



St William's RC Primary School

Elwick View, Trimdon Village, County Durham, TS29 6HY

School Unique Reference Number: **114259**

Inspection dates: 05 – 06 October 2017

Lead inspector: Mary Tate

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St William's RC Primary School is an outstanding Catholic school because:

- It is a very welcoming, family community where the well-being and personal development of each child is central to its mission.
- The Catholic Life of St William's is outstanding. Governors, senior leaders and staff have a shared vision of the Catholic mission and ethos of the school.
- The quality of Collective Worship is outstanding because it is central to the life of the school. Staff and pupils plan and lead high quality acts of worship where all pupils act with deep reverence and respect.
- Religious Education is good. Good teaching and subject knowledge ensure most pupils make good progress over time. Pupils enjoy their learning and concentrate well.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St William's is a much smaller than average sized primary school which serves the parishes of St William's, Trimdon, St Joseph's, Coxhoe and St John Fisher in Sedgefield. The school community is primarily English speaking and mainly of white British heritage. The proportion of pupils known to be eligible for the pupil premium is well below the national average. The proportion of pupils supported by school action plus with a statement of special educational needs is well below average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further improve teaching and learning by:
 - Developing marking and feedback for learning so that all pupils are clear about how well they are achieving and make further progress.
 - Ensuring pupils have time to respond to feedback, giving them confidence to develop their learning and understanding.
 - Ensuring staff have opportunities to share good practice with assessment and develop confidence with levelling pupils' work.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- The mission statement, 'Working Hard, Inspiring Others', is central to the life of the school and is understood and fully embraced by all pupils in their daily school life. Pupils feel valued and confidently express their views. Their behaviour is exemplary.
- Staff, parents, governors and pupils are rightly proud of their school.
- Pupils have a deep sense of belonging and staff, parents and governors speak about the importance of this nurturing, family environment where pupils make a contribution to the Catholic Life of the school from a very early age.
- Pupils demonstrate a good understanding of how they live their lives and how they treat others. They talk with pride about the various charity work the school supports, including the local food bank, CAFOD and Macmillan Cancer Support.
- Governors are proud of the strong Catholic ethos, which they feel is highly visible and underpins all aspects of school life.
- The school is inclusive and has embraced all of its families as part of the school community. One parent commented that this is a family school where everyone helps each other. Another parent felt proud that children embrace their faith so that it becomes a way of life.

The quality of provision for the Catholic Life of the school is outstanding.

- The school's mission statement is embraced and lived out by all. The learning environment reflects and celebrates the school's Catholic character with welcoming displays and opportunities for prayer.
- Excellent relationships exist within the school community. Staff are appreciative of the supportive environment and see respect and relationships as a key strength of the school.
- Governors are committed to seeing the school thrive and see Catholic Life as the core of the school's mission.
- Staff, governors, parents and pupils are all encouraged to be involved in school life and communication is seen as a strength of the school.
- The school is a prayerful community where all members of the community, including non-Catholic families, feel welcomed.

- Clear policies and procedures are in place which are carefully planned to reflect the Catholic Life of the school for both pupils and staff. They provide high levels of support for pupils, staff and the wider community.
- Relationships and Sex Education (RSE) is taught throughout the school at age appropriate levels and it is in line with the teachings of the Catholic faith.
- The behaviour of pupils in and around school is exemplary. Pupils are confident and considerate and feel any issues, when they arise, are dealt with swiftly by staff.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The headteacher and senior leaders are deeply committed to the Church's mission in education. They have a clear understanding of the vision of Catholic education and are well respected in the school community.
- Leaders ensure that Catholic Life is given the highest priority by ensuring opportunities and celebrations are planned across the year which promote pupils' spiritual and moral development. They know their school well and conduct a range of monitoring activities, including questionnaires.
- Governors and the parish priest make a significant contribution to the Catholic Life of the school. They are highly visible in the school community and passionate about the school's mission. They consistently communicate high expectations, and are well informed about school strengths and areas of development.
- The school has very successful strategies for engaging parents and carers, regularly seeking their views. Parents feel that the Catholic ethos is strong and they are very supportive of it. One parent commented that they felt the school gave their child a strong moral grounding and taught children to be tolerant and accepting of others.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is outstanding.

- St William's is a prayerful community where worship is a regular and meaningful part of the day. All pupils are enthusiastic in their response to Collective Worship. This is evident in their keen participation in liturgies, particularly their gathering and prayerful reflection.
- Pupils take an increasing lead in planning, preparing and leading liturgies in class and larger groups throughout the school. Year six pupils act as liturgical facilitators in their class and help organise focal prayer areas and liturgies.
- During the inspection, older pupils confidently led a liturgy around the theme of love, including a drama on the parable of the Prodigal Son. They created an atmosphere of reverence and respect among younger pupils and showed confidence in using resources and developing a variety of prayer styles appropriately.
- From the earliest ages pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- Adults provide excellent role models for pupils in their response and participation in liturgy and this is evident when pupils lead their own liturgies.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is central to school life. From their earliest days, pupils are taught how to create an atmosphere for prayer, and praying together is a key part of the daily experience for staff and pupils.
- Pupils, parents and staff speak positively about, and embrace, the experiences offered. One parent added that the prayerful atmosphere of the school, centred around a love of God and neighbour, pervades all aspects of school life.
- There is a palpable sense that this is a Christ centred, praying community and there are many opportunities for pupils to develop their spirituality. Governors described their vision for the school is to put Christ at the centre of everything.
- The Collective Worship policy provides a clear structure for staff to ensure there are a variety of opportunities for staff and pupils to pray together regularly.

- School leaders have an excellent understanding of the church's liturgical heritage, its rites and seasons and are committed to ensuring pupils' experience is of the highest quality. As a result, provision for Collective Worship is outstanding.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- Leaders have a well-developed knowledge of Collective Worship and set a high standard in school with well-planned liturgical experiences. They ensure that their expert knowledge of how to plan and deliver worship is shared with staff.
- They lead by example ensuring that pupils and staff develop a thorough appreciation of the rites, symbols, traditions and seasons of the church's year. The school have recently embraced the theme of Oscar Romero into their worship calendar.
- The school actively seeks the views of pupils, staff and parents and responds readily to feedback in a systematic and thorough way. Governors and staff spoke proudly about seeing the school community as constantly evolving and building on existing strengths and practices.
- Parents appreciate the welcoming and family community the school offers when they are invited to join in acts of worship in school and in church. One parent commented that they feel liturgies and prayers are the heartbeat of the school.
- Sacramental preparation follows diocesan guidelines and the school works closely with the parish to give pupils all the support they can.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

2

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How well pupils achieve and enjoy their learning in Religious Education is good.

- Almost all pupils enjoy Religious Education and can explain its value. They understand that it is a core subject and are keen to do well. They work hard during lessons and behaviour for learning is excellent.
- Pupils make good progress across the early years stage as their personal needs are very well met as soon as they enter school. They continue to make good progress throughout key stage one and key stage two.
- They were seen making good progress during lessons and showed a good level of understanding of topics they were studying. One pupil commented that they enjoyed climbing the ladder of knowledge in Religious Education lessons.
- Data analysis and work scrutiny indicate standards of attainment are at least in line with diocesan averages.
- Inspection finding and evidence provided by the school shows no notable differences between groups of learners. Pupils identified as having special educational needs make good progress because of the quality of targeted support from staff.

The quality of teaching and assessment in Religious Education is good.

- Teaching and assessment is good. Most teachers have high expectations, plan interesting lessons and set appropriate targets for pupils to achieve in their work. Consequently, from their starting points most groups of pupils make good and sustained progress.
- Teachers demonstrate high expectations of behaviour and engagement and, as a result, pupils concentrate well and take great pride in their work.
- Teachers systematically and effectively check pupils' understanding throughout lessons, intervening when necessary, to enhance pupils' learning.
- The standard of marking and feedback varies. There are some excellent examples of focused marking, however written comments by teachers on steps to improve learning are not used consistently throughout the school. Where they do exist, pupils are not given sufficient opportunities to respond to teacher comments to enhance learning.
- Effective assessment procedures are embedded into Religious Education which inform the teacher of the level at which pupils are working. These are not always accurate and staff need a more secure idea of attainment at each level.

- Additional adult support is used well, ensuring good progress for most pupils. Relationships between teachers and pupils are very good.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- The headteacher, along with the Religious Education coordinator, provides effective leadership in Religious Education which ensures pupils make good progress and that standards continue to rise. They are supported well by a dedicated staff who are all ambitious for the school's continued improvement.
- Because of this good quality leadership, Religious Education has a prominent profile in the school and makes a positive contribution to the moral and spiritual development of pupils. It is comparable with other core subjects in terms of staffing, curriculum resourcing, finance and curriculum time.
- The curriculum, based on 'Come and See' enables pupils to gain first hand quality experiences of the liturgical life of the Catholic church.
- Leaders, including governors, conduct a range of monitoring activities of provision and outcomes in Religious Education, including work scrutiny, lesson observations and planning scrutiny. They use this monitoring analysis in their self-evaluation of the school's strengths and areas for improvement.
- The school has strong links with the parish and works closely with other Catholic schools in the cluster on joint moderation of standards in Religious Education.
- Governors are well informed and knowledgeable about the school's strengths and further areas for development. They are regular visitors into school and provide appropriate challenge to the headteacher and senior leadership team.
- Sacramental preparation is delivered well and in accordance with diocesan policy. There are strong links with the parish and parents speak very proudly and positively about the work of parish catechists.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**1****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for 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.

1

COLLECTIVE WORSHIP:**1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

SCHOOL DETAILS

School name	St William's RC Primary School
Unique reference number	114259
Local authority	Durham
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
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