



## Catholic Schools Inspectorate inspection report for **St Wilfrid's Catholic Primary School**

URN: 148083

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 20-21 September 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>2</b>
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	2
Religious education (p.5) The quality of curriculum religious education.....	2
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- The mission is understood and lived out sincerely by pupils and staff.
- Catholic social teaching is central to school life. Pupils have a strong understanding of how to live and act according to its principles.
- With the support of the interim head of school and governors, the interim executive head teacher has driven rapid improvement to the school's Catholic life and mission and provision for religious education.
- Pupils enjoy religious education and make strong connections between what they learn about Jesus and how they apply this to their daily lives.

What the school needs to improve:

- Provide consistently good quality whole school, key stage, and pupil-led liturgies.
- Ensure teachers' planning of religious education lessons meets the needs of all groups of pupils, especially those with special educational needs or disabilities (SEND).
- Routinely enable parents to fully participate in the school's Catholic life and mission and prayer life.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

2

### Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

2

### Provision

The quality of provision for the Catholic life and mission of the school .....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....

2

Pupils at St Wilfrid's understand the school's mission well, 'We strive to follow Christ's example to always do our best', and can explain how they live it out in their lives. Pupils are well cared for and are polite, friendly and welcoming. Learning from the gospels and living the way of Jesus is central to the life of the school, and pupils, including the very youngest, are confident in explaining how they do this. Pupils can explain practical ways to be good stewards of creation and understand how their efforts make a positive difference. Pupils embrace the opportunity to respond to the demands of Catholic social teaching with different half-termly projects. They know how their actions can make a positive difference to others, for example, through their visits to care home residents and support of local foodbank projects. Pupils respect themselves and others and are proud of their uniqueness. Pupils are particularly proud of how people of many different faiths work together in harmony at St Wilfrid's and know this is a special feature of their school.

Pupils and staff live out the school's mission because it is regularly revisited and embedded. Staff are committed to it and support the many activities that help embed it in day-to-day school life. A strength of the school is its commitment to helping the poor and vulnerable, particularly within the local community, in practical ways. There is a culture of welcome, and leaders and staff ensure the school is a community rooted in the teachings of Jesus. Parents sincerely appreciate the school's supportive outreach work within the local community. Pupils show genuine respect for people of other faiths and cultures, which is embedded in the school's culture. Staff are positive role models for pupils and treat them respectfully and kindly. Pastoral care is very strong, and great care is taken to ensure all pupils, especially the most vulnerable, are well supported. The school environment is distinctively Catholic indoors

and outdoors and is an attractive and dignified space to work, learn, and pray. The school follows a diocesan-approved scheme for relationships, sex, and health education (RHSE).

Leaders and governors firmly commit to developing the school's Catholic life and mission. The interim executive head teacher and interim head of the school demonstrate faith-driven leadership in their effective work to continually improve provision. Leaders work closely with the parish priest and religious sisters to ensure the school plays an active role in parish life. The school engages well with parents, but they are not yet fully involved in its Catholic life and mission. Leaders and governors ensure that the poor and most vulnerable are well supported. There is a commitment to caring for our common home, and leaders have put this into action by constructing the new outdoor faith space using recycled materials. Leaders and governors are committed to staff welfare, and staff are consequently well-supported and respected. The curriculum is organised around Catholic social teaching themes, supported by activities led by the multi-academy company (MAC), such as the immersive 'Season of Creation' project. Governors play an active role in evaluating the school's Catholic life and provide well-informed challenges and support. Self-evaluation is accurate because of reliable monitoring. Leaders and governors provide staff with good quality, helpful training to achieve the school's strategic aims.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Pupils effectively remember, recall, and apply the knowledge and skills taught in religious education. From their starting points, pupils make good progress throughout the school and by the end of Year 6, most pupils attain age-related expectations or exceed them. The progress of pupils with SEND has recently improved but is not yet consistently as strong as it is for all pupils. Pupils are religiously literate and make strong connections between what they learn from Jesus and their daily lives. Pupils of all ages can explain how they follow the example of Jesus. Pupils usually concentrate well. In some lessons, pupils do not benefit from enough opportunities to work independently and use their initiative. Pupils' work is usually neatly presented, and most pupils take pride in it. Pupils are mostly engaged in lessons, particularly where the teaching is precisely matched to their needs and uses a range of interesting approaches to help them know more and remember more. Behaviour in lessons is almost always good because pupils enjoy religious education. Pupils clearly understand how well they are doing in religious education because teachers provide detailed feedback, suggestions, and support. Pupils find this useful.

Teachers have good subject knowledge, and even the newest teachers demonstrate this because of the good quality training they receive and their care and attention to detail. Teachers understand the value of religious education, which is reflected in the respect pupils show towards the subject. Most planning matches pupils' precise needs, but sometimes, pupils with SEND are given tasks that are not well matched to their needs. Teachers effectively use questioning in lessons to check on pupils' learning. Still, they do not always provide opportunities or time for pupils to ask questions, limiting their opportunity to explore their curiosity. Pupils' effort is sincerely celebrated, and the feedback they receive helps them to improve their knowledge and understanding. In some lessons, strong connections are made

between pupils' learning and their spiritual and moral development, though not all lessons consistently provide these. In many classes, pupils are provided with a range of ways to present their learning, such as through art and drama, in addition to written work. Teaching assistants positively contribute to pupils' learning and are particularly effective when teachers skillfully deploy them.

Leaders and governors ensure that the religious education curriculum is systematically taught. Religious education has at least equal status to other core subjects and is well-resourced. Alongside the provision made by the MAC, leaders and governors ensure that staff at all levels receive regular training to help them deliver good lessons. The subject leader and other strong religious education teachers support new staff well. The subject leader has a clear vision of good quality teaching and learning, and she has the knowledge and skills to help staff secure this vision. Staff, including new starters, are very well supported by leaders. Leaders have accurately identified the planning for SEND pupils as an area for improvement in their self-evaluation and have led some recent enhancements to this; work is ongoing concerning this, as provision in this area remains variable. The curriculum is enriched with a vast range of activities, projects and opportunities to put learning into action, making learning in religious education memorable and relevant for pupils. Self-evaluation is robust and accurate and involves both leaders and governors.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

2

### Provision

The quality of collective worship provided by the school .....

3

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

2



Pupils respond well to the prayer and liturgy provided by the school; they respond especially well to prayer. Pupils' response to liturgy is strongest when it is engaging and uplifting, promoting heartfelt responses. Pupils are confident with praying methods, such as guided meditation and silent prayer. They know several traditional prayers appropriate to their year groups. Some pupils are beginning to prepare their own acts of prayer and liturgy, but leaders and governors accurately identify this as an area for improvement. Pupils can make strong connections between prayer and liturgy and the broader life of the school and community. For example, pupils explain how they include others in their prayers, inspired by the example of the interim executive head teacher in her weekly gospel liturgy. Pupils explain how what they learn from the gospels in liturgy helps them to follow Jesus in their daily lives. Catholic social teaching is regularly explored through prayer and liturgy, and pupils can connect praying for the vulnerable with their actions – such as sending their paintings and drawings to the children's hospital to cheer sick children up or chatting with care home residents so they don't feel lonely.

Prayer and liturgy are prominent features of school life. The standard of prayer provision is consistent, but there is variability in the quality of liturgy provision. The daily pattern of prayer is well established and reflects the seasons of the Church. Pupils experience a variety of ways of praying that are well-established and embedded. Leaders make appropriate scripture choices when organising liturgy but do not always carefully and systematically model their good practice as leaders of liturgy to empower staff and pupils. It is mainly leaders who have the expert knowledge, experience and confidence needed to lead liturgy to a high standard. Some, but not all, staff currently have the skills required to help pupils lead their own acts of liturgy. Throughout the school, there are several attractive spaces in which to pray and reflect.

Teachers, teaching assistants and pupils ensure that each classroom has a prominent and attractive prayer focus, and the new outdoor faith space provides additional opportunities for prayer and liturgy. The school works well with the parish; however, parents are not fully involved in the prayer and liturgy life of the school.

Staff are often well supported to lead prayer and are now developing the skills to empower pupils to plan, organise and lead their liturgy. Several new staff are completing the school and diocesan induction training programmes for prayer and liturgy, but it is too soon to determine the impact of these. Leaders have recently developed year group expectations for pupil participation in liturgy, which now need to be used to set sequenced expectations for pupil-led liturgy. Leaders and governors ensure that the school calendar is planned around the liturgical year and time is set aside weekly to celebrate the Eucharist. Holy days of obligation, feast days, and St Wilfrid's Day are all celebrated as a school community. Leaders have a secure knowledge of praying and are familiar and confident with liturgical sources; they work closely with the parish priest and sisters to organise weekly school masses in the parish church. Leaders and governors ensure that prayer and liturgy are well-resourced and supported; this is reflected in the quality of prayer spaces throughout the school. Leaders' and governors' self-evaluation is mostly robust and accurate; however, monitoring of whole school and key stage liturgies, including Masses, is not yet used to further improvement.

## Information about the school

Full name of school	St Wilfrid's Catholic Primary School
School unique reference number (URN)	148083
Full postal address of the school	Shawdale Road, Castle Bromwich, Birmingham, B36 8LY
School phone number	0121 675 3319
Name of head teacher or principal	Helen Milligan
Chair of governing board	Paul Bentley
School Website	<a href="http://www.stwilfrd.bham.sch.uk">www.stwilfrd.bham.sch.uk</a>
Multi-academy trust or company (if applicable)	Our Lady & All Saints Catholic Multi Academy Company
Type of school	Primary
School category	Academy
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	July 2017
Previous denominational inspection grade	2

## The inspection team

Mark Hinton

Lead inspector

Geraldine McCauley

Team inspector

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement