



St Wilfrid's Catholic Primary School

URN: 138830

Catholic Schools Inspectorate report on behalf of the Apostolic Administrator of Hallam

20 May 2026 – 21 May 2026

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

Religious education (p.5)

The quality of curriculum religious education RE

Collective worship (p.7)

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

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

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

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

2

1

2

1

Yes

Yes

Fully

What the school does well

- The welcome and commitment of the staff is tangible at St Wilfrid's and referenced by all stakeholders of the school.
- The children's knowledge of bible stories is fostered through lessons and pupils happily share their knowledge of key liturgical times.
- The staff are exemplary role models for all pupils as seen in their relationships and the care they foster throughout the school day.
- Pupils are actively engaged and enthusiastic during collective worship, showing a profound understanding of following the teaching and example of Jesus.
- Pupils with additional needs are provided with the highest levels of care and commitment from all staff.

What the school needs to improve

- Ensure the pupils' use of scripture across all celebrations is made sacred, shared or displayed in a range of appropriate forms.
- Ensure a wide variety of ways in which pupils pray and share prayers, including spontaneous and creative prayer.
- Ensure pupils are provided with opportunities for reflection and independence in religious education lessons to strengthen their response, improve their work and optimise their learning.

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

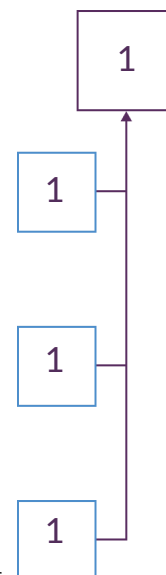
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils have a clear understanding of the school's mission and confidently discuss 'everybody matters' as they strive to support their school and the wider community. They recognise and foster empathy for each other, with pastoral programmes and personal development sessions that widen their understanding of God's calling to share love with one another. The school is enriched through nurturing staff who support all children to become well-rounded, as they live out the message of the gospel contributing to community projects including the Good Shepherd appeal and Cafod. Pupils take on leadership roles, enjoying the opportunity to support fayres and sponsored walks, and lead a wide range of liturgical celebrations. The pupil chaplaincy team, supported by parental volunteers and senior leaders, launch new initiatives in daily prayer and link their response to Catholic social teaching. School displays including 'We are called to love like Jesus' and the 'Saints of the month' inspire pupils, and their achievements are fully celebrated as they are given certificates as superstars of Catholic social teaching for upholding school values and aims. Pupils are proactive in supporting those in need locally, donating harvest food for the St Wilfrid's Centre for the homeless and raising money through a festival of cribs during advent. Their knowledge of other faiths is expanded through parent visitors speaking about world faiths as the school promotes a sense of respect for others as referenced in their mission.

The school's mission statement is well known and purposefully rooted in God's message of love. Parents comment that the pupils' relationship with God is nurtured in school. This can

be seen each day through the pastoral support, care and positive ethos promoted by staff. The drive to respond to the four values of faith, aspiration, effort and respect are lived throughout school life where parents are considered as the primary educators of their children. Parents speak overwhelmingly positively about the school provision, especially for children with additional needs. The school sets high expectations and firmly believes in their duty to ensure all children reach their full potential. This is enriched through carefully curated plans and policies including 'a guide to Catholic life and religious education', which forms their response to the Catholic faith. Each class has focused prayer corners linked to liturgical themes and prayer spaces around school showcase learning. The school is fully inclusive, which is echoed by parents who state that many pupils of other faiths and their families know their beliefs will be respected and differences will be celebrated. The school places importance on personal development afternoons which support pupils morally, socially and spiritually. There is a lived sense of community, which can be seen through the pastoral care for all. Staff are exemplary role models for pupils, and support both families and pupils to live out the mission. A parent stated they could not speak any higher of all the staff and the role models they are for all pupils. The chaplaincy provision can be seen in how staff are supported through developmental formation opportunities to become a key part of the community. The provision for relationships, sex and health education (RSHE) fully meets diocesan requirements.

Leaders and governors prioritise the Catholic life and mission of the school through their actions and activities, rooting their work in well-considered procedures and plans. Leaders ensure that staff are both supported and challenged and the senior leadership team work alongside other schools in the diocese to develop best practice. All staff are valued, listened to and are well supported as they carry out a variety of roles in service to others. The pastoral staff team is a visible group for parents and pupils at the school gates, and staff members focus time on supporting sacramental preparation. A range of parental workshops and pastoral drop in sessions lead to strong partnerships with parents. Staff are overwhelmingly positive about the school and their part in its success. A well-considered liturgical calendar and an annual plan of provision links religious education, prayer and liturgy, and Catholic life together, with staff that fully support the school's direction. The Sunday family mass centralises the provision for the liturgical year and a well considered liturgical plan roots Gospel scripture in the school's daily work and activities. Leaders commit to ensuring purposeful opportunities for development and specific training sessions, alongside access to therapies and additional support. Staff describe the school as fully inclusive and the religious education subject leads work in a determined fashion to ensure continual professional development opportunities are integrated to school life. As a result all staff share in the school vision and are actively involved in supporting school events. Planned activities for the chaplaincy and parliament team shape school initiatives. New staff to the school feel wholly

supported, leading to a unified and consistent approach to the lived experience of pupils and parents.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

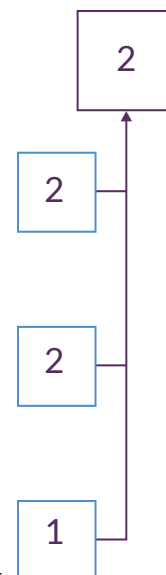
How well pupils achieve and enjoy their learning in religious education

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 additional needs achieve well, sharing developing knowledge as they progress through the school. Staff ensure pupils understand, discern and respond meaningfully through initiatives including learning stickers which scaffold expectations and encourage considered responses in work. Pupils grow as good citizens through meaningful questions and opportunities as they respond to scripture, learning about stories and significant people from the bible. Pupils are supported by staff to respond with thought and consideration, although pupils are not always given time in lessons to demonstrate their learning and show stronger ownership of activities. Pupils are encouraged to understand the purpose of lessons and share subject knowledge which they confidently articulate, although not all pupils demonstrate innate curiosity to improve their knowledge without direction from the class teacher. As pupils progress through the school, they are able to discuss previous learning and make links through a positive climate and those with additional needs are given support in order to reach their potential. Pupils develop good subject knowledge and are encouraged to share this with a peer, provide answers and thoughts and use a wide vocabulary to explain what they have learnt, although pupils do not always ask questions to develop learning further and opportunities to deepen meaning are not fully embedded to strengthen pupils progress and expand their understanding. Pupils are able to describe how well they are doing and demonstrate the ability to write at length, presenting work to a good standard. Pupils demonstrate clear understanding of a range of topics linked to the principles of Catholic social teaching. They describe scripture in detail and confidently talk about a range of saints.

Teachers demonstrate secure subject knowledge, fostered through effective, well received professional development. Teachers have high expectations of themselves and pupils to ensure that lessons in religious education have a central focus. Planning is linked to the new Religious Education Directory to match learning to pupils' ability, especially in mixed age classes. The new curriculum is having a positive impact on pupil engagement and pupils learn well, showing enjoyment and interest. The school ensures lessons include creative responses and engaging strategies matched to pupils' learning needs. Teachers focus positive attention on the content of their lessons and enable pupils to respond in a range of ways including art, diaries, reports or narratives, but miss opportunities to adapt teaching and learning to maximise learning for all pupils and offer them opportunity to lead their own learning. Teachers recognise the impact of good quality discussion and exploring children's responses, but do not enable pupils to develop responses further by providing space and time for reflection in lessons where pupils can make meaningful sense of their learning and respond with activities that enable them to improve their work. A range of resources, especially presentations which the staff create, scaffold lessons and generate a positive response from pupils whose work is regularly celebrated, leading to high levels of motivation. Staff are keen to ensure assessment strengthens next steps in learning and provide pupils with greater opportunity to respond with meaning.

Leaders and governors have ensured that the religious education programme and resources are used faithfully. They are rigorous in their approach to religious education with review and evaluation shared as a priority through learning walks and visits. Religious education has full parity with core curriculum subjects with regards to professional development, resourcing and staffing. New staff to the school are appropriately supported and all staff contribute to half termly professional development meetings, which lead to further consistency in teaching and a unified sense of shared best practice. All staff are committed to maintain high expectations with regard to the structure of lessons, teaching approaches and the standard of evidence in books. The subject leaders for religious education are committed to inclusive teaching and learning, which supports the staff team in developing high expectations, as they continually strive to improve. This results in teaching that is never less than good and strengthened as pupils progress through the school. The curriculum is effectively planned to meet the needs of different groups of pupils, with a drive from staff to ensure they offer opportunities to share prior learning and consider curriculum content. Parents are informed of children's progress through termly reports and posts shared through the school's online platforms. Leaders work alongside St Clare Multi Academy Trust and have formed working partnerships with other schools to share best practice and moderate results. Subject

leadership is shared through working partnerships to address new initiatives including the prayer and liturgy directory.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

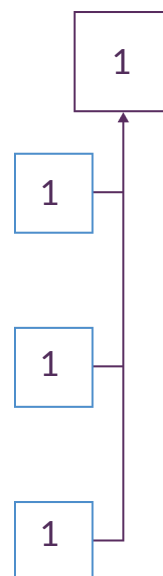
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils take great pride in their contributions to prayer, enjoying a range of stimuli, events and resources to support their response. They experience a rich and varied prayer life responding with interest and excitement, creating images, sharing music and providing opportunity for class involvement. Central focus areas, known as a sacred space, support pupils to reflect in silence and prayer. The school has identified that enabling a wider variety of ways for pupils to pray will continually strengthen their established and well considered provision. Younger children form celebration circles whilst the older children lead their own celebrations of the word, using 'let us pray' resources including scripture, silent moments and meaningful reflection. Pupils work collaboratively to plan, lead and evaluate their reflections. Many pupils access the lunchtime prayer groups, especially during key liturgical times of the year including in the Month of May, where pupils lead reflections on Mary and the theme of kindness, whilst playing games and activities to encourage pupil interest. A rich culture of activity can be seen in class scrap books and children comment on their interest and enjoyment when leading and sharing. Pupils make clear links between their learning in prayer and their actions as they go forth from celebrations. Evaluations of prayer and liturgy support pupils to refine their approach as they become independently able to lead. As pupils progress through school they show an understanding of what they are asked to do next and pupils are encouraged to describe how prayer and reflection can support and guide their behaviour. Pupils discuss enjoying celebrations as they have a role and are able to reflect joyfully on the peace these special times create.

All staff place a central importance on the prayer life of pupils, enabling pupils to progressively lead and construct celebrations relevant to their age. Prayer is also used to shape the introductions to some religious education lessons, with sign language and actions which strengthen pupil engagement. Staff confidently lead, and offer opportunities for pupils to lead, with high quality music, artefacts and resources. One parent commented that the school encourages their family to get close to God through their work in prayer, whilst another described the school as 'heaven behind closed doors'. Parents believe the school's work in prayer and liturgy has impacted on the children's interest and behaviour at Sunday Mass. Staff ensure that resources, including adult support, provide opportunity for a wide range of significant moments of joy and sorrow. Pupils are confidently supported to lead celebrations of the word and share creative missions with their peers. Well chosen scripture supports pupils' responses, with staff providing guidance which leads to active participation from pupils. The school has rightly recognised that additional emphasis and display of scripture will further strengthen pupils' experiences. Parents speak with admiration about the efforts the school goes to, stating 'I know this is a catholic school with stations of the cross around the school perimeter during Lent and leadership that's great and welcomes every child by name'.

The school's policy on prayer and liturgy is central to prayer life. Leaders, including governors, work to establish age-appropriate and seasonal celebrations. Leaders support a wide range of professional development opportunities for staff who uphold the traditions and rhythm of the Catholic church. Leaders support and encourage all staff to follow a well considered strategy and plan for prayer. Their annual plan of provision successfully informs and guides the high quality collective worship lived throughout each week and term. A range of adults support activities including sacramental preparation, reconciliation and a number of parent workshops which promote pastoral care and wellbeing. Governors and leaders implement their plans carefully and are guided to ensure staff wellbeing is considered. This notion is echoed by the parish priest who is fully supportive of the school's direction and conscious of everyone's wellbeing. There is a vast array of opportunities for celebrations of the word and leaders ensure all staff and pupils are skilled in delivery and evaluation to continually strengthen these experiences. Leaders ensure that traditional prayers and responses are embedded and also that the school's cycle of evaluation leads to purposeful change and continuous improvement as seen in the monitoring work completed by the schools leadership. The impact of this work can be found and fostered from the early years' provision where pupils are appropriately guided, made to feel special and have a sense of belonging, through to the older children who independently share their voice and contribute their thoughts in prayer and liturgy. Leaders, including governors, understand the importance of accurate self-evaluation and have correctly identified points for action to continually strengthen school prayer life.

Information about the school

Full name of school	St Wilfrid's Catholic Primary School
School unique reference number (URN)	138830
School DfE Number (LAESTAB)	3733412
Full postal address of the school	St. Wilfrids RC Primary School, Millhouses Lane, Sheffield, S7 2HE
School phone number	0114 236 5529
Headteacher or Head of School	Mrs Delia Evans
Chair of Governors	
School Website	www.stwilfridssheffield.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Clare CMAT
Phase	Primary
Type of school	Academy
Admissions policy	
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	17 January 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Richard Hilton

Lead

Diane Collins

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