



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St. William's Catholic Primary School
Pilling**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:	St. William's Catholic Primary School
Address:	Garstang Road Pilling Preston PR3 6AL
Telephone Number:	01253 790389
Email Address:	head@st-williams.lancs.sch.uk
School URN:	119630
Headteacher:	Mrs Ela Wort
Chair of Governors:	Mr Mark Butterworth
Lead Inspector:	Mr Chris Wilkins
Team Inspector:	Mrs Michelle Holden
Date of Inspection:	20th October 2015

INFORMATION ABOUT THE SCHOOL

St William's Catholic Primary School is a much smaller than the average sized primary school in Pilling in the Diocese of Lancaster serving the parish of St. William and St. Bernard's.

Almost all pupils are of White British heritage and a small number of pupils are from other backgrounds.

The proportion of pupils eligible for free school meals is slightly above the national average.

There has been a significant decline in pupil numbers since the last inspection.

The school has benefited from support from both the Diocesan Education Service and the Local Authority.

Pupils are taught in two mixed-age classes: Reception, Year 1 and Year 2, and Years 3, 4, 5 and Year 6.

PUPILS	Y Rec	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6	Total
Number on roll	3	5	1	4	2	2	2	19
Catholics on roll	2	2		1		1	1	7
Other Christian denomination		1	1		1	1	1	5
Other faith background								
No religious affiliation	1	2		3	1			7
No of learners from ethnic groups		1		1				2
Total with Statements of SEN					1			1
Total on SEN Register					1			1

Exclusions in last academic year	Permanent	0	Fixed term	6.5
Index of multiple deprivation	B			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St. William's, Pilling	5
St. Bernard's, Knott End	1
St. Mary and St. Michael's, Garstang	1

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	3	3	3	3	20.5
% of teaching time	10%	10%	10%	11.5%	11.5%	11.5%	11.5%	11%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%

STAFFING		ORGANISATION	
Full-time teachers	2	Published admission number	12
Part-time teachers	1	Number of classes	2
Total full-time equivalent (FTE)	2.6	Average class size KS1	9
Classroom Support assistants	1.2	Average class size KS2	10
Percentage of Catholic teachers FTE	100%		
Number of teachers teaching RE	2		
Number of teachers with CCRS or equivalent	2		
Number of teachers currently undertaking CCRS	0		
Chaplaincy staffing	0		

EXPENDITURE (£)	Last financial year 2014/2015	Current financial year 2015/2016	Next financial year 2016/2017
Total expenditure on teaching and learning resources	£3741	£2500	£2500
RE Curriculum allowance from above	£650	£300	£300
English Curriculum allowance from above	£650	£400	£400
Total CPD budget	£1586	£2600	£2600
RE allocation for CPD	£1000	£600	£600

How the school has developed since the last inspection
<p>Robust procedures for gathering baseline and assessment data means that staff are able to assess pupil progress accurately through each key stage.</p> <p>A portfolio of moderated work and annual work scrutiny has been developed to ensure that all staff are clear about levels of attainment for all pupils.</p> <p>Pupils have developed a good understanding of the lives and cultures of people in other countries through a link with a school in Kolkuta in India.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

OVERALL EFFECTIVENESS

St William's is a good Catholic school facing challenging circumstances because of a falling roll and the current instability of teaching staff caused by illness and staff changes.

Pupils enjoy coming to school and feel part of a close knit family community. They get along well together and work hard both in lessons, and more widely by taking on responsibilities such as school councillors, greeters and ambassadors. They are proud of their school and understand the importance of their religious and spiritual life.

The school judges itself to be good, with some outstanding elements. Overall the school is overly generous in its self-evaluation. Whilst there is an understanding of the strengths and areas for development in religious education, the basis for the judgements about Catholic life and collective worship are not secure.

A clear sense of direction and purpose is articulated by the headteacher who is passionate about providing the best possible outcomes for the children of St William's. Governors also have a clear view of the immediate priorities for the school. When it comes to the Catholic Life and Religious Education of the school, actions and analysis are disjointed and leaders and managers do not work closely enough together. There is a need for a culture of openness, and for a willingness from all leaders and managers to agree on actions that will lead to improvement.

The leadership and management of RE are satisfactory and improving. The headteacher is fully committed to the development of RE and knows what is required to ensure best practice. She has worked to ensure good quality teaching of RE and this has led to improved outcomes for pupils. In a recent development governors received a report from the subject leader but are not yet further involved in the monitoring process.

Outcomes for pupils in curriculum RE are good with no significant variation between any major groups. All pupils make good progress from a starting point in line with national expectations and attainment is of a good standard.

Teaching is good and is effective in engaging pupil's interest. Teachers work collaboratively to ensure planning is effective in all classes and meets the needs of all pupils.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Increase the involvement of the school in parish life.
- Ensure that all leaders and managers work more effectively and more cohesively, to develop, monitor and evaluate the Catholic life, collective worship and curriculum RE in the school through a well-focussed improvement plan.
- Review the respective roles of leaders and managers to ensure greater cohesion.

CAPACITY FOR SUSTAINED IMPROVEMENT

3

The quality of self-evaluation, the current low numbers at the school with associated budgetary restrictions, in addition to significant staff absence are a barrier to leaders and managers having the capacity for sustained improvement.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

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

2
3
2

The ways in which leaders monitor and evaluate the Catholic life of the school requires improvement and development. The headteacher has a clear view of the school's Catholic dimension, but this view needs to be shared more widely so that it can be understood and owned by the local community. She works to ensure that Christian values inspire all aspects of school life. There is a strong focus on the prayer life of the school and on promoting the personal development of pupils no matter what their background or ability. There has been a significant change in staff recently and discussions with staff made it clear that the headteacher has worked to ensure that new Catholic and non-Catholic staff in the school have been well supported.

Governors are committed to ensuring that the school fulfills its mission as a Catholic school. There is some good day to day involvement in the life of the school by governors but not enough is made of these visits to inform them about strengths and areas for development. This means that School Improvement Priorities are not thoroughly explored and checked against progress measures. The Catholic life of the school needs to be a stronger focus in meetings in order for governors to evaluate the quality of the work that is going on in school. Following the notes of guidance and proposed agendas issued by the Diocesan Education Service would support school self-evaluation. However, governors do have an understanding of what is required in leading the school. They have ensured that they have the right balance of skills and experiences and they generally use them effectively.

Pupils take on responsibilities and participate constructively in the Catholic life of the school beyond routine lessons. Pupils are reflective and enquiring. They understand that religious beliefs and spiritual values are important to many people and they show an interest in the religious life of others both of the Catholic faith and of other faiths. They participate readily in assemblies, Masses, and ecumenical events, such as the Women's World Day of Prayer. They are secure and ready to express their own beliefs and are considerate to others within school as well as in the wider community. Pupils take part in a number of fundraising activities for a wide variety of charities such as Cafod, Vincent House and the Nepalese Disaster Fund. These events have impacted positively on pupils' moral and personal development.

The school mission statement is at the centre of much of its daily life; behaviour is good, children are articulate and very proud of their school. Prayer features regularly in the daily life of the school with older pupils often leading prayer and assemblies for younger children. The quality of Prayer and Liturgy is good and valued by all members of the school community. During an observed celebration pupils gave thoughtful responses, showing reverence and respect. Parents are very positive about the Catholic life of the school and speak highly of the religious aspects of the school.

In every aspect of school life, the love and care shown by pupils to their schoolmates was evident and is a strength of the school. This strong Catholic ethos is also reflected in the obvious care for the school environment, which is enhanced by well-designed outdoor areas and the effort that has gone into good quality religious displays.

Community Cohesion is important to the life of the school. Pupils play an active part in community initiatives such as Fairtrade and are generous in their support of those in need locally. St William's is an Eco School and the children learn much through participating in eco events such as the annual school's Eco Conference. International awareness is strengthened through a school link with India. Pupils have a good understanding of other faiths and cultures.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

2

3

2

The quality of provision for RE is good. An initial profile on entry shows that a majority of the pupils start school with skills in line with expectations. From the initial profile it is clear that most children arrive at school with some knowledge of the Catholic faith. Teaching and learning are good and the good Catholic ethos, active Catholic life and balanced curriculum ensure that pupils achieve well.

Pupils are taught the traditional prayers of the Church and write their own prayers, which are often used in displays and in informal prayer books. Assemblies and liturgies introduce and reinforce scriptural concepts. Pupils enjoy their RE lessons: they make steady progress through the school to ensure that standards are in line with national expectations by the end of Key Stage 2. Standards in RE are generally in line with those in English, although there is limited evidence of extended writing. Pupils have a good knowledge of prayers and an understanding of the life of Jesus. Pupils demonstrate the Catholic values of the school in particular respect for their fellow pupils. They have a clear understanding of how we are all equal in the sight of God.

The quality of teaching and learning is good with the teaching seen during the inspection being of a good standard. In a lesson in a foundation stage and Key Stage 1 class, pupils were actively involved answering questions about the Vatican; there was an air of excitement; and they were eager to learn and to show enjoyment in their learning. Their use of high level religious vocabulary was particularly impressive. In a Key Stage 2 lesson on the Spiritual Works of Mercy, there was a good pace and most pupils were fully engaged. Older children were particularly knowledgeable about aspects of the Old and New Testaments. Behaviour during all the lessons was very good with pupils enjoying their work and motivated to do well.

In the lessons during the inspection, work was provided to meet the needs of the differing groups of pupils in all classes, but work in the pupils' books shows that work at the level of individual needs is not always provided. Teaching assistants provide very good support to enable all pupils to achieve. Marking is positive and teachers comment on what has been achieved. Pupils' responses to marking can be seen in the pupils' books. "Fix it time" has been recently introduced to ensure a tight teaching focus and assessment criteria with clear progression. Pupils develop well socially and have the opportunity to exercise responsibility as members of the

school council.

When pupils were discussing their work they demonstrated a good understanding of the Catholic faith and of the Mass. Pupils enjoy RE and talk about their favourite lessons and activities. Older pupils speak enthusiastically about the recent work they undertook on the Corporal Acts of Mercy and its impact on them.

Leaders and managers should do more in terms of the monitoring and evaluation of RE. The small number of classes within the school means that the curriculum would benefit from further personalisation and systems put in place to monitor continuity and progression effectively as this is less evident than at the time of the previous inspection. This would ensure that the curriculum represents the needs of pupils currently in the school.

The time allocation for RE meets the requirements of the Bishops' Conference and the curriculum fulfils the Curriculum Directory for Religious Education. In respect of Catholic heritage, pupils benefit from the full engagement in various events such as the Pope Francis' eco-challenge, visits to Catholic churches and a recent visit from Bishop Michael Campbell, OSA.

The parish priest is a regular visitor to the school and he knows the children and their families.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	3
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	3
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	3
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	3	2	2
Religious Education	2	3	2	2