

**SALFORD DIOCESE  
INSPECTION REPORT**



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

Inspection date September 2007

Reporting Inspector Mr. J. Brierley

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 224  
 Appropriate authority The governing body  
 Chair of Governors Mr. M. Hood  
 Headteacher Mr. A. Wood  
 Religious Education Co-ordinator Mrs. J. Bing-Kajue  
 Date of previous inspection April 2002

<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	3	
Leadership and management of the Catholic life of the school	3	
The quality of Collective Worship	2	
Achievement and standards in Religious Education	3	
The quality of teaching and learning in Religious Education	3	
The quality of the Religious Education curriculum	3	
Leadership and management of curriculum Religious Education	3	
<i>The following pages provide reasons to support these judgements</i>		

## **CHARACTERISTICS OF THE SCHOOL**

St. Wilfrid's is an average-sized one form entry Roman Catholic voluntary aided primary school with a 30 place nursery. It serves the amalgamated parishes of Our Lady and St Alphonsus in a community of wide ethnic, religious, cultural and social diversity which experiences high levels of social disadvantage. The proportion of pupils from ethnic minority groups is well above the national average, as is the proportion for whom English is not their first language. The age range of pupils is from 3-11. The indicative admission number is 30 and there are presently 224 pupils on roll including nursery. 179 children (75%) are baptised Catholics. 57% of the pupils are eligible for free school meals and 37 pupils have been identified as having special educational needs with 2 children having a statutory statement of special educational need. 7 out of 12 teachers (59%) are Catholics.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

St. Wilfrid's is a satisfactory Catholic school with some good qualities. The school's recently formed leadership and management team and staff members are working hard to raise standards in challenging circumstances. Presently pupils are making satisfactory progress in Religious Education. The school has a warm, welcoming and caring environment which caters for all aspects of pupils' spiritual, moral, social and cultural development. During the inspection the pupils were well behaved, polite and friendly and often showed a good attitude to their learning. Teaching is satisfactory overall with some good teaching observed during the inspection. Religious Education is planned using the Salford Diocese *REvision 2000* scheme. The school is undergoing a period of transition with the appointment of a new headteacher, the recent appointment of new governors and the reorganisation of the city centre parish boundaries. The adoption of the diocesan assessment and standardisation guidelines for curriculum Religious Education is in the School Improvement Plan for summer 2007 but the school has yet to implement the required action plan needed to successfully adopt the guidelines.

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

Following the last Section 23 inspection in April 2002 the school has reviewed its prayer and worship policy and introduced long, medium and short term planning to aid assessment in Religious Education. The school adopted its own method of assessing and recording pupil progress in Religious Education but is to review the method in the light of the diocesan guidelines

### **Capacity to improve**

The school's capacity to improve is good because the governors are very supportive of the school and have recognised that they need to establish their own quality assurance procedures in order to support the newly appointed headteacher. The headteacher has the support of an experienced senior leadership team to help him raise standards in the school

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

- Fully implement, monitor and evaluate the diocesan assessment and standardisation guidelines for curriculum Religious Education.
- Raise standards in curriculum Religious Education by fully implementing and embedding the monitoring of Religious Education through lesson observations and exercise book scrutiny.
- Establish a monitoring mechanism to enable governors to monitor and evaluate the success of the planned improvements in Religious Education.

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

Overall the leadership and management of St Wilfrid's are satisfactory with some good features. The newly appointed headteacher and governors have a shared vision of the nature of a Catholic school serving a community of wide ethnic, religious, cultural and social diversity with high levels of social disadvantage. Governors are active in their support of the school and recognise the need to establish a mechanism that will enable them to monitor and evaluate the success of planned improvements in Religious Education. The need to adopt the diocesan assessment and standardisation guidelines has been identified in the School Improvement Plan for 2007. A more consistent and rigorous method of monitoring teaching and learning in Religious Education needs to be introduced. The principle of 'every child matters' is central to the school's Mission Statement and is witnessed in the excellent relationships between staff and children and the exemplary care and guidance displayed by members of staff. The loss of St Wilfrid's church and further planned changes to the inner city parish boundaries have presented the school with a long period of parish transition. The parish priest celebrates Mass in school on special occasions and Holy Days. The Sacramental Programme is organised by the parish. The children are given a voice through the elected school council with two representatives from each year group. The school council has been instrumental in the planning of the excellent playground facilities and quiet area.

## **THE QUALITY OF COLLECTIVE WORSHIP**

Provision for collective worship is good. The school has a clear and strong Catholic ethos. The prayer and worship policy has been reviewed following the last Religious Education inspection in April 2002. Every Monday and Friday there is a whole school assembly led by the headteacher. The Friday assembly is used to celebrate children's achievements. Key stage assemblies led by a key stage leader are also held each week. There is a programme of Key Stage 1 and Key Stage 2 assemblies each term to which parents are invited. Every half term the school's Ethnic Minority Achievement support teacher, assisted by children, produces an assembly for the whole school which recognises and celebrates other faiths, cultures and languages. This practice ensures that prayer and worship in the school successfully offers an inclusive nature for the diverse faiths and cultures present in the community. The Key Stage 1 assembly witnessed during the inspection based on the theme 'Thank You' was well attended by parents and engendered a prayerful and musical atmosphere during which the children were well behaved, respectful and supportive of each other. The parish priest celebrates Mass in school on Holy Days and special occasions. The 'Welcome Mass' for the new school year was a good spiritual celebration with quality singing from the school choir and clear, well read prayers and readings delivered by children in a quiet and reflective atmosphere. Children not receiving Holy Communion voluntarily came forward for a blessing.

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

Achievement and standards in Religious Education have been evaluated by the school as satisfactory but during the inspection there was evidence to show some good features. Lessons observed and completed pupil tasks witnessed during the inspection showed that in some classes standards are good. In the observed lessons and scrutinised exercise books where standards were better than satisfactory the learners were offered challenge and the work was differentiated to meet individual needs of pupils. The lesson witnessed at the end of Key Stage 1 based on 'exploring God's creation using our senses' provided children with the opportunity to reach a good standard of achievement because the set task was differentiated and the exercise books offered a higher standard of marking. The marking of children's completed tasks needs to be more consistent and adhere to the school's marking policy which states that marking should 'help our children understand what they need to do next to improve their work'. The marking of pupil tasks is at its best is when the teachers have asked thought provoking questions or stated how children can improve their work. The inspector recommends that the school fully implements, monitors and evaluates the diocesan assessment and standardisation guidelines for curriculum Religious Education as an aid towards providing the consistent and continuous progression sought.

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

The quality of teaching and learning in Religious Education is satisfactory overall with good features. The teaching observed during the inspection was never less than satisfactory and sometimes good. The lesson observed in Year 2 had outstanding features. In this lesson the teacher stimulated the children through the well planned use of the interactive whiteboard displaying numerous coloured pictures seeking to bring God's creation into the classroom. Pebbles from the beach and birds' feathers to see and touch and mint leaves to smell were produced, all seeking to inspire the children to use all five senses to appreciate God's creation. The teacher challenged the children with her questioning and provided curricular links and differentiated tasks. The lesson observed in Year 6, based on the Prodigal Son, brought the story of the Prodigal Son to life through dramatic acting of the scene yet retaining the clear message behind the story. As a Year 6 member of the school council told the inspector later, 'I like religion because you can act out the story and express how you feel rather than just writing.' The differing needs of children's learning styles were met. In an observed Year 3 lesson with the objective of learners writing a 'Thank you Psalm' the teacher stimulated the class through the productive use of talking partners. The inspector recommends that the good practice evidenced during the inspection becomes consistent through the school by the school implementing and embedding a programme for monitoring and evaluating the teaching and learning of Religious Education through lesson observations and exercise book scrutiny.

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

The school has evaluated the quality of the Religious Education Curriculum as satisfactory and inspection judgements would support this evaluation overall while recognising the existence of some good features. The work of the Ethnic Minority Achievement support teacher gives the Religious Education curriculum an added and enriching dimension. The school integrates and values the variety of other faiths, languages and cultures of the community into its everyday life. Religious Education has a high profile in the school clearly visible through displays and the presence of religious artefacts and a prayer focus in every room. At least 10% of teaching time is allocated to Religious Education in all classes. The school uses the Salford Diocesan Religious Education scheme *REvision 2000*. At present the staff is engaged in looking at other resources to support the scheme. Teachers less familiar with *REvision 2000* will need to develop their subject knowledge further. Planning files are monitored by the headteacher each week. Year 2 and Year 6 teachers have produced portfolios of assessed pupil work and the school plans to review its assessment procedures in line with the diocesan guidelines. The Religious Education curriculum makes a good contribution to the spiritual and moral development of all learners and pupil work is enriched by the range of opportunities for prayer and worship provided by the school.

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

The school evaluates the leadership and management of curriculum Religious Education as satisfactory and the inspector agrees with this evaluation. The appointment of a new headteacher supported by an experienced senior leadership team with clearly defined roles and responsibilities should aid improvement in this area. The Religious Education coordinator is going to need the support of the senior leadership team, the staff and the governing body in order to raise standards of achievement in Religious Education by developing consistently good teaching and learning and implementing the action plan arising from the School Improvement Plan. In order to support the leadership and management of curriculum Religious Education the inspector recommends that the governors establish a monitoring mechanism to enable them to monitor and evaluate the success of planned improvements in Religious Education. The school has done much through curriculum Religious Education to promote community cohesion. The diverse cultures and faiths presented by the pupils have been used by the staff of the school to enhance the subject. One class can claim fourteen different languages - a fact that was recognised and celebrated by the whole class through project work.