

**INSPECTION REPORT**

St William of York RC Primary School

Email: [education@dioceseofsalford.org.uk](mailto:education@dioceseofsalford.org.uk)

Inspection date Thursday 11<sup>th</sup> October 2012  
 Reporting Inspectors Sr Judith Russi  
 Mrs Jacqueline McNally

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Primary  
 URN 105226  
 Age range of pupils 3-11 years  
 Number on roll 260  
 Appropriate authority The governing body  
 Chair of Governors Mrs  
 Headteacher Mrs Geradine Babb  
 Religious Education Co-ordinator Miss Sarah Hudson  
 Date of previous inspection February 2009

| <b>The Inspection judgements are:</b>                           | <b>Grade</b> | Explanation of the Grades<br><br>1 = Outstanding<br>2 = Good<br>3=Requires Improvement<br>4 = Inadequate |
|---|--------------|--|
| Overall effectiveness of the school                             | <b>2</b>     |  |
| The quality of Catholic Leadership                              | 2            |  |
| The quality of the Word of God community                        | 3            |  |
| The quality of the Welcome community                            | 1            |  |
| The quality of Welfare  | 1            |  |
| The quality of Worship  | 2            |  |
| The quality of Witness  | 1            |  |
| The following pages provide reasons to support these judgements |              |  |

## **CHARACTERISTICS AND CONTEXT OF THE SCHOOL**

St William of York RC Primary School serves the parish of St. William of York in Great Lever, Bolton. There are 258 pupils on roll from a wide range of multi ethnic and multi cultural backgrounds. White British 50% Pakistani 16%; Indian 14%; Black African 6% and Eastern European, Roma, Turkish and Middle Eastern 14%. EAL is at 40%. 48% of pupils are baptised Roman Catholic, 11% other denominational Christian, 21% Muslim, 4% Hindu and 4% information not provided.

Almost all children live in areas of low income, however, 50% live in the lowest 10% of super output areas with 29% receiving free school meals. 25% are on the SEN register. On entry pupils tend to be well below age related expectations, with poor social and communication skills. Mobility is variable. The breakfast club and the variety of after school clubs do much to assist the well being of the pupils and support the needs of families.

Since the last RE inspection a new Deputy Head has been appointed and a significant change of staff with most teaching staff having been promoted elsewhere to senior leadership posts, including headship.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

St William of York is a good Catholic school with some outstanding features and some areas needing further improvement. The school is very well supported by the governing body who are fully aware of the areas requiring further development. The senior leadership team operates collegiately with a high level of delegation. The school community works hard to ensure that pupils, their families, especially those in the greatest need, are well supported. The school is now well placed to focus on raising standards in all key stages in religious education and spiritual, moral, social and cultural education. This process will be greatly enhanced by the proposed ongoing professional development for all staff working in the classroom. A higher level of teacher proficiency in scripture and theology should significantly impact on pupil progress and moving the effectiveness of the school from good to outstanding.

## **THE KEY STRENGTHS OF THE SCHOOL INCLUDE:**

- The ethos, relationships, behaviour and care for all within the school is very good.
- The learning environment where pupils work and achievement is celebrated and displayed in a highly professional manner, integrating the spiritual and aesthetic is outstanding.
- The outreach to the local community is a strength of the school.

## **THE QUALITY OF CATHOLIC LEADERSHIP IS GOOD**

At all levels governors, the senior leadership team, teachers and classroom assistance are striving for excellence. Though the senior leadership team possess the necessary strengths to take the school forward a review of roles and responsibilities would better facilitate a greater impact on teaching and learning. The Head teacher and the leadership team have identified the need to further support both the development of 'Worship' and 'Word' across the school. The lack of progress in both areas has been identified as a priority for development through further training and resourcing for all staff. The Parish Priest contributes significantly to the Catholic life of the school and is working with the leadership team to further develop the theology of all staff.

The RE Coordinator is highly organised in her record keeping and management of the curriculum. Further support in monitoring of teaching and learning through classroom observations, and CPD for all staff, will enable the RE curriculum to better meet the needs of pupils.

The Head teacher's knowledge and understanding of the complex needs and challenges facing many families is outstanding. Parents expressed their affection for the school when they said *'I had to move which means I have to walk a long way to get my children here, but I want them in this school'* was a common sentiment.

## **THE QUALITY OF WORD IS REQUIRING IMPROVEMENT**

The school is working to ensure all pupils are able to access the mission statement and identify key sections for each year group to focus on throughout the year. The RE coordinator and the senior leadership team are fully aware of the challenges of the new scheme *'The Way, The Truth and The Life'* and are working on providing further inset so that all teachers are confident in their subject knowledge and more able to meet the needs of all pupils.

Teachers and teaching assistants are enthusiastic and committed to teaching RE and often demonstrated creative and interesting teaching and learning strategies. There was some evidence of good questioning skills by teachers which challenged pupils to think more deeply. Pupils were keen to learn throughout and demonstrated good subject knowledge. However, activities were often pitched too low, lacking challenge and depth. Books were clearly marked and in some cases pupils were responding to teacher comments. However a better understanding and use of higher order questioning skills, independent learning activities with the use of pupil targets; assessment and diagnostic marking indicating what pupils need to do to improve, would greatly enhance pupil learning.

Behaviour for learning was outstanding. Pupils were clearly keen to learn and enthusiastic. The religious diversity amongst the pupils is recognised and celebrated. Pupils clearly enjoy talking about their faith background and felt at ease doing so. Peoples learn about other faiths through the scheme. This would be further enriched by a greater participation by parents of other faiths being invited to talk about their faith to the appropriate classes.

Spiritual, moral, social and cultural education is well demonstrated through the display of pupils work. Some pupils were able to make links across the curriculum which referenced Christian stewardship and care for the planet as being part of their faith.

## **THE QUALITY OF WELCOME IS OUTSTANDING**

There is a positive welcoming culture which permeates the whole school and is clearly demonstrated by both the staff and children. The outstanding displays exhibited throughout the school assist in contributing to a warm and welcoming atmosphere whilst at the same time celebrating children's exemplary artwork. The enthusiastic and dedicated staff work hard to create a school where children can thrive both spiritually and academically.

All members of the school community are proud of their school and it is clear from discussions with staff, parents and children that everyone feels that they are a valued member of the school family. The school recognises and celebrates diversity and children of all faiths feel welcomed and valued. As a result of the strong Catholic ethos children show respect and consideration for each other and the importance of the dignity of the individual is clearly evident. A calm and caring ethos pervades the school, children's behaviour is outstanding and relationships are strong, bearing witness to Christ being at the heart of the community.

Parents are kept informed about the religious education curriculum and events in school through the school newsletters and the website. They are regularly invited to attend the school Masses and weekly 'Come and See' Assemblies and as such parents clearly feel that they play an integral role in the spiritual and academic life of their child.

## **THE QUALITY OF WELFARE IS OUTSTANDING**

The whole school community strives to enable pupils to grow in their learning whilst nurturing their spirituality, overcoming social barriers to successful learning and creating a positive climate which supports the development of the whole person. The close partnership with outside agencies such as Safeguarding, National Health Service, Police, Behaviour Support, Early Intervention and other professionals meets the complex needs of all children. The excellent 'Breakfast Club' is open to all children and the staff ensure pupils use their time productively playing games such as Chess, and musical instrument tuition. After school activities further enhance the welfare of the children and provide a safe and loving environment.

Developing pupil responsibility and service to the community is celebrated through the Sunflower Cup and badge awarded weekly to pupils who have made a positive difference. Through Enterprise Weeks, non uniform days and St Joseph's Penny children fund raise for CAFOD and the Catholic Children's Rescue Society.

The policy for sex and relationship education is regularly reviewed by governors and set within the beliefs and values of the Church. The dignity and sacredness of life is paramount in the pupils learning.

Behaviour is consistently outstanding. Pupils expressed their happiness at being in a school which is well run and happy. There was a clear understanding of procedures for addressing any bullying or unkind behaviour. Pupils were proud to be part of the school council and experienced no barriers to being heard. The use of the House system enables children of all ages to mix and share their day together for assembly and lunch. Pupils clearly understood the need to be responsible and care for each other.

### **THE QUALITY OF WORSHIP IS GOOD**

Prayer and worship form a central part of school life and all members of the school community often gather together to celebrate Mass. Throughout the school and in each classroom there are focal points for worship and these are clearly valued by the children. Children are invited to write their own prayers and these are shared in the class collective worship. Opportunities for prayer exist throughout the day. The senior leadership team work hard to promote and encourage worship in the community, using values and Church celebrations as prompts for worshipping God. Parents are regularly invited to the 'Come and See' Assemblies which often have a religious focus.

Upper Key Stage 2 children have recently completed fourteen beautiful pictures of the Passion of Our Lord in batik and silk and these are displayed in the school hall. These pictures have been used as a focus for prayer and reflection.

In order to develop worship further the school needs to increase pupil involvement so that by the end of Key Stage 2 children are able to plan, write and deliver acts of collective worship. Children now need to be provided with the opportunity and the skills to take on a leadership role in developing opportunities for prayer and worship. The senior leadership team have correctly identified the need to focus on staff CPD and this should help the school to further develop the quality of worship.

### **THE QUALITY OF WITNESS IS OUTSTANDING**

The staff and children clearly demonstrate and witness to justice, compassion, reconciliation, love and forgiveness in their relationships. Throughout the inspection the children were observed to treat each other with respect and consideration and at all times the children's behaviour was outstanding. Children are being prompted by staff to think about how they can be a witness in everything they do and how they can 'follow in the footsteps of Jesus'. The relationships between staff and children are positive and children state that they feel safe and happy in school.

The school Mission Statement underpins the work of the school and helps both the staff and the children to think about how they can be witnesses to the beliefs and values of the Christian community. Staff are invited to reflect on the Mission Statement each year and consider how it influences their personal life.

Children, staff and parents are very proud of their school and model the ethos that the school promotes in its Mission Statement – 'We follow the life and teachings of Jesus and His values of love, openness, forgiveness and hope'. In an EYFS lesson the children were provided with the opportunity to reflect how they are all different but very special to God, a message stated in the Mission Statement – 'We know that each one of us is special in God's eyes and in his heart'.

Children recognise the need to care for the world that God has given us and evidence from display work shows that the children are taught to care for the environment. The children are also encouraged to recognise the need to care for those in society who need our help and the school participates in a number of fund raising activities - CAFOD, St Joseph's Penny and the Catholic Children's Rescue Society.

The staff are supportive of the senior leadership team in trying to achieve and further develop the school as a witnessing community. There is a strong sense of that the staff are working together towards the shared vision that the Mission Statement sets out.

**AREAS FOR DEVELOPMENT:**

1. Review and redefine the roles of the senior leadership team in order to facilitate the raising of standards of teaching and learning at all Key Stages and further develop the Catholic life of the school.
2. Review and support the role of the RE coordinator to ensure a wider responsibility for the development of the RE curriculum, its development, assessment, monitoring and evaluation.
3. Provide theological development for all staff in order to better understand the topics in the new RE scheme.
4. Undertake a review of Worship across the school to ensure all pupils are provided with the appropriate formation and education in prayer, worship and liturgy.

6<sup>th</sup> November 2012

Dear Pupils

Thank you for making my visit to St William of York so enjoyable when I came to inspect your school for the Bishop. I really enjoyed being with you. St William of York is a good school and some areas of what you do individually and together are outstanding.

I enjoyed being part of your lessons and was sorry not to see everyone. Thank you for showing me so much of your work and activities. I could see that you are very proud of your school and all that you have achieved together. I was particularly impressed by your excellent art work and the high standard of display celebrating your achievements.

Your teachers are helping you to do well and I was very impressed by your excellent relationships and behaviour which helps everyone to learn in a happy environment. Your 'Come and See' assembly demonstrated just how talented you are. However, your teachers are going to develop your knowledge and understanding of prayer and worship further so that you can explore the many rich traditions of prayer in the Church.

You have started using your new RE programme and as your teachers continue to develop each topic they will be working with you on your personal targets and religious literacy. Many of you have a very good knowledge and understanding of your faith so this should help you to do even better.

God bless you all and have a really happy term.

Yours sincerely

Sr Judith Russi

(Section 48 Inspector)

## **SUMMARY REPORT TO PARENTS**

On Thursday 11th October 2012 the school was inspected in accordance with Section 48 of the Education Act 2005. The full report has been made available to the school and can also be accessed via both the school website and the Education section on the website of the Diocese of Salford.

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