

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: St. William's Catholic Primary School

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School URN: 119630

Headteacher: Mrs E Wort

Chair of Governors: Mr J Dooley

Section 48 Inspector: Mrs A Delaney

Date of Inspection: 2nd November 2010

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

St William's is a small school situated in Pilling, a village in the Wyre District of Lancashire. There are 40 pupils on roll, of which just under 50% are baptised Catholics. The children are taught in two mixed age group classes. There is a 17.5% below average number of pupils on the Special Education Needs (SEN) register and there are 10% of pupils with English as an additional language (EAL). Children are transported, using a dedicated bus service, from the surrounding villages of Stalmine, Knott End and Preesall in order to attend St William's School.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	40
Planned admission number of pupils:	15
Percentage of pupils baptised Catholics:	47.5%
Percentage of pupils from other Christian denominations:	45%
Percentage of pupils from other faith backgrounds:	0%
Percentage of pupils with no religious affiliation:	7.5%
Percentage of pupils from ethnic groups:	10%
Percentage of pupils on the SEN register:	17.5%
Percentage of pupils with Statements of SEN:	0%

Staffing

Full time teachers:	1
Part-time teachers:	2
Number of Catholic teachers:	2
Number of teachers with CCRS:	1

Percentage of time given to RE:

R	10.3%	Yr 4	11.8%
Yr 1	10.3%	Yr 5	11.8%
Yr 2	10.3%	Yr 6	11.8%
Yr 3	11.8%		

Parishes served by the school:

The parish of St William and St Bernard	19
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Overall Effectiveness

1

Capacity for sustained improvement

1

MAIN FINDINGS

St William's is an outstanding school. There is a shared ambitious vision, which promotes high expectations for all members of this small school community. The Catholic mission of the school underpins all of school life and leaders and managers strive to achieve school improvement in all areas. Areas for improvement from the last inspection have been acted upon and good self-evaluation procedures have ensured that ongoing targets are appropriate. Good relationships between all stakeholders are a strong feature of the school.

Children are happy to come to St William's and they demonstrate pride in their school, which means that there are positive attitudes to learning. Pupils make good progress and there is no significant variation between the various groups. Pupils are well supported in their learning and additional support is effectively deployed. Standards are being monitored and achievement throughout the key stages has been an area for scrutiny in order to improve outcomes in Religious Education for all pupils. The school offers many opportunities to contribute to the Catholic life of the school. Pupils show interest in the spiritual and moral values of others and respond in a caring manner to those in need. They are developing independence in preparing prayer and acts of worship.

The school provides a very good Catholic education for pupils. Teaching and learning are good and monitoring and tracking ensures that good progress is made in Religious Education. Parents and carers are kept well informed about teaching, learning and progress. Personalised learning is a strong feature of the school's teaching and learning and this ensures that pupils know their next steps in learning. The quality of Collective Worship is good. Pupils respond respectfully and reverently to acts of worship and are becoming adept in their preparation. The children enjoy the variety of opportunities that are offered to them.

The head teacher, who is also the Religious Education Leader, has a very clear vision for RE and for the Catholic life of St William's. She is committed to leading her school in continuous improvement. She is aware of the needs of her own, and her staff's, professional development. The headteacher provides and seeks support and guidance in developing the Catholic life of

the school and to ensure the delivery of good curriculum Religious Education. The governors provide good support and challenge for leadership. The chair of governors knows the strengths of the school and the challenges that it faces.

Capacity for sustained improvement

Areas for improvement from the last inspection have been acted upon and good self-evaluation procedures have ensured that ongoing targets are appropriate.

The school's capacity for sustained improvement is excellent. The governors, management, teachers and all staff working in school, have a very good overview of recent successes and a clear understanding of areas for further development.

What the school needs to do to improve further

Continue to raise standards in Religious Education by:

- Developing pupil's self-assessment skills through 'I can' statements.
- Linking with other schools and arranging reciprocal visits in order that children can benefit from learning about each other's cultural and faith backgrounds.
- Improving the process of self-evaluation of RE in line with diocesan recommendations.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

1

The pupils enjoy Religious Education and have positive attitudes towards their learning. Year groups contain relatively small numbers and as a result conclusions are based largely on individual outcomes. Evidence shows that, from broadly average starting points, pupils make good progress through the Foundation Stage and through Key Stages One and Two. There is clear evidence that progress has been improving rapidly in recent years and focused teaching has resulted in pupils being eager to do well. They have a

developing sense of religious literacy and their knowledge, skills and attainment are broadly in line with expected standards.

All pupils with Special Education Needs and English as an Additional Language are well supported.

Pupils make a good contribution to the Catholic life of the school and derive benefit from it. The older pupils are willing to take on extra responsibilities and Year 6 pupils are all active members of the school council. Most pupils in the school participate in activities within the class, the school and the local community. They show an interest in the religious life of others and can express their own spiritual beliefs. This was clearly illustrated in discussions with pupils during the inspection where they engaged in spontaneous conversation about other faiths and their own key beliefs.

Pupils understand main celebrations in the liturgical year and celebrate them within their parish community and in wider Christian communities. They show a sense of consideration and justice, which is demonstrated by the good relationships shared within the whole school community, "We all look after each other even the little ones".

Pupils respond to, and participate in, Collective Worship well. They behave reverently and are eager to be active in planning prayer and acts of Collective Worship. Expertise and confidence are growing in this area. Pupils sing joyfully and can engage in silent reflection. They understand religious seasons and show respect for religious artefacts. In the Key Stage 2 worship observed the older children chose suitable scriptural readings and their planning showed maturity. Collective Worship contributes well to the moral and spiritual growth of pupils.

PROVISION

How effective the provision is for Catholic Education

1

The quality of teaching and learning in Religious Education is good. In lessons observed questioning techniques were employed, clear explanations were given and sound use of resources, including ICT, ensured progress was made. The subject knowledge of teachers is good. They plan for individual and group needs and set challenging tasks to enable pupils to reach their potential.

Assessment and monitoring procedures are good. Tracking progress in RE is an integral part of the school's tracking system and contributes to an effective target setting process. Older pupils questioned during inspection knew their targets and could state what they needed to do in order to improve.

The school provides a very good Religious Education curriculum. The parental questionnaire responses were overwhelmingly supportive of the school's provision in RE and of the progress that their children make in the subject. Relevant strategies are employed to ensure that pupils' learning needs are met. Long and short term planning is monitored to ensure that pupils make progress. Visits and visitors have a positive impact on learning and enrich the curriculum. Links have been made with the wider Christian and other faith communities. For example, the local Methodist Minister is a regular visitor to assemblies. The moral and spiritual development of pupils is enriched by the variety of opportunities offered. The curriculum is meeting the requirements of the Bishops' Conference.

Good quality Collective Worship in the school is given high priority and ensures that the needs of the pupils are met. There is clear evidence of pupils' development in the preparation and delivery of this worship. Prayer is central to the life of the school and a range of formal and informal opportunities for prayer is offered. Acts of Collective Worship have a significant impact on pupils, parents and the parish: they are public demonstrations of the ethos of the school.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

1

The school's leadership promotes the Catholic life of the school very well. Governors and staff give the Catholic mission of the school the highest priority and pupil's moral and spiritual development is central to the school's vision. The commitment, dedication and energy of the school's leadership permeates the whole of the school community. The result of this excellent leadership is that self-evaluation, rigorous analysis and planning for future improvement are all well developed, and that pupils actively support and understand the school's mission. However, the self-evaluation process (SEF48) did not always focus fully on the school's development in RE.

Very good procedures for monitoring and evaluation of RE are in place. The HT, who is also RE subject leader, ensures that outcomes of monitoring have a positive impact on teaching, learning, progress and standards. She has high expectations of staff and pupils in school. Plans are in place to effect continuous improvement, as is demonstrated by rising improving results.

Governors challenge and support the Catholic life of the school very effectively. They are active in the planning for continuous improvement and are fully committed to it. They are regular visitors to the school and participate in its Catholic life, interacting positively with pupils and staff. They are active in, and aspire to uphold, their statutory and canonical duties, fulfilling their duties as questioner and supporter of the headteacher.

Developing partnerships with other organisations and providers is a strong feature of leadership. In this quite isolated environment, St William's has forged links with other local small schools, other local faith communities and with people of the parish. Children are therefore able to access further good opportunities for learning. These contacts provide further learning opportunities for pupils.

The school is a highly inclusive community that extends a warm and welcoming sense of belonging. Pupils are encouraged to collaborate with each other through the family atmosphere provided. Parish links are good and the parish priest regularly celebrates Mass with the school community. His active involvement with the school was demonstrated when he helped to establish the vegetable plot with the children. Pupils are given opportunities to engage with wider local communities such as other Christian schools and parishes. It is commendable that the governors and the head teacher have extended the children's experiences to include learning about other faiths and cultures, through work with the 'Building Bridges' programme delivered to Year 6 pupils last year. Further plans are in place to begin to prepare pupils for living in our multi-faith, multi-cultural society. Plans for visiting local places of worship are also in place. Pupils' understanding of local and global issues, including the running of *Fairtrade Week* and response to appeals such as CAFOD's Haiti Appeal, leads to a good sense of responsibility and appreciation of the common good.

Collective Worship promotes respect for those of other faiths and those for those of no faith background.

Summary of Inspection Judgements

Key for inspection grades:

Grade 1 **Outstanding**

Grade 2 **Good**

Grade 3 **Satisfactory**

Grade 4 **Unsatisfactory**

Overall effectiveness	1
The school's capacity for sustained improvement	1
How good outcomes are for children, taking particular account of variations between different groups	1
• How well pupils' learning and their learning in Religious Education	1
❖ The quality of pupils' learning and their progress	1
❖ The quality of learning for pupils with particular learning needs and or disabilities and/or progress	1
❖ Pupils' standards of attainment in Religious Education	1
The extent to which pupils contribute to and benefit from the Catholic life of the school	1
How well pupils respond to and participate in the school's collective worship	1
How effective the provision is in promoting Catholic Education	1
• The quality of teaching and purposeful learning in religious Education	1
• The effectiveness of assessment and academic guidance in Religious Education	1
• The extent to which Religious Education meets pupils' needs	1
• The quality of Collective Worship provided by the school	1
How effective leaders and managers are in developing 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 and plan improvement to outcomes for pupils	1
• How well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils	1
• The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical duties are met	1
• How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being	1
• How effectively leaders and managers promote Community Cohesion	2