



Archdiocese of Birmingham

Section 48 Inspection Report

ST WILFRID'S CATHOLIC ACADEMY

Part of the Newman Catholic Collegiate
Queens Avenue, Tunstall, Stoke on Trent, ST6 6EE

Inspection dates: 8-9 June 2022
Lead Inspector: Krystyna Bickley

OVERALL EFFECTIVENESS: **Good**

Catholic Life: Good

Religious Education: Good

Collective Worship: Good

Overall effectiveness at previous inspection: *Good*

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- St Wilfrid's is a very inclusive school; all staff demonstrate high levels of commitment to the pastoral and spiritual care of all pupils and parents. The school provides a safe and loving Catholic environment where everyone is nurtured and cared for.
- Pupil voice is a strength of St Wilfrid's school. Pupils' articulation of their faith and understanding of Catholic social teaching is good.
- Pupils learning in Religious Education books demonstrates good coverage with regular opportunities for them to express their knowledge, understanding, response and, in some cases, analysis of their learning.
- Pupils' behaviour is exemplary. During lessons and Collective Worship, they listen carefully and show respect and reverence to each other and all adults.
- Strong support and strategic leadership from the Newman Catholic Collegiate have enabled the governors to understand their roles effectively. They are knowledgeable and provide an appropriate level of challenge to leaders.

It is not yet Outstanding because:

- Leaders need to embed a rigorous cycle of monitoring and evaluation to improve the provision of Catholic Life and Collective Worship in school.
- Religious Education lessons require a faster pace and further challenge to meet the needs of all learners.

- Pupils must develop leadership skills to plan prayer and liturgy regularly and consistently use the diocesan model of 'gather, listen, respond and go forth.'

FULL REPORT

What does the school need to do to improve further?

- Implement a rigorous programme of monitoring and evaluating the Catholic Life and Collective Worship of the school so actions outcomes and impact can be measured.
- Place greater emphasis on developing appropriate challenge and pace in Religious Education lessons to enable pupils to demonstrate their learning fully.
- Develop pupil leadership skills to plan prayer and liturgy regularly and consistently use the diocesan model of 'gather, listen, respond and go forth' so pupils can design and deliver liturgy effectively.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school	Good
The extent to which pupils contribute to and benefit from the Catholic Life of the school	Good
The quality of provision for the Catholic Life of the school	Good
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	Good

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

CL2 The quality of provision for the Catholic Life of the school

- Pupils clearly understand the mission statement, 'Love one another, as I have loved you.' As a result of its prominence within the school, they can talk about its meaning and relevance to their lives and recognise its impact on their attitudes and behaviours.
- Staff endorse the school's mission by participating in the school's prayer life and benefit from continuing professional development (CPD) opportunities provided by the Religious Education subject leader and the Newman Catholic Collegiate. Staff also show commitment by supporting the sacramental programmes and celebrations in school.
- The pupil Catholic Life leaders are supporting the school in its desire to help others, make a difference in the world and develop the school's spiritual life by serving God. Pupils now need to be more fully involved in evaluating the Catholic Life of the school and leading further improvements.
- Pupils are receptive to how they can contribute to the Catholic Life of the school, and their evaluation of the Catholic Life of the school is a priority for further development across the school. The Catholic Life leaders are well placed to support this as they are keen to develop their roles. Retreats and visits would also enhance the work of the school further.

- The pupils, staff, and parents have a strong sense of community. There is mutual respect, consideration, and care for each other. Pupils have a clear understanding of what is right and wrong, and staff model these values in their interactions with pupils.
- As prayer is part of daily school life, this further contributes to the strong sense of community at St Wilfrid's. Staff model appropriate behaviours to the pupils during Collective Worship. This was evident during the school assembly, where the principal modelled her faith and commitment to Collective Worship for staff and pupils.
- Pupils' behaviour is exemplary; they are reverent and attentive during lessons and collective worship. They are distinctly aware of the need to respect each other. Pupils understand that their behaviour has consequences and that, as followers of Jesus, they need to forgive others and ask to be forgiven from time to time.
- The environment of the school reflects its Catholic identity. Displays in and around the school, particularly in the hall and public areas, are very evident. Statues, prayer areas and displays of pupils' work on Catholic Social teaching are obvious.
- The school provides many opportunities for pupils to participate in its Catholic Life. For example, pupils have participated in charity acts for Caritas, Father Hudson's Care, CAFOD, and Place2Be and regularly make donations to the local food bank. Pupils are aware of the needs of others in seeking justice for them, and these opportunities support them in living out their mission.
- The pastoral care and the well-being of all pupils are very good. Pupils are well cared for by all staff members, and a family support worker works closely with pupils and families. This enables pupils to feel safe and valued in a Catholic environment. The school is a calm place to be.
- Senior leaders are very supportive of the staff, and staff are signposted to a calendar of events and training to support them in their roles. As a result, staff feel valued as part of the team and speak highly of the support they have from each other and senior leaders. A culture of mutual trust enables staff to support the pupils in their learning and growth as individuals.
- The relationships, sex, and health education (RHSE) programme is taught using the TenTen resource. However, the programme has not been taught consistently and needs careful monitoring to ensure coverage is a priority.
- Pupils continue developing their understanding of vocation as a call to service and can identify the different ways people respond to God's call. They recognise the importance of using one's gifts to serve others.
- Chaplaincy provision has grown in recent times and continues to do so. As a result, pupils begin developing leadership skills and display confidence when participating in Collective Worship. Pupils articulate that they would like to be involved in more activities and be more independent in their leadership of liturgy. The members of the prayer club are very enthusiastic, and this is an area to further develop in school.
- Pupils have a growing knowledge of the Catholic Schools' Pupil Profile (CSPP) and the values and virtues it promotes. The virtues are referred to in whole school assemblies, and pupils demonstrate a good understanding of them during discussions.
- Pupils also know about other faiths and religions; this was evident during discussions, as pupils were very respectful. Learning about others has served to deepen their faith.
- The extent to which the broader curriculum reflects Catholic social teaching is developing. To date, the school has focused on the principles of care for our

common home and human dignity, and pupils can clearly understand these principles and how they relate to their daily lives.

- The school has evidence of Catholic Life collated across the school in a whole school floor book. To develop this further, all classes could have their floor books so each cohort could showcase their involvement and responses.
- Developing strong links with the parish would strengthen the provision of Catholic Life at St Wilfrid's. Governors, staff, and parents are all keen for this to happen.

CL3 How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the School

- The school's leadership is deeply committed to the Catholic Life of the school. Because of the personal witness of senior leaders, all staff and pupils know the importance of faith to the life of the school.
- The focus on the provision of Catholic Life for pupils supports their understanding of what it means to be part of a Catholic school. To improve further, leaders need to monitor and evaluate the provision more thoroughly to identify areas of strengths and areas for development.
- As the principal regularly reports to the local governing body, they are routinely informed of activities relating to the school's Catholic Life. Governors recognise the school is a haven for children, is ambitious for the Catholic Life of the school and empowered to support and challenge leaders effectively.
- The chair of directors from the Newman Collegiate meets regularly with the chair of governors, who is also the Catholic Life link governor. Reports are shared, and governors create opportunities to participate in regular CPD. The strong focus on succession planning has ensured that the Catholic Life of the school has remained a priority.
- Leaders and governors are committed to supporting the Catholic Life of the school; they implement a planned programme of staff CPD, enabling staff to be fully committed to the school. Leaders have secured CPD about Catholic Life from the Archdiocese of Birmingham, thus ensuring that the school remains at the forefront of good practice in providing quality Catholic education.
- Parents speak positively about the Catholic Life of the school. One parent commented on the effectiveness of the Year 3 sacramental programme led by the Religious Education subject leader, while another parent said 'that the school is helping my child to be a good person in the world'.
- School leaders need to capture parents' views more widely moving forward. Analysis from questionnaires and surveys would further develop the school's rigour in monitoring and evaluating the Catholic Life and implementing a Catholic Life Policy. This would enable the school to share its views on the Catholic Life of the school, its intention, implementation, and impact.
- The school adheres to diocesan policies and initiatives and seeks to promote the bishop's vision throughout the school.

RELIGIOUS EDUCATION

The quality of Religious Education	Good
How well pupils achieve and enjoy their learning in Religious Education	Good
The quality of teaching, learning and assessment in Religious Education	Good
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	Good

RE1 How well pupils achieve and enjoy their learning in Religious Education**RE2 The quality of teaching, learning and assessment in Religious Education**

- Pupils respond well to their Religious Education lessons; they concentrate well and contribute to teacher-led discussions. Pupils' responses during the class discussion are thoughtful and faith-filled and show how well they listen.
- Teachers use the diocesan strategy to plan lessons that engage pupils. In a Y6 lesson, depictions of artwork entitled 'Jesus the Cornerstone' by Gloria Ssali enabled the pupils to explore the representation of Jesus as a cornerstone and relate this to the foundations laid by Him and the Apostles. The skill of evaluation (Attainment Target 3) was evidenced.
- Teachers use good questioning techniques during lessons to elicit thoughtful and empathetic answers from the pupils. Many pupils demonstrated a high level of independence in how they approached their classwork.
- In the Early Years setting, keywords to support the children's understanding of Pentecost were clearly evident. All children were actively engaged in their learning, and the continuous provision demonstrated a link to their previous learning on Easter.
- To ensure all pupils participate in class discussions, staff need to implement a wider variety of strategies to ensure that the same children are not always responding to the questions.
- Teaching is good in Religious Education, as teachers' planning meets the needs of different groups of pupils. Hence, most pupils can make progress in lessons and meet the expected age-related standards.
- The progress of pupil groups demonstrates issues relating to gender gaps in specific cohorts and some differentials in the groups of pupils eligible to receive the pupil premium across different cohorts. Discussion with the subject leader indicated that pupils with special educational needs and disabilities (SEND) are usually well supported by additional adults, and progress measures for these groups are improving. However, the more able pupils require greater challenge to achieve even higher standards.
- Pupils have a secure knowledge of the sequence of learning they are experiencing. Consequently, pupils understand the relevance and importance of the lesson content of their learning, supporting their spiritual development.
- Pupils' learning in books shows the units of work covered. Unit markers are used in books and demonstrate that most pupils meet the expected outcomes for the work modules.
- Teachers are working well to embed learning about religion (Attainment Target 1) and learning from religion (Attainment Target 2) questioning to support pupils in deepening their knowledge and understanding of the

learning intentions. In Key Stage 2, AT3 strands were evident in pupils' books.

- During pupil interviews, pupils feel they are expected to write a lot in their RE lessons and expressed a wish to do different activities.
- Teachers need to review the pace of learning in lessons as it is too slow. In some instances, pupils are not given enough time to work independently, therefore impinging on their time to demonstrate their learning and make even more progress in a lesson.
- The more able pupils would benefit from more challenging work, and some expressed that work is easy for them.
- Teachers generally use resources well. Most pupils use biblical sources to support their work and are allowed to develop their understanding. Overall, the pupils' knowledge of scripture is excellent.
- The use of other adults is inconsistent across the school as additional adult support is deployed in different ways. Support staff need clear direction to prevent 'sitting and listening' for too long to ensure they are making a meaningful contribution to pupils' learning.
- Excellent pupil behaviour and good learning behaviours during lessons ensured pupils were focused and engaged in their learning.
- Teachers adhere to the school marking policy and expect religious vocabulary to be spelt correctly.
- Pupils' work is celebrated, and pupils are very supportive and appreciative of everything the school provides for them.

RE3 How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors ensure that Religious Education meets the requirements of the Religious Education Curriculum Directory and the additional requirements of the Archbishop of Birmingham. Religious Education is planned and taught using 'Learning and Growing as People of God', ensuring a consistent approach across the school. The required curriculum time is given to Religious Education, and the school meets all the Bishop's Conference of England & Wales requirements.
- Leaders ensure that Religious Education is promoted as a core curriculum subject in school and is given parity in terms of time and resources with other core curriculum areas.
- The subject leader for Religious Education is a valuable and committed member of staff who leads by example. Her expertise and vision for the subject ensure she is well placed to continue mentoring and coaching other teachers to improve their practice. Staff are deeply grateful for all of the support she gives them and her approachability. Governors and the Newman Catholic Collegiate need to create capacity for the subject leader to sustainably continue her work as she also assumes responsibility for SEND coordination.
- The Religious Education leader is aware of diocesan expectations and participates in local Religious Education cluster meetings.
- Leaders ensure a planned programme of CPD for Religious Education provides support and advice to all staff; this is particularly beneficial to new staff who gain confidence in delivering the Religious Education curriculum. Processes for regularly monitoring and evaluating the Religious Education

curriculum are evident, and outcomes are reported to staff and governors. Further monitoring and evaluation addressing the pace and expectations of learning are the school's next steps.

- Progress to achieve areas of development is reviewed regularly. As a result of this clear planning, all the recommendations from the last monitoring visit have been achieved in full.
- Standards in Religious Education are reported to governors in meetings and principal's reports. Governors are very well informed about all aspects of the Religious Education curriculum.
- The link governor for Religious Education is a frequent visitor to the school. The Leaders' and governors' monitoring and evaluation of the subject is accurate, and the leader's action plan focuses on areas that need addressing; it is well placed to improve the provision of religious education.

COLLECTIVE WORSHIP

The quality of Collective Worship	Good
How well pupils respond to and participate in the school's Collective Worship	Good
The quality of Collective Worship provided by the school	Good
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	Requires Improvement

CW1 How well pupils respond to and participate in the school's Collective Worship

CW2 The quality of Collective Worship provided by the school

- Pupils' behaviour is exemplary during all types of worship. Key Stage 2 pupils participated reverently in Mass and listened carefully to the readings. Pupils' reverence and respect enhance class liturgies and whole school assembly.
- Pupil Catholic Life leaders read in Mass and participate in leading prayer, and pupils regularly say prayers as part of their school day. Pupils sometimes have opportunities to pray voluntarily in class also. An area for further development is to display pupils' prayers around prayer areas available around the school.
- Pupils know the traditional prayers of the Church, appropriate to their age and capacity. They spoke about the prayers they had learnt, and during the Key Stage 2 Mass witnessed by inspectors, pupils could say their prayers at Mass.
- Weekly class Collective Worship is expected at St Wilfrid's, and pupils volunteer to lead it and generate their ideas for the liturgy with adult support. For pupils to plan and deliver liturgy effectively, they need to use the diocesan recommended planning sheets/model of consistently - 'gather, listen, respond and go forth'- an area for further development.
- Pupils' involvement and leadership of class liturgy are still evolving in school. Some pupils were able to talk about their recent experiences of planning and

leading class liturgy. Still, some pupils are reluctant to volunteer and have no experience in leading liturgy.

- Pupils request to prepare liturgy and generate their ideas with adult support. Both pupils and staff would benefit from a structured, planned approach, so the planning and delivery of the liturgy are enhanced.
- The vice principal leads Collective Worship in the school. A structured timetable including a virtues-values assembly rota has been introduced; over time, this initiative intends to support the pupils' experiences of quality Collective Worship.
- In classrooms, all prayer areas reflect the current liturgical season. These have contributed to pupils' knowledge of liturgical colours and important feasts and celebrations within the Church.
- Daily prayer, using the age-appropriate diocesan recommendations, is used throughout the school. A pupil noted that 'prayer makes me happy and helps me think about God'.
- The vice principal has ensured that new staff have been given time to observe child-led liturgies to improve understanding and provision.

CW3 How well leaders and governors promote, monitor and evaluate the provision for Collective Worship

- Collective Worship is becoming central to the life of the school. It is given a high priority in terms of the time allocated and the training of new teaching staff to enable them to deliver high-quality experiences for all pupils. As a result, staff are developing their understanding of the Church's liturgical year, seasons, and feasts.
- Prioritising the monitoring and evaluation of Collective Worship in school will support the vice principal in addressing the current provision and having a clear plan moving forward. Building a portfolio of evidence reflecting whole school collective worship, analysis of Mass evaluations and planning and feedback on class collective worship will enable the impact of provision to be measured accurately.
- As a result, staff and governors will be well informed about Collective Worship as precise action planning will highlight areas to further improve upon.

SCHOOL DETAILS

Unique reference number	140151
Local authority	Stoke-on-Trent
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Academy
Age range	3 to11
Gender of pupils	Mixed
Number of pupils on roll	343
Appropriate authority	The board of directors
Chair	Gillian Meller
Principal	Dawn Lee
Telephone number	01782 235676
Website address	https://www.stwilfridsnewman.co.uk
Email address	office@stwilfridsnewman.co.uk
Date of previous inspection	December 2015

INFORMATION ABOUT THIS SCHOOL

- The percentage of Catholic pupils is currently 53.0%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is in line with the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is below average.
- The school became part of the Newman Catholic Collegiate in September 2013. Since the previous inspection, a new principal has been appointed, and the school has started to teach mixed-year group classes.

INFORMATION ABOUT THIS INSPECTION

- Two Diocesan inspectors carried out the inspection: Krystyna Bickley and Melanie Elliot.
- The inspection focused on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across Religious Education lessons to evaluate the quality of teaching, learning and assessment. Some of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the Catholic Life/Religious Education link governor (who is also the chair of governors), the headteacher, the Religious Education subject leader, the accounting officer of the Newman Catholic Collegiate and chair of directors.

- The inspectors attended a Key Stage 2 Mass, a whole school assembly for all classes and Collective Worship. Inspectors undertook lesson observations to examine aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents, including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning and learning journals.