



St Wilfrid's RC College

Temple Park Road, South Shields, Tyne and Wear, NE34 0QA

School Unique Reference Number: **142601**

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| Inspection dates: | 09 – 10 March 2017 |
| Lead inspector: | David Lewis |
| Team inspector: | Anthony Finnerty |

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| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Outstanding | 1 |
| Catholic Life: | | Outstanding | 1 |
| Collective Worship: | | Outstanding | 1 |
| Religious Education: | | Outstanding | 1 |

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Wilfrid's RC College is an outstanding Catholic school because:

- The quality of the Catholic Life of the school is outstanding, inspired and inspirational;
- Collective Worship is of the highest order, with prayer, liturgies and masses clearly central to the life of the school;
- The quality of Religious Education is outstanding. Religious Education is the highest performing subject at the school and pupils make the most progress of all core subjects;
- The leadership of the school and Religious Education by the headteacher, head of Religious Education, chaplain, and governors is inspirational in their personal witness and commitment to the Catholic faith.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Wilfrid's Roman Catholic College is an 11-18 comprehensive academy serving nine parishes in South Shields, Jarrow and the surrounding area. A small percentage of students are from ethnic, religious and cultural minority groups.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Move to the next stage in Collective Worship by:
 - Ensuring greater student participation and authentic involvement in the preparation and delivery of Collective Worship;
 - Develop a mentoring scheme where senior students lead and support liturgical events;
 - Incorporate the high quality musical expertise into Collective Worship more frequently.
- Seek to extend the impact of the outstanding teaching and learning of Religious Education in this school as a beacon of excellence throughout the diocese and beyond.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Every member of the school community – student, staff, governors, parents, clergy and other adults – are unanimous in their commitment to create a beacon of excellence as a Catholic school. All stakeholders are at the centre of shaping the school's mission and ethos, all being involved in developing and implementing a cohesive strategy to evaluate and plan improvements to St Wilfrid's as a Catholic school.
- Every member of the school community speaks openly of their personal commitment to St Wilfrid's.
- Behaviour is never less than excellent. Personal development is of the highest order which results in pupils being happy, confident, and secure in their own spiritual growth.
- Pupils and staff willingly serve others and are conscious of their personal commitment to the common good.
- Significant sums of money are raised each year for charity including CAFOD's World Gifts in order to support families in the developing world.
- Whilst the school is proud of and celebrates its Catholic heritage, cultural diversity is both recognised and celebrated as a key feature of the school.
- St Wilfrid's is a key member of the local Catholic community with governors and staff supporting parish catechesis, the support for and development of Catholic primary schools as well as supporting other Catholic high schools across the diocese in both their mission and their drive to raise standards.

The quality of provision for the Catholic Life of the school is outstanding.

- The school's mission 'Excellence through Faith, Learning and Support' is a statement of the living Catholic community of St Wilfrid's which is compellingly lived out.
- Relationships are of the highest quality. Inspectors observed a good deal of laughter throughout the school and this emphasised the profound sense of belonging and commitment to the school.
- Pastoral care is of the highest order. There are excellent strategies in place to support the vulnerable and help all to achieve their full potential.
- Staff feel valued and cared for. They could not praise the headteacher and the school highly

enough for their profound sense of pastoral care and genuine desire to ensure everyone felt nurtured.

- Pupils and sixth form students display a remarkable maturity in their personal commitment to individual responsibility and ensuring justice, healing and reconciliation in their current lives.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- Governors and school leaders have a personal commitment to the Church's mission, many of whom have made it their life's work both in professional terms and in their belief in the school as the best possible place for their own children to attend and prosper.
- The Catholic faith is tangible and fully lived out and has significant impact in influencing the lives of both pupils, staff and the wider community.
- Provision for the Catholic Life of the school is given the highest priority which, as a result, impacts not only the lives of the school community, but also in a significant way in parishes and across the diocese. It was remarkable and moving to hear of the personal testament of the journeys of past students who had significant need, who had been so successfully supported in their time at St Wilfrid's and then moved on to university.
- The very significant improvement in standards across the whole school in recent years stems from the governors' and leaders' unwavering commitment to ensure St Wilfrid's fulfils its mission as a Catholic school. When the school faced significant challenges in the past, governors, leaders and the whole community were galvanised to transform the school, eliminate weakness and proudly ensure the Catholic mission in education was the starting point for the journey ahead.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is good.

- Collective Worship is characterised as quiet and reverential. It is viewed as a moment of stilling with meditative prayer and thoughtful reflection at the start of the school day.
- Acts of Worship witnessed during the inspection focused on the needs of others, the school's and individual's commitment to supporting the less fortunate through prayer and fundraising. The school has a tradition of raising substantial funds and, as it was Lent, house assemblies focused on care for the poor and tangible fund raising through the CAFOD World Gifts programme.
- There was some evidence of pupils leading prayer both in assemblies and form time but they have not yet gained sufficient confidence to prepare their own prayers and liturgies in a way that inspires. Therefore, the school should move to the next stage in Collective Worship by ensuring greater student participation and authentic involvement in the preparation for and delivery of Collective Worship, develop a mentoring scheme where senior students lead and support liturgical events, and incorporate the undoubtedly high quality musical expertise into Collective Worship more frequently.

The quality of provision for Collective Worship is outstanding.

- House assemblies ensure scripture, religious artefacts, liturgical music – including the school's worship bands and steel band – are an integral part of worship.
- The choir, made up of both students and staff, is a regular feature of Collective Worship, Masses and other liturgies.
- Religious seasons and feasts are celebrated and understood, together with a regard for and celebration of other faith traditions. Prayer has a growing place at St Wilfrid's.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- Prayer is central to the school. Staff prayer each Friday morning is a time when colleagues meet to pray for the school community and the world.
- Collective Worship is well planned and resourced, with weekly themes centring on the liturgical themes of the Church's year.
- Parents, governors and the wider community are welcomed to the school for weekly Mass and end of term celebrations.
- The chaplain has worked tirelessly to promote prayer and worship at the school. She works with her own chaplaincy team of pupils to prepare student-led prayer, worship and weekly Mass. She has designed effective scaffolding to support pupils writing their own prayers which, in turn, are used in Masses and worship.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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

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How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- Religious Education is the lead department of the school. There is clear evidence that progress in Religious Education for all pupils and individual groups is the highest of all core subjects. Standards of attainment are well above national and diocesan averages, and this has been achieved by the inspirational head of Religious Education, an excellent team of teachers and the unrelenting desire to ensure St Wilfrid's becomes a beacon of excellence, led by the personal witness of the headteacher and supported by staff and governors.
- Pupils thoroughly enjoy Religious Education lessons. For many it is their favourite subject, especially at A Level.
- In every lesson observed during the inspection, no student was off task – not a single moment was lost to build and ensure progress was made by all pupils.
- Behaviour for learning is outstanding, pupils feel secure to express their own opinions, listen to and learn from others, and respect those with differing points of view. It is a school where pupils are secure in using their personalities and humour to express their views and develop their own understanding of Religious Education.

The quality of teaching and assessment in Religious Education is outstanding.

- Almost all teaching observed during the inspection was outstanding and inspirational. For example, an A level class moved seamlessly from role play to adversarial debate, to group discussions and presentations, and linked other areas of learning, including science, to the key learning objective of the lesson.
- Teachers are passionate about their subject in a quiet understated way which clearly inspires pupils and students to achieve their best.
- Progress is demonstrably rapid and sustained. Not a second was lost in every lesson observed during the inspection – on many occasions inspectors were reluctant to leave lessons as they were so exciting and clearly enjoyed by pupils.
- Homework and assessment, including peer assessment, with constructive marking and feedback, are an integral part of the learning process, which contributes to Religious Education being the lead department of the school. A wide range of teaching and learning strategies were employed by staff. Whilst it was clear that the curriculum is planned collectively, teachers are able to use their individual skills and talents to ensure differentiation is finely-tuned, and meets the needs of all learners.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- Leadership of Religious Education is outstanding. It is informed by a high level of expertise and commitment with a relentless focus on improvement.
- Very committed teachers work closely together as a highly effective team, along with the very good and thoughtfully considered work of the chaplain. They are given the unwavering support of the headteacher, governors and clergy.
- Religious Education is highly regarded by the school community. In addition to weekly curriculum time for Religious Education, the school has implemented an additional two whole school days per year (more than for any other subject in the school) to teach key themes including Christian faith in the 21st century, miracles and parables, and Catholic social justice. This ensures the school more than meets the requirement of the Bishops' Conference of 10% curriculum time for Religious Education and, from September 2017, this curriculum allocation will increase to over 11% for every year group.
- Pupils are willing participants in sacramental preparation, including Confirmation, and resources for Religious Education are excellent, of high quality, and generously resourced by the school.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**1****CATHOLIC LIFE:****1**

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

1

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

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

COLLECTIVE WORSHIP:**1**

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

2

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:**1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

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SCHOOL DETAILS

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| School name | St Wilfrid's RC College |
| Unique reference number | 142601 |
| Local authority | South Tyneside |
| This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005. | |
| Chair of governors | Mr Patrick Melia |
| Head teacher | Mr Brendan Tapping |
| Date of previous school inspection | November 2010 |
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