

St Wilfrid's Catholic Primary School

URN: 147418

Catholic Schools Inspectorate report on behalf of the Bishop of Middlesbrough

04–05 June 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

1

Compliance statement

- The school complies fully with the general norms for religious education laid down by the Bishops' conference.
- The school complies fully with the requirements of the Bishop of Middlesbrough.
- The school has effectively addressed all the areas for improvement identified in the previous inspection, particularly by enhancing the creativity and variety of worship experiences.

What the school does well

- The leaders of the school, especially the headteacher, demonstrate exceptional commitment and effectiveness in fostering a thriving Catholic community centred on Christ.
- The behaviour and attitudes of pupils at St Wilfrid's is outstanding, reflecting a deep commitment to the values of respect, responsibility, and care for others.
- Pupils demonstrate high levels of attainment, and the work in their books is presented exceptionally well.
- The school's environment and its welcoming, inclusive community ethos, proudly proclaim and celebrate its Catholic identity.
- The school has successfully enhanced the worship opportunities offered to pupils, making these varied, creative and engaging.

What the school needs to improve

- In religious education lessons, ensure that all pupils can reach their full potential by using scaffolding tools effectively, and ensuring they understand how to improve their work, even after they have met the learning objectives.
- Review the strategy for teaching pupils the skills necessary to plan, lead, and evaluate their worship. Ensure that their skill development builds consistently on prior learning, and that their self-evaluations contribute to improvement for themselves and others throughout the school.
- Embed Catholic social teaching into daily classroom life and pupils' understanding, so they understand these values and recognise where and how they can motivate our actions in the school and wider community.

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

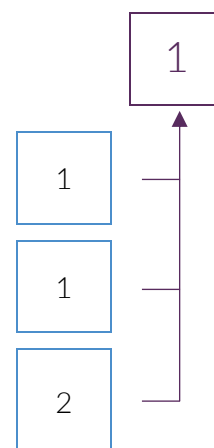
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



St Wilfrid's School has a proud mission of 'Learning together through Christ', fostering a welcoming, happy, and distinctly Catholic community environment. Pupils feel valued and loved by God as individuals, enjoying their school experience and the opportunities to live out their faith. The chaplaincy team take active leadership roles supporting the worship and prayer activities of the school. Led by the enthusiastic Mini-Vinnies, pupils are keen to support those who are in need in a wide variety of ways, including raising money for good causes such as York Against Cancer, Cafod, Martin House, Mary's Meals, Carecent, Refugee Action, Get Cycling, Zoe's Place, Snappy and many more. Quite often, these causes are supported because of the expressed concern or interest of pupils themselves. Pupils show great respect for each other and for the adults who care for them. As a result, relationships are exceptionally strong. The standard of behaviour is extremely high, both in lessons and throughout the school. Whilst the specific values of Catholic social teaching are shared with pupils on a weekly basis, pupils do not confidently articulate these values and the impact they can have on their lives, nor are they routinely referenced in class by teachers.

The headteacher and all staff are deeply committed role models and take an active part in the faith life of the school. Parents say, 'The teachers feel like members of our family' and 'It feels like this is our second home'. Relationships between staff and pupils are excellent, with one older pupil saying that, 'Teachers help us. They enjoy being with us, and we listen and behave'. The school celebrates its cultural and ethnic diversity, which is a significant strength. This allows pupils to learn about the joy of human dignity and respect for everyone. Opportunities to learn about other world faiths are woven into the life of the school. Muslim and Jewish speakers have recently visited and talked to pupils about their beliefs and traditions. Activities such as fairtrade,

mental health and anti-bullying weeks, help pupils to consider the needs of others. Staff provide the highest level of care and support for pupils and families whose circumstances make their lives more challenging. Practical help, and moral support is given where needed. Chaplaincy provision is well planned across the liturgical year, with regular opportunities included to attend Mass on feast days, and other significant moments in the school year.

Leaders ensure that all policies reflect the school's Catholic distinctiveness, placing Christ at the centre. Parents feel well informed about the school's Catholic life and confident in their children's safety and care. One parent expressed appreciation for the staff embodying 'the values I wish my child to experience daily'. Parents support the school's relationships and health education curriculum and know how to access details about its content. Links with the diocese, and other schools are strong. Communication and collaboration with the parish priest and parish, is strong. Pupils send Christmas cards to senior parishioners, and some vulnerable families receive generous support from the parish SVP. However, there is an opportunity to strengthen the connections between the parish and the school for the benefit of both parishioners and pupils. Staff say they feel valued by the leadership, including governors. They appreciate the example they offer as witnesses for Christ. They know that leaders at all levels are committed to ensuring their well-being. One teacher said, 'I love working in this school'. The governors are highly dedicated and supportive of the school. They are ambitious, and seek ways to improve, though monitoring systems are not yet sufficiently rigorous to enable Catholic life to be fully evaluated.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

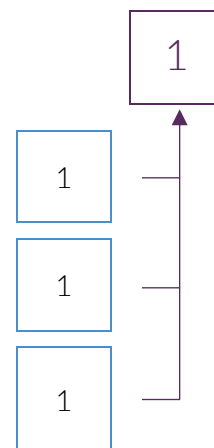
How well pupils achieve and enjoy their learning in religious education

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, including those with special educational needs, make good progress and achieve impressive levels of knowledge about their faith. They can concentrate for extended periods, and their behaviour and attitude towards learning is exemplary. They demonstrate confidence and independence in their work, which is often creative and engaging. Pupils take pride in their books, which are presented to very high standards. They confidently discuss their lessons and what they have learned. Older pupils discussed the actions and implications of being witnesses for Christ, drawing inspiration from Pope Leo, Saint Stephen, and Mrs. Maricho, a missionary teacher. Slightly younger pupils engaged in various creative activities to help them understand the skills necessary to gain and maintain friendships. They remarked, 'I love learning about my faith... I enjoy my lessons.... We get to do creative things, and it is never boring.' Younger pupils deepened their understanding of the calling of the disciple Matthew by role-playing his first meeting with Jesus. Pupils throughout the school have a secure understanding of whether they have met their learning objectives in lessons. This is thanks to a straightforward and consistently applied marking policy. However, there are missed opportunities for teachers to help pupils fully understand why and how to improve.

Teachers are confident in their high levels of subject knowledge. They ensure pupils know the value of what they are learning and use effective assessment to make sure they all make good progress, appropriate to their ability. Support staff are highly experienced and dedicated. They help teachers ensure that pupils with special educational needs make the best possible progress. Questioning during lessons, including whilst pupils are on task, helps teachers identify understanding, and as a result, they adapt explanations and tasks, increasing engagement, and deepening learning in lessons. Teachers provide pupils with numerous opportunities to present their learning through various forms of expression. These include role-play, games, collaborative

work, debates, art and media. Technology is used to support pupils whose communication skills can be improved with specialised software. The marking system effectively allows students to recognise when they have met their learning objectives. However, it primarily depends on verbal feedback from adults during lessons to help them more fully understand their performance and identify areas for improvement. Knowledge notes, given to pupils at the start of every unit of work are useful scaffolds to support learning and help pupils remember key vocabulary and facts, but are occasionally under-utilised.

Leaders are extremely ambitious in ensuring there is parity with other subjects, in terms of resourcing. They ensure the religious education curriculum is a faithful expression of the *Religious Education Directory*. Staff demonstrate high levels of subject knowledge, due to the training and support they are given, especially by senior leaders, the diocese and officers from the Nicholas Postgate Catholic Academy Trust. There has been a smooth induction for the new subject leader, who is dedicated to her own professional development and eager to enhance religious education in the school even further. This leadership ensures teachers have the skills and knowledge to make all teaching consistently good, and sometimes outstanding. Excellent links with other schools and agencies, especially through sport, are strongly encouraged as a way for pupils to be subtle witnesses for Christ, with others. As one teacher said, 'We teach them to be kind to each other, that's all.' Pupils are very proud to be the current York hockey champions and to have won a recent chess tournament in London. Leaders ensure pupils make the most of numerous local faith resources, such as St Margaret Clitheroe's shrine, the Bar Convent and York Minster.

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

2

1

Pupils exhibit a strong understanding of various engaging and inspiring worship formats. Their creative experiences and actively encouraged participation as leaders contributes to their enjoyment of worship and prayer. Pupils are fully engaged, exhibiting qualities such as reflection, silence, and empathy. In two separate classes, pupils were obviously at ease participating in a centering prayer. This was also the case in the youngest classes, where they chose what artefacts would be most appropriate to put in the centre of their prayer circle. Older pupils show great focus and thought when writing prayer journals. The chaplaincy team supports whole-school worship with enthusiasm, often incorporating singing and dance. Pupils throughout the school love to sing, doing so with great gusto. Inspectors enjoyed the joyous rendition of 'We are one in the spirit' on two occasions. Through celebrations of the word, pupils reflect on how this can influence their actions beyond the classroom, including in sports and during school visits. As they progress through the school, pupils develop the skills and knowledge to plan and evaluate experiences of prayer and worship. However, their progress in acquiring these skills is not yet as secure as it could be, considering their obvious interest and potential.

A strong daily pattern and rhythm of prayer is evident in the school. Good use of the physical space and respectfully presented statues, displays and artwork make the school a prayerful place to be. The chaplaincy team are pivotal in leading and supporting creative prayer opportunities. They have recently overseen the installation of a Prayer Arch indoors, giving their peers a place for spontaneous prayer during break times. They have helped design an outdoor prayer space, which was blessed by Father David from York Oratory, and celebrates the 150th anniversary of the school and Jubilee Year of Hope. The school and parish are served by the York Oratory, and the parish priest is an active and highly valued visitor. He provides enthusiastic support for the school's prayer life, and pupils speak fondly about him. Mass is celebrated at key points in the liturgical year, including for the feast of St Wilfrid. Parents enjoy attending Mass and appreciate other opportunities to join activities such as stay and pray sessions during Lent and Advent. The school contributes to parish life where this is practical, and pupils make regular visits to the Church. Sacramental preparation is based in the parish, with the school supporting where needed.

Prayer and liturgy are carefully planned each term to ensure they are creative and engaging for pupils. Resourcing across the school helps to support staff in planning and delivering high-quality acts of worship and prayer. Governors and the trust make prayer life a priority, when it comes to decisions on budget allocation, staff training, and other resourcing. They ensure that opportunities are given for staff to pray together. The headteacher and other senior leaders have implemented a clear and successful strategy to ensure that pupils experience a wide variety of prayer formats, including lectio divina, finger prayers, calm praying, the rosary, breathing prayers, litany of the saints, examen and list prayers. Older pupils are confident in their ability to take on leadership roles in various forms of worship. Not all stakeholders, such as parents and

pupils, are involved in evaluating the school's prayer life, which limits the contribution they can offer to the enhancement of provision. The process of acquiring the skills necessary to plan, lead, and evaluate prayer activities requires a more structured approach, to ensure that pupils develop these skills more progressively and consistently, enabling them to become proficient at an earlier stage than they currently do.

Information about the school

Full name of school	St Wilfrid's Catholic Primary School
School unique reference number (URN)	147418
School DfE Number (LAESTAB)	8163403
Full postal address of the school	St Wilfrid's Catholic Primary School, Monkgate, York, YO31 7PB
School phone number	01904 659726
Headteacher	Helen Keith
Vice Chair of local governing body	Sarah Kurdziel
School Website	www.stwilfrids.npcat.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Nicholas Postgate Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Choose an item.
Age-range of pupils	3 -11
Gender of pupils	Mixed
Date of last denominational inspection	18-19 June 2019
Previous denominational inspection grade	Good

The inspection team

Lead Inspector – Mark Brennan Team Inspector – Tracy Lane

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

