

St Wilfrid's Catholic Primary School

URN: 111461

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

12–13 February 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference. It uses the *Ten Ten* resources and *Life to the Full Plus* to teach relationships, sex, and health education, and leaders ensure personal, social, health and economic education is taught through a Catholic lens. Staff have received training and curriculum maps and discussions with the subject leader confirm this.
- The school is fully compliant with the additional requirements of the diocesan bishop. It dedicates ten percent of teaching time to religious education which is taught using *The Way, the Truth, and the Life* in Years 5 and 6. Years 1 to 4 have implemented *The Vine and The Branches* and EYFS (Early Years Foundation Stage) are part of the diocesan working party to develop the scheme for this age group.

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- The school has fully responded to the areas for improvement highlighted in the last inspection. Subject leaders have well-structured plans in place to monitor and evaluate teaching and learning in religious education. The experienced subject leaders and senior leaders ensure that moderation takes place in school and with other Catholic schools. There is a well embedded tracking system in place.

What the school does well

- Christ is at the centre of St Wilfrid's. The pupils eagerly embrace all opportunities to pray and make a positive contribution to their school and local community. They know they are valued and loved by God.
- Inclusion and welcome: All are welcome, and the dedicated family of St Wilfrid's community ensures pupils, and their families have what they need to thrive in school.
- Subject leaders: Dedicated and enthusiastic subject leaders carefully plan support and training so that excellent practice is continually built upon in religious education, Catholic life and mission and collective worship.
- Senior leaders: Senior leaders are models of Catholic leadership. They have led the school through a period of transformation supported by skilled and dedicated governors.
- All members of staff: Highly motivated members of staff ensure that the provision for religious education, Catholic life and mission and collective worship is of the highest standard.

What the school needs to improve

- Plan opportunities to allow time and space for reflection within religious education lessons so that pupils engage in meaningful dialogue with each other.
- Devise and implement strategies to encourage different ways of praying within the Catholic tradition.

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

Pupil outcomes

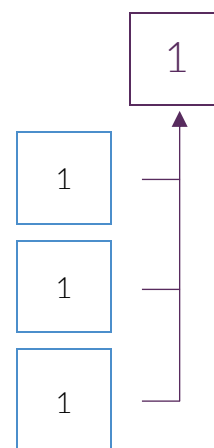
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



'I have come that they may have life and have it to the full' John: 10.10. Expressed In the words of pupils at St Wilfrid's, 'We live life to the full by thriving' and 'we learn to think of others, not just ourselves'. Pupils know and understand their mission statement and they are proud of their school, which is a 'safe, friendly and happy' place for them. They feel valued because they know adults respect them and they value the opportunities they have to celebrate their achievements. They speak with confidence about how Jesus wants us all to live, and their written and oral prayers reflect this. From youngest to oldest, pupils understand that they can make a positive difference. They speak with enthusiasm about Catholic social teaching principles and how learning about these moves them to action. They support a wide variety of charities during the year. For example, The Joshua Tree, The Good Shepherd, Fairtrade Fortnight and Cafod initiatives are just a few. Nearer home, Mini Vinnies enthusiastically make a positive difference in a range of practical ways to support many in their local community.

The staff team at St Wilfrid's is a shining example of living out the Gospel values in daily life, and therefore the school's Catholic life and mission is at the heart of the community. There is an authenticity that pervades every aspect of school life, and all staff are committed to supporting pupils, their families and each other. Their caring relationships make them excellent role models for pupils. Priority is given to pastoral care for those who need more support, and this commitment is demonstrated in the provision of highly trained staff, who work tirelessly to ensure that all pupils' needs are sensitively met. This support often leads to pupils' increased self-esteem and through the school mission statement, 'live life to the full we give our children the strategies to do this'. This emotional, social and practical support for pupils and their families is effective because of the inclusivity and trust that all staff have built up with the community

they serve. Much care and attention are given to providing a calm and welcoming environment. Every area of the school displays meaningful and artistic signs and symbols of the Catholic faith: Classes are named after saints, the values cross in the entrance reminds every one of the Gospel values and mosaics enhance the prayer garden. All these have been produced by the pupils with help of an art specialist.

Leaders and governors are passionate about the Catholic life and mission of the school and have a joyful determination to ensure Christ is at the heart of all their decisions and policies. Governors believe they are 'doing God's work', so they give freely of their time to support and challenge the school leaders and together they willingly share their expertise with the diocese in a variety of ways. A flourishing relationship with the parish enriches the life of the school, and the parish priest supports the opportunities to nurture the spiritual development of the school community. Parents responses to questionnaires are overwhelmingly positive. Staff and parents believe the school has improved greatly since the previous Catholic schools' inspection. A particular strength of St Wilfrid's is the commitment to teaching the principles of Catholic social teaching, which is prioritised and resourced thoughtfully to ensure staff and pupils are developing a secure understanding of these principles. A clear and effective plan has been put in place to do this each half term so that all pupils and parents are on this learning journey together.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

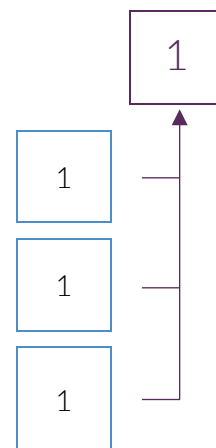
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils talk about their religious education lessons with enthusiasm, and enjoy the activities that enable them to demonstrate their understanding in a variety of ways, including written responses, creative opportunities and art. They know these lessons are different from other subjects because, 'they help us to think of others, not just ourselves'. Because of this, behaviour is exemplary in all lessons and during the school day. Pupils in all classes use religious vocabulary to express their understanding. For example, Key Stage 1 pupils confidently use the word 'Saviour' to say who Jesus is. By upper Key Stage 2 pupils can express their personal views about inspirational people who 'follow in Jesus' footsteps' and understand that the 'Eucharist' is important to Catholics. Pupils like the school feedback system as this helps them to quickly see how they are doing. Pupils' work in books is consistently completed to a high standard in all age groups and their progress and attainment by the end of Key Stage 2 reflects how much they value this subject.

Teachers are confident about teaching religious education, either because they have an authentic knowledge of the subject, or because they value its importance and are well supported by the subject leaders. Through lesson observations, book scrutiny, talking to pupils and governors, it is evident that all staff value this subject and know how this makes a difference to the pupils' lives. Teachers are keen to embrace what they learn on internal, and diocesan led training so that pupils of all abilities make significant progress from their starting points in Reception class to the end of Key Stage 2. As well as offering a range of support activities, other adults in classes sensitively encourage and assist pupils who need extra help. One focus of the training is to assess pupils' knowledge through effective questioning, which enables teachers to deepen or clarify pupils' understanding. This is an area that subject leaders continue to support. Through discussions with pupils and teachers, it is clear that there are not enough opportunities

for pupils to reflect on their learning or discuss their views, although there are many opportunities for pupils to record their personal views in writing.

A detailed religious education handbook demonstrates the expertise and commitment of the leadership team to ensure all staff have a clear understanding of the importance of religious education in St Wilfrid's. Therefore, staffing, resources, accommodation and staff training are effectively planned and evaluated. Leaders use a range of training and support strategies including internal coaching, modelling, moderation as well as attendance at diocesan and cluster group meetings. Consideration is given to staff wellbeing, which means teachers are highly motivated to engage in initiatives that benefit teaching and learning in religious education. Subject leaders are enthusiastic, hardworking, motivated and highly skilled. They inspire staff to work with them for the good of the pupils at St Wilfrid's. They have produced a transition road map for the implementation of the new *Religious Education Directory* and the new *Prayer and Liturgy Directory*. This means that staff are clear about their expectations and this allows pupils to continue to make progress as the new schemes are introduced. Leaders include a range of enrichment activities, for example learning about first century disciples and exploring eternity in an interactive environment. Leaders have developed effective monitoring, assessment and tracking systems that are analysed and inform future planning to ensure pupils of all abilities make significant progress. Governors are fully involved in evaluations and evidence shows that senior leaders and subject leaders have made significant improvements to the teaching and learning of religious education since the last Catholic school inspection.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1



Pupils engage respectfully in a variety of prayer opportunities. They can reflect in silence and join in community prayer confidently. When they are offered opportunities for spontaneous prayer, this is done with sincerity, and pupils know their friends listen to them during this quiet time. They can articulate an understanding of the Church's year and can talk about the different seasons and relevant colours that represent them. Pupils are supported to plan their times of prayer in class from an early age so that when they get older, they enjoy being more independent in their choice of scripture and prayer. Celebration of the word evaluation by a Key Stage 1 pupil demonstrate this: 'I loved it. I was pleased when they said nice things about it'. Key Stage 2 pupils enjoy praying with their eyes when Visio Divina is used. Prayer time helps pupils in their daily lives, and the youngest pupils express this confidently: 'when we pray God lives in our hearts'. Older pupils know, 'We're filled with love'. In Key Stage 2 pupils are invited to respond to prayer in many ways. For example, 'Find a tiny seed and hold it in your hand. God knows all about you before you were born' and 'Before going to sleep thank God for your day and be thankful for his love'.

Prayer is central to the life of the school. There is a clear strategy for supporting pupils when leading and planning their own prayer. This develops from the earliest times in school, when staff carefully choose passages of scripture so that they are linked to appropriately chosen themes and the liturgical year. Relevant staff are highly skilled in planning and leading celebrations of the word and share good practice with their colleagues. Art is a strong feature of school celebrations and enhance the experience of prayer and celebration for pupils. Space for prayer is used creatively, and the school has the advantage of a beautifully appointed chapel, which enhances prayer experiences for the whole school community. The prayer garden is also used for special feasts and at significant times during the liturgical year. This is enhanced by the

inspiring mosaics, which were produced by pupils with help from a parishioner. There are a range of opportunities for families to join in prayer and celebrations of liturgy including Mass, Catholic social teaching assemblies, Advent prayer bags, devotions to Our Lady supported by a parishioner and the Wednesday Word Family Time leaflet on the website.

Leaders are dedicated and committed to supporting staff so that they can help pupils develop their prayer life in a variety of ways. Subject leaders have worked hard to develop a variety of high-quality resources, which promotes staff confidence. The senior leadership team are well placed for implementing the new *Prayer and Liturgy Directory* because of their forward thinking and expertise. The parish priest supports the school to enrich the Catholic traditions by offering opportunities for the Sacrament of Reconciliation in Advent and Lent. Celebration of the Mass is treasured by all who attend. One visitor reflecting, 'I have come away feeling inspired and refreshed spiritually'. The knowledge and expertise of leaders and governors have been recognised by the diocese, and they willingly share their expertise with colleagues from other schools. Prayer is central to the life of the school. This is because leaders, governors, staff, pupils and parents recognise its importance in their lives. Pupils know prayer is something that makes St Wilfrid's special. 'We are a family. We are filled with love' and 'Jesus is always with us'.

Information about the school

Full name of school	St Wilfrid's Catholic Primary School
School unique reference number (URN)	111461
School DfE Number (LAESTAB)	8965202
Full postal address of the school	St Wilfrid's Catholic Primary School, Greenbank Lane, Hartford, Northwich, CW8 1JW
School phone number	01606663630
Headteacher	Justine McEniff
Chair of governors	Elaine Morrissey
School Website	http://www.st-wilfrids.cheshire.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	5-11
Gender of pupils	Mixed
Date of last denominational inspection	13 March 2018
Previous denominational inspection grade	2

The inspection team

Susan Lyonette

Lead

Louise Byrne

Team

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