



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## ST WILFRID'S CATHOLIC HIGH SCHOOL

### LITHERLAND

---

Inspection Date Wednesday 16 June 2010

Inspectors Rev Dcn Paul Mannings  
Mrs Barbara Melia

Unique Reference Number 104965

Inspection carried out under Section 48 of the Education Act 2005

---

Type of School Catholic voluntary-aided, mixed  
comprehensive

Age range of pupils 11-18

Number on roll 578

Chair of governors' Mrs. Marie Richardson

School address Orrell Road  
Litherland  
L21 8NU

Telephone number 0151 928 4543

E-mail address [admin@stwilfridshigh@schools.sefton.gov.uk](mailto:admin@stwilfridshigh@schools.sefton.gov.uk)

Date of last inspection 26-27 September 2006

Headteacher Mr. Joseph Gallagher

## **Introduction**

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## **Description of the school**

St. Wilfrid's is a Catholic voluntary aided, mixed comprehensive in the Sefton Authority. The area includes wards containing severe social deprivation. There are 578 learners on roll of whom 82.7% are baptized Catholics, with 8.31% from other Christian denominations and none from other World Faith traditions. A total of 73.16% are drawn from the four associated primary schools, with a significant number from the wider area. One learner has a statement of special educational needs, with 156 supported by School Action and 54 by School Action Plus. There are 42 staff of whom 69% are Catholic. The Religious Education department has two full-time members.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

---

© 2010 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

## **Overall effectiveness of the school**

St Wilfrid's is a satisfactory Catholic School with inadequate senior leadership and management of Religious Education. There is satisfactory capacity for improvement through shared direction from governors and senior leadership. Achievement and standards, teaching and learning, and the curriculum are satisfactory with some good features. Collective Worship is satisfactory. The management of Catholic Life is satisfactory. The promotion of community cohesion is good.

**Grade: 3**

### **Improvement since the last inspection**

There has been inadequate improvement since the last inspection. A process was begun for increasing curriculum time. However, the provision for a number of groups falls seriously short of requirement. The process for further development and monitoring of Catholic life requires strategic implementation. In-service training for Collective Worship has not been undertaken in the last twelve months.

**Grade: 4**

### **Capacity to improve**

Capacity for continued improvement is satisfactory. Success is dependent upon ownership and implementation of the S48 Self-valuation by governors and senior leadership. The document contains a realistic grading of what has been achieved, together with identified areas for development. Improvement requires implementation of the school's plan for incisive management from senior leadership that will guide and support departmental staff.

**Grade: 3**

### **What the school should do to improve further**

- Completion of the Mission Statement review accompanied by a process for monitoring Catholic Life
- Re-establish Religious Education at the core of Catholic Life
- Provision of rigorous management of Religious Education
- Increased curriculum time for Year 7 and the current non-exam cohort in Key Stage 4
- Implement a range of accredited courses for all of Key Stage 4

## **Achievement and Standards**

Achievement and standards in Religious Education are satisfactory. There are a number of good elements most notably the general course in Key Stage 5, raised achievement at GCSE in Key Stage 4 and learners' positive contribution to the school community. Performance at GCSE has increased from 25% A\*-C in 2006 to 58% in 2009. Placed in context the cohort entered represents some half of eligible learners. It is, however, a significant indicator of increased achievement. Elsewhere in Key Stage 4 the limited curriculum time together with restricted access to accreditation, impacts upon learners' motivation and consequently impedes standards in class. Their behaviour in class is satisfactory with some good elements. In Key Stage 3 increased achievement at Levels 5 and 6 indicate developing standards. In Key Stages 3 and 4 overall there is a lack of challenge which staff are working to address. They will be best supported by the departmental focus on assessment, together with direction by senior leadership and increased curriculum provision.

**Grade: 3**

## **Quality of Provision for Religious Education**

### **Teaching and learning**

The quality of teaching and learning on the day of inspection was satisfactory. There was also some good practice. In pursuit of raising challenge there is a focus on organisation and creativity within the context of the four part lesson. The one incident of disruption caused by the learner's negative behaviour was dealt with effectively. Staff will benefit from training to enhance their strategies for independent and collaborative learning. There is satisfactory differentiation within the set groups. This is impeded by the increased number on role in the higher ability sets and the subsequent difficulties in providing challenging pace and progress for all. Whereas fewer numbers in the lower ability sets make this more possible, teachers have limited access to learning support assistance. Formative assessment is satisfactory. Scrutiny of learners' written work indicates content that matches the Religious Education, understanding of key vocabulary and concepts, and recording in a variety of ways. Marking and annotation includes commentary about presentation and positive encouragement. There needs to be more attention to linking individual targets to direction for progression. Quality end of task assessments are accompanied by reporting together with review days that enable parents and carers to have a good level of involvement in their children's learning and development.

**Grade: 3**

## **Curriculum**

The curriculum is satisfactory overall. The content is good in Key Stage 3, for the GCSE course and for the Sixth Form general course. A specification is being developed for those currently not entered for GCSE. The school should, however, consider increasing entry for GCSE. The two week curriculum has increased provision since the last inspection from 6 to 8% for Years 8 and 9. Provision in Year 7 is 6%, which is inadequate. In Key Stage 4 GCSE groups continue to receive 8%. Others receive 4%, which is inadequate. The Bishops of England and Wales require 10% for Key Stages 3 and 4. The school should now meet this requirement. There is the required 5% for the general course in Key Stage 5. Consequently the content is making a satisfactory response to national and diocesan requirements. The content provides a good contribution to learners' spiritual and moral development.

**Grade: 3**

## **Leadership and Management**

### **Religious Education**

Leadership and management of Religious Education are inadequate. Consequently the department lacks strategic managerial direction by governors and senior leadership. There has been no subject leader since before the last inspection. This is a key area for development through shared ownership and implementation of the S48 Self-Evaluation. The two core members of staff are committed to their task of teaching all ages and stages of learners. They are to be commended for their skills, personal initiative, in-service and liaison with other centres. Their performance management is satisfactory and should now focus on further initiatives for learners' collaborative and independent learning. Resources are good and well deployed. The two classrooms are organised and well enhanced by quality displays. The satisfactory promotion of equal opportunities will be enhanced by continued development of differentiation, equitable curriculum time provision and access to accredited courses in Key Stage 4.

**Grade: 4**

### **Catholic Life of the School**

There is satisfactory leadership and management of the Catholic Life of the school. A priority for development by governors and senior leadership is the re-establishment of Religious Education at the core of school life. The head teacher has begun a process to review the Mission Statement. This has so far included a number of staff and learners. It should now be shared with governors, together with all stakeholders in the school community. Finally there should be a review of the supporting aims and objectives, which in turn can be used to direct a rigorous annual monitoring of Catholic Life. The existing policy for cross-curricular spiritual and moral development will assist

this process. The lay chaplain remains as involved as possible within the constraints of a 12.5 hour weekly contribution. This is due to terminate at the end of the summer term through retirement and the school should make provision for continued chaplaincy. The role can best be developed through a chaplaincy team that can also assist in the restoration of retreat and away-day provision for staff and learners.

**Grade: 3**

## **Collective Worship**

The provision for and quality of Collective Worship is satisfactory. Prayer and worship observed on the day of inspection was good. Year groups gather once weekly and form groups daily. Learners do respond to the provision and welcome the opportunities for involvement in year group worship. Form gatherings will benefit from closer monitoring of quality, consistency and the sharing of good practice, particularly in the delivery of the weekly themes. Structured in-service should now be planned with a focus on maximum participation in form groups and quality reflection and prayer. This will enrich the current satisfactory contribution made by Collective Worship to learners' spiritual and moral development.

**Grade: 3**

## **Community Cohesion**

Promotion of community cohesion is good. Staff and learners are clear about the value of their contribution to local, national and global projects for fundraising and social interaction. The school policies for Behaviour and for Pastoral Care are based on wellbeing through mutual respect. Leaders at all levels seek to be role models for learners. The Religious Education curriculum provides good expression of citizenship supported by Gospel values. It promotes knowledge, understanding and celebration of other World faith traditions. The satisfactory level of inclusive content of Collective Worship will be further enhanced through sharing of good practice. Community cohesion is well focused on the common good.

**Grade: 2**