

**INSPECTION REPORT**

Telephone: 0161 817 2204

Email: [education@dioceseofsalford.org.uk](mailto:education@dioceseofsalford.org.uk)

**Inspection carried out Under Canon 806  
and in accordance with Section 48 of the Education Act 2005**

**Name of School**      **St Wilfrid's Roman Catholic Primary School, St Wilfrid's Terrace, Longridge, Preston PR3 3WQ**

Inspection date      13<sup>th</sup> March 2019

Reporting Inspectors      Dennis Harrison, Julie Frazer and Peter Moore

|                                    |                             |
|------------------------------------|-----------------------------|
| Type of school                     | Primary                     |
| URN                                | 119636                      |
| Age range of pupils                | 4-11                        |
| Number on roll                     | 178                         |
| Appropriate authority              | The Governing Board         |
| Chair of Governors                 | Gabrielle Warrilow          |
| Headteacher                        | John McHugh                 |
| Religious Education Subject Leader | Emma Ashe                   |
| Date of previous inspection        | 27 <sup>th</sup> March 2014 |

| The Inspection judgements are:  | Grade | Explanation of the Grades   |
|---|-------|---|
| Overall effectiveness of the school   | 2     | 1 = Outstanding<br>2 = Good<br>3=Requires Improvement<br>4 = Inadequate |
| Catholic Leadership   | 2     |   |
| The Catholic Life of the school<br>(incorporating Welcome, Welfare and Witness) | 2     |   |
| Religious Education<br>(incorporating Word)                                     | 2     |   |
| Collective Worship  | 2     |   |
| The following pages provide reasons to support these judgements                 |       |   |

## **CHARACTERISTICS AND CONTEXT OF THE SCHOOL**

St Wilfrid's RC Primary school serves the township of Longridge, Preston and the parish of St Wilfrid's. There are 178 pupils on roll. There are 137 Catholic pupils (78%). Attainment on entry is broadly average and represents the full ability range. The percentage of pupils from ethnic minority backgrounds is below average at 7%, with none of the pupils having English as an additional language. The percentage of pupils eligible for free school meals within the last six years is 16 %, which is below the national average. The school has 13% of children with special education needs and disabilities (SEND), which is slightly above average. The socio-economic background of the pupils is above average overall. The school has above average rates of inward mobility. 7 of the teachers are Roman Catholic and 5 teachers hold the CCRS. 1 non-Catholic teacher is studying for CCRS. There are 9 Teaching Assistants in school of which 8 are Roman Catholics. The Headteacher has been at the school for 12 years during which time the school roll has expanded from just over 100 pupils on roll to the current level of 178 pupils on roll. The school has just appointed a Deputy Headteacher in January 2019. The Religious Education subject leader assumed her responsibilities 18 months ago. The parish priest is new to the school last year and serves 3 separate local parishes and schools.

## **THE KEY STRENGTHS OF THE SCHOOL INCLUDE:**

- **The passionate and reflective leadership of the headteacher, deputy headteacher and Religious Education subject leader who have created a very warm and welcoming Catholic school that is valued by the families it serves.**
- **The positive attitudes of the children who engage so well together under the careful welfare of all adults.**
- **The high importance afforded to the Catholic Life of the school that is valued by the whole community.**
- **The strong sense of belonging and teamwork.**

## **OVERALL EFFECTIVENESS OF THE SCHOOL IS GOOD**

St Wilfrid's RC Primary school is an effective Catholic school with outstanding provision in Welcome and Welfare. As soon as one enters the school there is a sense of belonging which is valued highly by parents and enjoyed by the children as they feel safe, well cared for and happy at school. As one parent declared, 'My child has grown in confidence since coming to St Wilfrid's. This is a family school with a great reputation. Nothing is too much trouble!' Leaders are passionate about the school and are honest and reflective as they plan an ambitious future for the school. Governors share these plans and realise that in order to increase the pace of change they must deeply challenge the school's evaluation of its work so that no time is lost on the way to creating all round outstanding provision. This includes the Religious Education curriculum and the quality of teaching and learning therein. The school has introduced a new Religious Education scheme and examples of outstanding teaching need to be shared and celebrated so that teachers confidently extend the creativity in planning exciting activities, raise expectations and challenge, particularly for the most able pupils. The creation of more Religious Education curriculum displays that demonstrate and celebrate outstanding examples of children's work will help clearly define what the best looks like. This can be founded on a community shared review of the school's mission statement that leaders feel is somewhat outdated. The much loved school prayer could be shaped to incorporate this work and engender an exciting direction for excellence. Pupil voice is developing, but many opportunities for pupil leadership need to be further embedded, bringing challenge and reward for the children. The Catholic life of the school is afforded high importance especially in the excellent teamwork that is evident across the school.

The school has been successful in addressing most of the areas for development highlighted at its previous inspection although some of these developments have only recently started to be tackled.

### **THE QUALITY OF CATHOLIC LEADERSHIP IS GOOD**

This very warm and welcoming school benefits from the passionate and loyal leadership of the headteacher. He has created a special family feel around the school that is appreciated by parents and pupils. His reflective and honest leadership style ensures the school is in safe hands as it moves forward in its mission in Catholic education. The new deputy headteacher has settled well and is looking forward to making an impact on the school's journey. They are very ably supported by the Religious Education subject leader who takes her role very seriously and has assisted in the rapid increase of pace in the school's development in the last 18 months. She has created excellent systems and files to show the recent progress made and has worked collaboratively with the Diocese on the assessment working party. The Religious Education governor recently left her role. Governors are committed to the school and have a true sense of ownership, visiting school whenever possible and actively sharing in the faith life of the school. The chair of governors organises special prayer sessions based around the Rosary and the children attend in very large numbers. The school's self-evaluation document is detailed expressing the many unique activities that define St Wilfrid's. However the grades for each area are overly generous. Governors need to provide more challenge to the leadership team and to dig deep into the school's provision thereby becoming effective guardians of Catholic provision at St Wilfrid's. They recognise the benefits of making this a key area of development in improving their influence. They wish to involve pupils so that their voice is heard in how they view the school's provision.

### **THE CATHOLIC LIFE OF THE SCHOOL (incorporating Welcome, Welfare and Witness) IS GOOD**

St Wilfrid's school prayer states 'Warm and welcoming, including everyone and having fun'. Parents sincerely value this commenting that the school is open, listening and friendly. Under the direction of the headteacher, a truly welcoming spirit is found throughout the school and this is an outstanding feature. The children always give a friendly smile when passing another person hence they feel enveloped in care and understanding. Pupils with a special educational need have their needs met very well under the excellent guidance of the SENCo. Welfare is outstanding because pupils are confident leaders of the school's outreach. They are currently involved in providing resources for a charity for the homeless in Preston. Along with excellent support for many charities the children have written to MPs to raise concerns about those in need or crisis. Pupils feel safe and happy in school. They enjoy attending St Wilfrid's and benefit from all that it has to offer. Overall the school's provision for Witness is good. The children are given memorable experiences such as the annual trip to France to learn about the First World War. The deep respect for war memorial, both in school and with local schools is very impressive leading to profound understanding of conflict. Pupils are now ready to confidently and actively shape the Catholic life of the school as GIFT chaplaincy becomes further embedded along with other pupil leadership roles. This needs to impact fully on the life of the school, being wholly inclusive and well resourced. Pupils need to be fully involved in the planned review of the school's mission statement bringing their hopes and dreams into how the school moves forward. Involvement in the UNICEF right respecting school initiative has positively impacted on the values promoted by the school and global awareness.

### **RELIGIOUS EDUCATION (incorporating Word) IS GOOD**

The school's acrostic prayer is well known and lived out at St Wilfrid's. It is displayed prominently around the school and the phrase 'learning to live like Jesus' has become a motto to live by. However the school's mission statement was created many years ago and therefore, by the school's own admission, has lost its relevance. It is a natural step for the school community, under the keen leadership of the governors and senior leaders, to review its mission statement (perhaps around the school prayer) so that it is contemporary and relevant. A new sense of purpose will emanate from this project. The quality of teaching and learning in Religious Education is good overall. In lessons observed the best teaching was characterised by detailed, thoughtful planning, high expectations and challenging and engaging questioning. In an upper Key Stage 2 class the Agony in the Garden of Gethsemane was being examined in two different Gospel accounts. This was a thought provoking lesson of high quality asking big questions about the story and allowing for deep discussion about the emotional events that occurred. In a Key Stage 1 class Ash Wednesday and Lenten preparations were being shared and the children demonstrated very good understanding with excellent attitudes for learning. However in some classes teaching and learning were less strong because planning was insufficiently detailed and teaching was too safe. This meant the children were not challenged to the same extent. Correspondingly the work the children produce is far better in the classes with strong teaching, detailed planning and high expectations. Therefore the school needs to share its outstanding practice throughout the school so that standards become consistently outstanding. High quality displays of excellent Religious Education outcomes should feature

in every room and in shared areas so that it is celebrated widely and proudly modelled, setting a clear message that only the best is good enough.

### **COLLECTIVE WORSHIP IS GOOD**

St Wilfrid's agree that they are very much on a journey towards their ambitions in prayer and worship. The school was set an improvement target at their last inspection to provide pupils with the skills to take on leadership roles in the planning and delivery of prayer and worship the roles of pupil chaplains. This work has commenced but is not embedded. Although GIFT chaplains have been appointed this is only very recent. They enjoy their responsibilities greatly and wish to extend leadership roles to include many more of their friends. The children are excellent ambassadors for the school and are very keen to fully plan, deliver and evaluate the prayer and worship activities that the school has identified in its action plan. They behave very well in times when the school comes together, respond to searching questions enthusiastically and sing beautifully. Nothing would be lost if they took up the mantle, taking a risk or two, and lead these assemblies independently, articulating a child-like perspective and their good knowledge of Sacred Scripture. All prayer and worship sessions observed were reverent and respectful with children used to praying together. Although quiet individual prayer took place in some classes, time and space for the children to settle into the presence of God in meditative stillness was limited. The range of opportunities in prayer and worship are planned to be extended through 'Lectio Divina', the 4 pillars of prayer and the use of prayer stations. This broadening of experience will increase the day to day prayer life of the school, deepening every child's prayer experience. The children also eagerly await the planned prayer garden.

### **AGREED AREAS FOR DEVELOPMENT**

- **To create increasingly effective leadership so that governors provide more challenge for the school's self - evaluation systems.**
- **Undertake a whole community review of the school's mission statement in order to shape an ambitious direction for the future.**
- **Improve teaching and learning in Religious Education so that it is comparable to the best practice in the school on a more consistent basis.**
- **Model children's outstanding outcomes throughout the school in high quality Religious Education displays.**
- **Meet the children's needs in taking a full and active role in planning, leading and evaluating a wide range of prayer and worship activities.**