental Programme. Links with the associated Catholic high school are strong.

## **THE QUALITY OF COLLECTIVE WORSHIP**

The quality of collective worship is outstanding. The written policy has recently been reviewed, updated and agreed by staff and governors. The school aims to "provide a rich variety of meaningful experiences.... to which all can contribute and from which all can gain". Staff agree together the focus for assemblies throughout the year. They are related chiefly to the liturgical year and are led on Monday by the headteacher, on Wednesday by staff for each key stage and on Friday by classes in turn. The Friday assembly includes a celebration of achievements and awards. Assemblies are well planned, structured and recorded. Prayer is an integral and important part of school life and influences learners' spiritual and moral development, attitudes and values. Prayer focal points in each classroom and around the school reflect the current liturgical theme. Classes pray at set times during the day and as part of the Religious Education lessons as the inspector observed in the Year 1 and 2 class when children lit a candle, shared quiet reflection and presented their individual prayers. The example set by teachers and their obvious deep faith encourages sincerity, reverence and respect in the pupils and helps to create meaningful spiritual experiences for them. There is a strong realisation of the importance of prayer and pupils respond well. A very well presented assembly observed was on Joy, a gift of the Holy Spirit and included readings, poetry, reflection and music. The use of visual images enhanced the learners' interest and responses. The parish priest plays an active role in the school's prayer and worship. He celebrates Mass each half term and on special feasts and, together with parents and governors, shares the assemblies and liturgical celebrations.

## **ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION**

Achievement and Standards in Religious Education are good and very good in some areas. Teachers plan from *REvision 2000*. Assessment of pupils' work and tracking of individual pupils' progress is based on level descriptors and targets and is an area currently being developed. The school is encouraged to continue with this work. Most learners achieve well and meet or surpass the required targets by the end of each key stage. With mixed ability and mixed age classes the school is aiming to ensure that appropriate tasks are set to challenge all abilities and needs. The stimulating and well-organised environment for the children in the Reception class provides a very happy, challenging introduction to school life and learning. All learners understand the Catholic beliefs, values and way of life. They are encouraged to follow Jesus' example and to show love of God. They know about and respect other faiths and cultures. There is obvious realisation of God's love for them. A good knowledge in the use of Bible stories was observed in Year 6 when learners' discussed Peter's denial, the Good News and the letters of St. Paul. Learners respond confidently to the opportunities to use research skills, explore ideas and discuss issues. Behaviour is very good with structures in place to promote, encourage and reward this positively. Learners know the importance of the family, school and parish and of using their talents in showing real care for others in need and for God's creation. Prayer, good works and fund-raising are all part of their caring.

## **THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION**

The quality of teaching and learning in Religious Education is good. Teachers have a secure understanding of the *REvision 2000* programme and plan from this. At present there is not a standard planning format. The school intends to address this and knows it will be part of introducing the new *REvision* materials from the diocese. It will be linked to the outcomes of assessment activities, moderation and records of targets met by learners. The school is encouraged to continue this work to support progress for all learners. The school's use of teaching assistants is effective in being linked to individual achievement. Classroom management was observed to be good. Teachers work hard to achieve the best possible learning outcomes. Challenging tasks set to deepen learners' knowledge and understanding and motivate them was observed. Some creative and interesting use of resources was used. Teachers' marking at the end of each piece of written work is helpful, positive, encouraging and constructive. Most pupils are co-operative, attentive and involved. They clearly enjoy the varied and interesting teaching styles, tasks and experiences. Learners were observed to work well together, share ideas and respect the views of others. Parents said that they are very happy with the Catholic life of the school and their children's achievements in religious education. They are informed each half term of work to be covered and receive weekly newsletters. Some parents help in school if needed.

## **THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM**

The quality of the Religious Education curriculum is good. The comprehensive written policy has recently been reviewed and updated. Time allocated for curriculum Religious Education meets national and diocesan guidelines. The school has a good supply of quality resources with some funding through the Parents' and Teachers' Association for interactive white boards and computers. All teachers use the *REvision 2000* guidelines. This includes the headteacher who takes one class for Religious Education thus familiarising himself with the scheme and supporting and working alongside the recently appointed Religious Education co-ordinator who is in her third year of teaching. Together they monitor teachers' planning and learners' written work and some lesson observation has taken place. The assessment process to track each individual's progress related to attainment targets needs further development. Outcomes will then be more appropriately linked to planning, the setting of tasks and the best use of classroom assistants. This is of particular significance in mixed age classes with mixed abilities. Prayer, worship and liturgy are strongly linked to all work in curriculum Religious Education together with other curriculum links to enrich provision. Work on other faiths and cultures is undertaken throughout the school. In-service training takes place regularly with one full day each year dedicated to Religious Education. All staff work extremely hard as a team to achieve the best learning outcomes. They share the example of their personal faith and experiences to enhance learning and to increase learners' spiritual and moral development.

## **LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION**

The leadership and management of curriculum Religious Education are good. The headteacher has a clear understanding of the strengths and needs of the school and leads by example. The staff work well as a team are very supportive of, and committed to, the importance of Religious Education. Their knowledge, experience and example are instrumental in leading the school forward. With the governors' support they work to ensure that their teaching creates the best outcomes for pupils and that Christian values and beliefs are spread throughout the school. The recently appointed co-ordinator is committed to her role. She is well supported by the headteacher and is currently working with staff on the introduction of the diocesan assessment programme. Together with the headteacher she undertakes scrutiny of teachers' planning and learners' written work as well as observation of lessons and prayer and worship. She organises the themes for assemblies and is responsible for building up quality resources where requested or needed. She is enthusiastic and keen to maintain the importance and continuing development of Religious Education. The parish priest is actively involved in the life and work of the school and as the link Religious Education governor he makes a significant contribution to religious and spiritual life of the whole school family. With the headteacher he informs governors of any developments. At present there is no written Religious Education Development Plan in place and there is a need for staff and governors to be involved in the formulation of one. The chair of governors attends diocesan training with the head teacher and often visits school. All governors are concerned to help the school maintain high standards.