

INSPECTION REPORT

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ST. WILFRID'S ROMAN CATHOLIC PRIMARY SCHOOL
St. Wilfrid's Street Hulme Manchester M15 5BJ

Inspection date June 2010
 Reporting Inspector Mrs. M. J. Schofield
 Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Primary
 URN 105539
 Age range of pupils 3-11
 Number on roll 219
 Appropriate authority The governing body
 Chair of Governors Mr. M. Hood
 Headteacher Mr. A. Wood
 Religious Education Co-ordinator Ms. G. Waghorn
 Date of previous inspection September 2007

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	1	
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	

The following pages provide reasons to support these judgements

CHARACTERISTICS OF THE SCHOOL

St. Wilfrid's is a voluntary aided Roman Catholic primary school serving the inner city parish of St. Augustine of Canterbury close to the city centre of Manchester. The area surrounding the school is one of high social and economic disadvantage and both culturally and ethnically diverse. On entry to the Nursery the attainment of many pupils is below average. The age range of learners is 3-11 and the indicative admission number is 30. There are currently 219 pupils on roll of whom 121 are baptised Catholics. An increasing number of local non Catholic learners from ethnic minority groups are seeking admission to the school. 50% of learners are eligible for free school meals. The school has identified 46 pupils with special educational needs. Currently 2 pupils have a statutory statement of their needs and a further pupil receives funding for intensive action. There are 10 full time and 2 part time teachers 6 of whom (50%) are of the Catholic faith.

OVERALL EFFECTIVENESS OF THE SCHOOL

St. Wilfrid's is a good Catholic school. The headteacher and his staff work together to offer a traditional Catholic education reflecting the aims expressed in its Mission Statement. Within a caring ethos each member of the school community is valued and nurtured and diversity is celebrated. Teaching is good. Relationships between staff, teaching assistants and pupils are a strength. Learners are rightly proud of their school and demonstrate good attitudes to their learning. They are polite, well behaved and enjoy their work. The provision for the spiritual, moral, social and cultural development of pupils is good. Meaningful and varied opportunities to celebrate prayer and worship together are strong features supporting and enhancing the curriculum. The support of the chair in working to strengthen the role of the governing body is a positive step in the further development of the school.

Improvement since the last inspection

Following the last inspection in 2007 the school has successfully addressed the three areas identified for development. Staff training in assessment and monitoring procedures together with the raised awareness of the governing body's monitoring role have been significant factors in moving the school forward and raising the level of pupils' achievements. Staff new to the school and non catholic staff are aware of the expectations of teaching in a Catholic school and are well supported through in-service training.

Capacity to improve

The school's self-evaluation is honest and comprehensive. The governors, headteacher and senior leaders within the school are committed to continuing the development of the school's strong Catholic ethos whilst embracing the religious and cultural diversities within its community. All staff are fully aware of the goals the school is aiming to achieve. The school has a good capacity for further improvement.

What the school should do to improve further

- Continue to develop existing assessment procedures in curriculum Religious Education through termly moderation of assessments in order to confirm the level at which each pupil is working.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic life of the school are outstanding. The key message in the school's Mission Statement identifies "A Christian environment inspired by, and rooted in, the values of the Gospel, where everyone is encouraged to grow in faith and moral responsibility". All aspects of the daily life and work of the school are a reflection of this statement helping to create a secure and fair environment where enjoyment of school, self esteem and respect are found. The new Religious Education co-ordinator has a clear vision of the Catholic nature of the school and is well supported by the leadership team. All staff work hard in their commitment to the school's Catholicity. The chair of governors meets regularly with the headteacher. The governing body are supportive and are increasingly involved in shaping the life and direction of the school and in promoting racial awareness and inclusion. They are well informed of the school's strengths and areas for development. The new parish priest is to undertake a chaplaincy role and will celebrate whole school and class Masses on his visits to the school. Good relationships between the home, school and parish family are a strength. Partnership with parents is further encouraged through newsletters and good information regarding their children's progress. Parents are encouraged to share in school Masses, assemblies and liturgical celebrations. Community cohesion is promoted through the school's commitment to ensure that all pupils regardless of their race, religion or ability have equal opportunities in a cohesive and supportive environment. The school plays a leading role in the parish Sacramental Programme and enjoys close links with other schools in the area and with its associated Catholic high school.

THE QUALITY OF COLLECTIVE WORSHIP

Provision for collective worship is outstanding. Collective worship is an integral part of each school day. The school's policy for prayer and worship outlines the range of opportunities for pupils and staff to develop together their relationship with God. Classes in turn prepare and present assemblies to which parents, governors and friends are invited. There was a large parental presence at the Year 3 assembly during inspection. Following a welcome by the headteacher the opening Lord's Prayer was sung. The musical story of a fisherman's wife who was never satisfied with what she had was beautifully presented by the class. Every child was involved through acting, choral speaking, singing, or instrumental work. The lesson behind the story was, although she had been selfish and greedy and only thinking of herself, when she did have everything she wished for the wife was still not happy. The assembly continued with prayers led by the pupils and concluded with the hymn "We belong to the family of God". In a classroom act of worship observed learners considered the beauty of God's creation. A time of quiet reflection was an opportunity for pupils to think how they could make a difference in God's world. Children display confidence and pray with reverence and respect which demonstrates a developing awareness of the importance of prayer in their lives. They sing with enthusiasm and joy. The opportunities for all pupils to prepare and lead collective worship make a good contribution to the spiritual and moral development of learners and to promoting community cohesion.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education are good with some outstanding features at Key Stage 2. Many pupils enter Foundation Stage with attainment below the national expectations. They make good progress as they move through Foundation Stage. In Key Stage 1 pupil attainment continues to improve so that by the end of Key Stage 2 progress is often outstanding. In all lessons observed during the inspection learners were encouraged to build on their prior knowledge. They were always attentive listeners, enthusiastic and eager to share their ideas then settled quickly to their given tasks. Behaviour was good at all times. Activities are set appropriate to pupils' age and ability and, together with good use of support staff, help pupils achieve at an appropriate level. Regular monitoring of planning, lesson observations and scrutiny of work books by senior leaders and the co-ordinator provides information of progress through the school. Pupils in Nursery knew the story of Noah and that God chose to save Noah because he was a good man. They know that they are special to God and part of His family. In Key Stage 1 pupils recognise some stories that come from the Bible and are able to write their own short accounts and simple prayers. In Key Stage 2 work is recorded in a variety of ways including poems, prayers and newspaper reports. The positive marking of pieces of extended writing in upper Key Stage 2 helps to direct pupils to improvement and progress and reinforces links with their literacy studies. Pupils are eager to take on responsibilities making a positive contribution to the school as councillors and "amigos" in the playground.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The quality of teaching and learning observed during the inspection was good with examples of outstanding teaching in both in both Key Stages. Most teachers are secure in their knowledge of the Salford guidelines and offer a range of strategies to engage and encourage pupils in their learning. Lessons include discussion, written work and often drama and worship. However, planning varies in detail and does not always identify any evaluation of their teaching or the pupils' learning. These evaluations should form an important part of a teachers' forward planning. Assessment tasks are completed each half term. The co-ordinator has built up a portfolio of these assessments at each Key Stage. Termly moderation of these would develop agreed levels at which learners are working. Interactive whiteboards and information communication technology are a valuable resource and are used effectively to create interest and enjoyment in the classroom. Many display areas and classroom teaching areas create bright stimulating learning environments with colourful religious displays. A very good example of teaching in Year 6 focussed on the ministry of children in the Church. Learners recognised St .Paul's image of the Church as a body with many different parts kept together by the Holy Spirit. They understood God had a plan for each of them. Discussion developed the idea that their project to collect and send their unused football shirts to children of the Congo was one way they could show their love and support for others in the wider church. After gathering ideas pupils drafted their letters which were shared with the class. They recognised their actions were a small part of their ministry in spreading God's love to others.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The quality of the Religious Education curriculum is good. Time allocated to curriculum Religious Education is in line with national and diocesan guidelines. The school currently follows the *REvision 2000* guidelines supplemented by activities related to the liturgical year. The resources for information communication technology to support the delivery of the curriculum are good. Teachers are knowledgeable and confident in the delivery of their lessons. They use a variety of ways to ensure learners are actively involved in discussion, presentation and role-play so as to meet the needs of all learners. Teaching assistants play an important role in supporting both teachers and pupils within the classroom. There is regular monitoring of planning and lesson observations to ensure there is good quality teaching and learning. School Masses, assemblies and liturgical celebrations have a positive impact in supporting and enriching the Religious Education curriculum. Each classroom has a focus area for prayer and worship with colourful displays of pupils work. Pupils learn about other world faiths through visitors to the school. This helps to develop their awareness of the customs and traditions of other faith communities whilst understanding similarities and respecting differences. These positive experiences help to promote community cohesion.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

The leadership and management of curriculum Religious Education are good. Working closely together the headteacher, the senior leadership team and the chair of governors share a vision for the ongoing review and development of curriculum Religious Education. The new co-ordinator is well supported by the school's leadership team. She has a clear understanding of her role in ensuring Religious Education has a high profile in this multicultural, multi-faith school and that progress and the development of the curriculum will need to be frequently reviewed. Assessment procedures are in place to give an indication of pupils' knowledge and understanding. The development of Key Stage moderation will give a clearer picture of pupil achievement. The monitoring of teaching and learning through observations and the scrutiny of planning and workbooks helps to ensure consistency in raising standards. The co-ordinator's attendance at in-service training provided by the Diocese and her feedback to staff provides good support to staff and encourages them to challenge their practice and be creative in their delivery of the curriculum. Through headteacher reports governors are well informed and therefore able to monitor the management of curriculum Religious Education and learners' progress in the religious and community life of the school. They attend diocesan training when appropriate and visit the school for occasions of prayer and worship. The new parish priest is a welcome visitor playing an active role in the religious life of the school community.