



DIOCESE OF
SHREWSBURY

SECTION 48 INSPECTION REPORT:

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

School:	St Werburgh & St Columba Catholic Primary School
Address:	Lightfoot Street Hoole Chester CH2 3AD
Tel No:	01244 981228
URN:	310586
Headteacher:	Mrs K Oates
Chair of Governors:	Rev R Cooke
Date of Inspection:	31 October 2012
Inspectors:	Mrs S Lyonette Mrs A Cassidy Mr P Sharp

*The love of Jesus Christ is at the heart of all we do.
We provide a welcoming atmosphere
In which we respect the uniqueness of each person
in our school community and the wider world.
We provide an excellent Catholic education
through which all can thrive
and achieve their full potential.*

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		49	50	51	50	50	42	46	338
Catholics on roll		40	39	44	41	41	32	40	277
Other Christian denomination		5	7	5	6	6	9	5	43
Other faith background		0	0	0	0	0	0	0	0
No stated religious affiliation		4	4	2	3	3	1	1	18
Number of learners from ethnic groups		12	12	8	8	5	7	1	53
Total on SEN Register		4	2	2	8	5	6	5	32
Total with Statements of SEN		0	0	0	0	0	1	0	1
FSM		0	6	5	3	6	4	1	25

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

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Werburgh's Church	132
St. Columba's Church	145

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
Chester Catholic High School	32
Upton High School	5
Christleton High School	1
Bishops High School	1

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	2	2	2	2.5	2.5	2.5	2.5	16
Total RE teaching time (Hours)	-	76	76	76	95	95	95	95	608

STAFFING	
Full-time teachers	11
Part-time teachers	8
Total full-time equivalent	15.1
Support assistants	19
Percentage of Catholic teachers f.t.e.	68%
How many teachers teach RE (P) f.t.e.	15.1%
Number of teachers with CCRS or equivalent	6
Number of teachers currently undertaking CCRS	1

Published admission number	50
Number of classes	12
Average class size KS1	25
Average class size KS2	31

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2010/11	Current financial year 2011/12	Next financial year 2012/13
RE	£800	£800	£1200
English	£1000	£1000	£1000
Mathematics	£800	£800	£800
Science	£400	£400	£400

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	2
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How effective the school is in providing Catholic Education

St Werburgh's and St Columba's Catholic Primary School provides a good Catholic education and has some outstanding qualities. With the support of the governors, the effective leadership of the senior leaders and the dedication of the staff, the teaching and learning in Religious Education have improved significantly since the previous inspection. The staff and governors are fully committed to providing a safe, nurturing environment where pupils learn the importance of gospel values in their daily lives, and because of this, pupils feel that their school is a caring and friendly place to learn and play.

There is a welcoming atmosphere in the school that reflects clearly the commitment and dedication of the senior leaders, staff and governors to providing an environment where all pupils and adults are respected and "follow Jesus' footsteps to love, learn and laugh".

What the school could do to improve further

- Explore ways of involving governors and staff in evaluating and developing the Religious Education curriculum and the Catholic life of the school.
- Prioritise the areas identified for improvement in the Religious Education Development Plan with clearly planned timescales for implementation and evaluation.
- Continue to develop assessment procedures so that senior leaders are confident there is consistent and accurate levelling across the whole school.

PUPILS	2
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How good outcomes are for pupils, taking account of variations between different groups

The pupils are happy and confident. There are many systems in place to ensure that all pupils benefit from the good teaching and learning opportunities offered to them. Pupils engage positively with the activities planned for them by their teachers. Most pupils make good progress and the monitoring, evaluation, planning and assessment procedures developed since the last inspection are having a positive impact on progress. Where pupils are encouraged to take on challenges in lessons the learning opportunities are outstanding. Pupils from the Early Years Foundation Stage through to Year 6 are offered opportunities to work as individuals, with partners and in groups; this enables them to develop independence, respect and tolerance. Pupils in Key Stage One are already learning key skills that enable them to have meaningful discussions that significantly enhance their progress.

Pupils enjoy their Religious Education lessons and, relative to their starting points, many pupils make good progress in their knowledge and understanding of the teachings of Jesus and what this means for them in everyday life. The learning and progress of pupils with particular learning difficulties is good because the governors have prioritised support for these pupils. The adult support in each class is a key feature and is having a positive impact on the learning and progress of all pupils.

A number of lessons observed were outstanding. In all lessons pupils' behaviour was exemplary; pupils worked with enthusiasm and no inappropriate behaviour was observed throughout the day.

Members of the School Council told us that teachers are fair and give them many opportunities to do interesting activities. All members of the School Council knew they could share any worries that they may have with an adult. There are also anti-bullying boxes in each classroom. Pupils were able to tell the inspectors about their favourite miracles and parables. Members of the Mini Vinnies spoke enthusiastically about the charities pupils support and the variety of ways in which they raise funds. They felt their involvement in the Mini Vinnies was worthwhile and hope to carry this on in secondary school, as it is a "good experience and brings you close to God".

The whole school Collective Worship, led by the Headteacher, was prayerful and relevant to the lives of the pupils. Behaviour and responses from pupils indicated that this is very much part of the Catholic life in the school. All pupils remained focused and joined in enthusiastically with the songs of praise and prayers.

PROVISION	2
<p><u>How effective the provision is for Catholic Education</u></p> <p>The lessons observed supported the findings of the Senior Leadership team. In classes where teachers challenged the pupils with appropriate questions, teaching was good or better. Staff are committed to developing the new Religious Education scheme, 'The Way, The Truth and The Life'. They have attended Diocesan training as well as staff meetings led by the Religious Education leader. Since the last inspection marking and feedback to pupils has improved, and this is having a positive impact on pupils' progress.</p> <p>The range of effective teaching techniques and teachers' use of technology is a positive aid to learning in Religious Education lessons, and because of these features pupils enjoy their learning and are motivated to do their best. Teachers in the Early Years Foundation Stage assess the children's knowledge and understanding of religion when they start school, so they can plan activities to meet their varied abilities. One parent commented that after only one half term in Foundation 2 her son's "spiritual development has already progressed" and he is "more aware of prayer being a special time" to talk to God.</p> <p>Assessment has also been developed effectively since the last inspection and the introduction of 'The Way, The Truth and The Life' has necessitated the implementation of new procedures. When these procedures are embedded and consistently applied, the effectiveness of what teachers plan will enable pupils to further improve their knowledge and understanding in Religious Education.</p> <p>All staff are committed to nurturing the pupils' spiritual and moral development and this is helping them to develop an understanding of Jesus' teaching. The special educational needs co-ordinator (SENCO) and learning mentor have introduced a six week emotional and wellbeing programme that all pupils access in the Quiet Room during the year. They can also access the Quiet Room independently during break and lunch times. This room has been carefully designed to create a happy, safe place enabling pupils to be calm and explore appropriate activities, which develop social and emotional skills and abilities to make the right choices.</p> <p>The Parish Priests visit the school to say Mass and visit classes when invited, which means that there are opportunities for parents and governors to attend Masses and Collective Worship during the year. Parents' questionnaire responses indicated that parents appreciated and enjoyed "the many opportunities to celebrate Mass and other religious occasions with my child". Whilst the quality of Collective Worship is good and is given a high profile in the school, in order to be even better, pupils would benefit from more opportunities to plan and lead a wider variety of Collective Worship and class prayer times.</p> <p>The provision for Catholic Education and the pupils' response to this provision is good with some outstanding features.</p>	

LEADERS AND MANAGERS	2
<p><u>How effective leaders and managers are in developing the Catholic Life of the school</u></p> <p>The leaders and managers carry out their roles within the spirit of the school Mission and relationships in the school are built on Gospel values of love, respect and trust. The provision for pupils' spiritual and moral development is good. The senior leaders and staff are excellent role models for the pupils. The Collective Worship; the partnerships with parish and local community; the commitment to raising awareness and funds for various charities; the numerous responsibilities offered to children and the effective support systems in place ensure that the Catholic life of the school is nurtured through all that is undertaken.</p> <p>The senior leaders have been instrumental in the very positive improvements that have taken place since the last inspection. The staff have supported the developments in assessment, monitoring and evaluation, which have led to good and outstanding teaching and learning opportunities. The implementation of a more strategic plan, for Religious Education development, would further improve the progress already made, and offer support to the senior leaders.</p>	

The Governing Body is highly supportive of the head teacher and school staff. They are informed regularly about school life; however, more opportunities for evaluating the impact of the school's plans for Religious Education and Catholic Life of the school would further enhance their contribution to the Catholic dimension of the school.

The partnerships senior leaders, staff and governors have built with parish and the wider community are outstanding. There are well established links with both parishes and catechists are committed to supporting the sacramental programme by leading meetings for parents of children in Year 3 and arranging prayer partners, which provides a link between three generations. Members of staff are involved in the children's liturgy groups, which operate in both parishes. Two members of staff run a valuable parenting course. Strong links with Chester Catholic High school include Year 6 retreat days, music events and day visits. Staff are keen for pupils to take part in local community projects, such as the Big Sing and Chester Mystery Plays, as well as raising funds for local and world charities.

The questionnaires returned by parents indicate overwhelming support for the staff and the education they provide for the children. The pupils' questionnaires indicate clearly that they feel valued and safe, and know that there is always someone to go to if they are worried.

The senior leaders, staff and governors are clearly committed to the promotion of partnerships and community cohesion. They make time to take part in, and contribute to, projects and experiences that deepen the pupils' appreciation of the importance of community and their acceptance and appreciation of the diversity and differences within that community. The partnerships developed with parents, carers, parishes and local community are outstanding.

PARENTS QUESTIONNAIRE

72 questionnaires returned.

	please tick	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	68%	32%			
2	I am happy with the values and attitudes that the school teaches	79%	19%	2%		
3	I am made to feel welcome in school	79%	21%			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	56%	38%			6%
5	The school gives me a clear understanding of what is taught in Religious Education	64%	34%			2%
6	The school enables my child/ren to achieve a good standard of work in Religious Education	66%	30%			4%
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	56%	38%			6%

PUPILS QUESTIONNAIRE (YEAR 2)

		Yes	Sometimes	No
1	I like being at this school.	76%	24%	0%
2	I learn new things in Here I am lessons.	92%	8%	0%
3	I enjoy learning about Jesus and how to live as His friend.	90%	10%	0%
4	I have to work hard.	92%	5%	3%
5	My teacher helps me when I get stuck so I can make my work better.	70%	30%	0%
6	My teacher listens to me.	92%	5%	3%
7	When I am unhappy there is always an adult I can talk to.	100%	0%	0%
8	I get praise when I do my best.	73%	27%	0%
9	Other children are kind and behave well	74%	20%	6%
10	I am happy on the playground.	74%	23%	3%
11	I am allowed to help in class and around school.	92%	8%	3%
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.			

PUPILS QUESTIONNAIRE (YEAR 6)

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	39%	50%	11%	0%
2	Do you find out new things in Religious Education lessons?	42%	53%	5%	0%
3	Are your Religious Education lessons interesting ?	13%	50%	34%	3%
4	Do you get help when you are stuck?	60%	32%	8%	0%
5	Do you have to work hard?	53%	26%	21%	0%
6	Do teachers show you how to make your work better?	50%	42%	8%	0%
7	Do other children behave well?	6%	74%	20%	0%
8	Are teachers fair to you?	63%	24%	13%	0%
9	Do teachers listen to your ideas?	73%	24%	3%	0%
10	Are you given responsibility?	52%	18%	24%	6%
11	Do you enjoy your times of prayer together?	58%	29%	13%	0%

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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<u>OVERALL EFFECTIVENESS OF THE SCHOOL</u>	
How effective the school is in providing Catholic Education	2
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Catholic education	2
How effective leaders and managers are in developing the Catholic life of the school	2
The school's capacity for sustained improvement	2

<u>PUPILS</u>	
How good outcomes are for pupils, taking into account of variations between different groups	2
How well pupils achieve and enjoy their learning in Religious Education	2
<ul style="list-style-type: none"> <i>The quality of pupils' learning and their progress</i> 	2
<ul style="list-style-type: none"> <i>The quality of learning for pupils with particular learning needs and/or disabilities</i> 	2
<ul style="list-style-type: none"> <i>Pupils standards of attainment in Religious Education</i> 	2
The extent to which pupils contribute to and benefit from the Catholic life of the school	2
How well pupils respond to and participate in the school's collective worship	2

<u>PROVISION</u>	
How effective the provision is for Catholic Education	2
The quality of teaching and how purposeful learning is in Religious Education	2
The effectiveness of assessment and academic guidance in Religious Education	2
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	1
The quality of Collective Worship provided by the school	2

<u>LEADERS AND MANAGERS</u>	
How effective leaders and managers are in developing the Catholic life of the school	2
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils.	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	2
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	2