

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ST. WILLIAM'S CATHOLIC PRIMARY SCHOOL  
YOUNG STREET, BRADFORD, WEST YORKSHIRE BD89RG

School URN

107330

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Chair of Governors

Mrs. P. Stockdale

Acting Headteacher

Miss C. Gardner

RE Subject Leader

Mrs. S. Teal

Date of Inspection

11<sup>th</sup>-12<sup>th</sup> November, 2013

Section 48 Inspector

Mr. David Gott

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

2

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

**OUTCOMES FOR PUPILS**

1

**THE PROVISION FOR CATHOLIC EDUCATION**

2

**LEADERS AND MANAGERS**

2

**Summary of key findings:**

**This is a good school with outstanding aspects.**

- The life of St. William's school is firmly rooted in the person of Jesus and the teachings of the Catholic Church, as proudly proclaimed within the school's Mission Statement.
- The Church's liturgical year is the basis for the school's spiritual life and gives shape and rhythm to the Religious Education (RE) curriculum and the school's seasonal calendar.
- There is a very strong "family feeling of belonging" at St. William's, where pupils' diverse heritage is both welcomed and celebrated.
- Staff and governor morale is high.
- A cohesive and determined school governance and leadership team is in place which is firmly focused on effecting further school improvements in RE/Catholic Life.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils' active participation in and response to the high quality of Collective Worship (CW) provided is outstanding.
- The quality of teaching and learning in RE/Catholic Life is mainly good with some outstanding but none is inadequate.
- Pupils' attitudes and behaviour in RE are a strength of the school.
- The quality and standard of the pupils' RE/ art work, particularly in the public areas of the school, are of a high standard.
- All canonical and statutory requirements are met.

## What the school needs to do to improve further

- Raise pupil attainment and progress in RE by further improving the quality of teaching and learning in RE lessons –
  - Raising the percentage of outstanding RE teaching by sharing the already existing expertise within the school and accessing appropriate Continuous Professional Development (CPD) RE training opportunities – particularly those available through the Leeds Diocese and the Bradford and Keighley Catholic School's Partnership (BKCSPP).
  - Consistently planning, delivering and evaluating appropriately challenging learning objectives and success criteria, to further accelerate pupil progress and learning in RE.
  - Fully embed the assessment procedures of the RE Programme of Study "The Way, the Truth and the Life" (WTL), especially the levelling and moderation of pupils' RE work.
  - Consistently apply the school's marking and feedback policy in RE to appropriately signpost pupils to "next steps" in their RE learning.
  
- Deepen and enrich the Catholic Life of the School -
  - Working in partnership with Leeds Diocese and BKCSPP, provide access to high quality CPD opportunities in RE/Catholic Life for all staff (teaching and support) and governors, to strengthen and deepen knowledge which will enable them to play their full part in implementing the school's Mission Statement.
  
- Governance
  - Develop the role of the governing body as "critical friend" to the school's Senior Leadership Team in its task of raising standards of RE/Catholic Life of the School.
  - Bid for funding to enable a phased programme of security fencing to be erected around the perimeter of the extensive school grounds.

## Information about this inspection

The Inspection of St. William's Catholic Primary School, Bradford was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- how good outcomes are for individuals and groups of pupils at St. William's School;
- the quality of teaching and how purposeful pupil learning is in RE;
- the quality of CW provided by the school and how well pupils respond and actively participate;
- the effectiveness of leaders, governors and managers in promoting, monitoring, evaluating and further developing Catholic Education at St. William's.

Evidence was gathered from:

- three acts of classroom based, pupil led, Collective Worship (CW) covering all key stages;
- two acts of whole school, CW - 1pupil led and 1teacher led;
- five full RE lessons covering all key stages;
- four meetings with representative groups of parents, pupils, governors and staff;
- one meeting with the school chaplain (Parish Priest);
- three meetings with the RE subject leader and the headteacher;
- scrutiny of pupils' RE workbooks and digital based media, covering all key stages and ability groups;
- scrutiny of RE subject leader's monitoring and evaluation records, including RE/ CW policy documentation and pupils' RE progress tracking data;
- sampling of planning and digital media evidence of school assemblies and seasonal school/parish liturgical celebrations, plus local, national and international charitable fund raising activities undertaken by the school;
- scrutiny of CPD RE/Catholic Life records;
- scrutiny of RE budget allocations.

### **Information about this school**

- St William's is a slightly smaller than average-sized one form entry Voluntary Aided Catholic Primary School, located close to the city centre of Bradford, serving the needs of the recently reconfigured parish of St. Blaise in the Catholic Diocese of Leeds.
- The school has a published admission number of 30 full time reception and 26 part time nursery (morning) places. Currently 220 pupils (including nursery) are on roll. Of these 49% are Catholic.
- The school is staffed by 10.98 (full time equivalent) teachers. Of these 2.8 (fte) are Catholic Teachers. One teacher holds the Catholic Certificate of Religious Studies (CCRS). No teachers are currently undertaking CCRS. Nine teachers teach RE
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs, is slightly below national average.
- St. William's serves a very diverse community. The proportion of pupils with English as a second language is higher than the national average. (Currently 19 different languages are spoken within school.)
- Pupil mobility is above national average with pupils joining and leaving the school roll at times other than those expected.
- Since the last Section 48 Religious Education (RE) Inspection (July 2009) there has been a change of chair of governors, vice chair, governor with responsibility for RE, headteacher and RE subject leader. The school has also adopted the RE programme of study "The Way, the Truth and the Life" (WTL).
- The school has successfully developed a number of productive networking links with Bradford L.A.; the Diocese of Leeds; local /Catholic Secondary Schools; Leeds Trinity University; Bradford College; "Catholic Care", the BKCSP and others.
- During the last academic year the school was very successfully supported by an experienced executive headteacher from another Catholic Primary School in the Leeds Diocese who is currently mentoring the school's current acting headteacher.

## Full report - inspection judgements

### Outcomes for individuals and groups of pupils are outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the school's Collective Worship.	1

- Pupils at St. Williams are proud of their backgrounds and beliefs. They have a strong sense of personal worth. They value and respect the Catholic tradition of the school and its links with the parish community.
- Pupils lead and take responsibility for shaping activities with a religious character in the school and wider community. They take full advantage of the opportunities the school provides for their personal support and development and for evaluating the Catholic Life of the school.
- Pupils are able to express their own views and beliefs with confidence and are able to refer to the teaching of Jesus and other key Christian figures.
- Pupils very actively contribute to the Catholic Life of the School by planning and preparing a wide range of their own classroom based CW's based on themes linked to the RE curriculum, chosen by themselves on a weekly basis. Pupils are also enthusiastically involved in presenting wider key stage and whole school CW's.
- All pupil led CW's at the school involve pupils completing their own planning sheet templates, which follow diocesan guidelines containing key self evaluation prompt questions to guide them in their task.
- The school's CW benefits greatly from the voluntary services of a pianist who is also a parishioner. Pupils enjoy singing hymns and do so with enthusiasm as evidenced in a high quality whole school, teacher led, CW on the theme of "Remembrance Day" and another excellent KS2, pupil led, whole school CW on the theme of "The 10 Commandments".
- Pupils share their experiences of significant religious events in their own lives. For example First Holy Communion and Eid. A prayer board has been set up in school for pupils to add names of people/events they would like the school to pray for.
- Pupils are knowledgeable about the school's patron saint (who is honoured in a prominent display in the main school hall). Pupils can also talk with confidence about the lives of the saints whose names have been assigned to the school's house point system.
- The school chaplain (Parish Priest) is a popular and frequent visitor to the school. Pupils and staff say how much they enjoy his visits.
- Individual classes attend Mass in the nearby parish church of St. William's and Our Lady of Lourdes. Whole school Masses are also celebrated in school at key times of the school year. Pupils, parents and parishioners say how much they enjoy this experience.
- The school, pupils and their families support seasonal events in the parish and the wider community. The school is also most appreciative of the support it receives from the "Friends of St. William's"

- Good links have been established between the school and local businesses. The School Council are currently planning to build a “Peace Garden” within the school grounds and have attracted some sponsorship from a local supermarket.
- Pupil’s good behaviour in RE lessons and the wider school is a strength of the school. Pupils treat others with high levels of respect and know acutely that their behaviour always has consequences. Each class has devised a “Class Creed”, written in child friendly, age appropriate language, which is prominently displayed in the RE focal area of each classroom, next to the school Mission Statement.
- Pupils are keenly alert to the needs of others and seek justice and equal opportunities for all within and beyond their school community. The School Council helps to promote charitable fund raising efforts throughout the school in support of local, national and international charities - for example Marie Curie and McMillan Cancer charities, “The Good Shepherd” Fund / Catholic Care and CAFOD.
- Pupils achieve and enjoy their learning in RE to a good standard. Evidence from lesson observations confirm this. Most pupils are keen to do well, generally apply themselves diligently and work at a good pace.
- Despite many pupils starting school with a well below average RE baseline, most groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate. Attainment standards in RE are in line with other core curriculum areas (eg.KS1 RE L2+ 84%).
- The same higher order thinking skill strategies used in Literacy and Numeracy have been introduced into RE (e.g. the “prove it” principle and the wearing of De Bono’s “Thinking Hats”). Pupils are very responsive and frequently ask particularly probing questions in their RE discussions. “Driver words” are also prominently displayed in RE focal areas to further aid learning.
- Pupils’ involvement in the prayer life and liturgy of St. William’s is a very strong feature of their experience from their very earliest years of starting at the school. Pupils regularly prepare and lead worship with confidence and enthusiasm, in a variety of gatherings. For example, nursery children were observed to be fully involved in an outstanding CW on the theme of “God’s Family”.
- Pupils are skilled, relative to their age and capabilities, in using a variety of methods (including technology and digital media) to support their private and public prayer, showing confidence in their use of scripture and religious symbols.
- They are at ease and act with respect when praying with others who have different beliefs and attitudes to spirituality. Parents say that the experience of living and working in a faith community has a positive effect on the development of their children, irrespective of ability or faith background.

## The provision for Catholic Education is good

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils’ learning.	2
The quality of Collective Worship provided by the school.	1

- From lesson observations and scrutiny of the school’s own self evaluation, monitoring and evaluation files, teaching of RE is mainly good, some is outstanding but none is inadequate. The percentage of outstanding teaching should be increased further by sharing existing good practice found within the school and by further networking within the BKCSF.

- To improve teaching and accelerate pupil progress and learning in RE, teachers should more consistently plan and evaluate appropriately challenging learning objectives and success criteria which meet the full range of pupil abilities in their class. Similarly teachers should more consistently apply the school's marking policy in RE, providing appropriate "prompts" and/or revision extensions to guide pupils on "next steps" along their RE learning journey.
- Other adults observed in RE lessons are actively involved in supporting pupils. Those working with pupils with specific learning needs are highly skilled and positively contribute towards pupils achieving the desired learning outcomes.
- The RE curriculum is enriched through imaginative and well planned strategies. It has a high "core" profile within the school's curriculum. The time allocated to RE fully complies with all national and diocesan requirements.
- Discussions with staff / pupils and direct RE lesson observations show that the introduction of the new RE scheme of work (WTL) is having a very positive effect on the school's RE curriculum and on pupil learning in particular.
- A KS2 RE class observed were actively engaged in very thoughtful well planned RE activities on the theme of "Justice" – particularly related to the life and death of Archbishop Oscar Romero.
- A group of KS1 pupils working in an RE lesson on the theme of "God's Great Plan" were observed enjoying using multi coloured "word box voice recorders" to send messages to God. One pupil's message said "Please look after my family". Another's said: "Help me to look after your world".
- The school has skilfully incorporated many other aspects of learning into the school's RE curriculum. For example Literacy; the Creative Curriculum; Social and Emotional Aspects of Learning (SEAL); "Statements to Live By" and Personal Social Health Citizenship Education (PSHCE). The school has approved an Education for Personal Relationships (EPR) policy and programme which complies with recently revised diocesan guidelines in this area.
- The RE curriculum is further enhanced through the planning of half termly curriculum themes and special days. For example, at the time of the inspection, the school had just completed a "Journey Through Faith Week" where pupils explored aspects of the Catholic faith as well as other faiths. Working in their school house point groups, pupils produced very attractive and colourful large fabric patchworks made up of prayer pictures relating to scripture work on The Parables. The patchworks are displayed prominently in the main school hall for all to see. Similarly all pupils recently took part in a whole school "writing day" based on aspects of the Gospels. Pupils said how much they had enjoyed taking part in these activities.
- The school's RE curriculum actively celebrates pupil's achievements. Whole school, "Sangam" assemblies take place, where without their prior knowledge, deserving pupils who have achieved in some aspect of their school life, are called out to the front of the hall to be presented with merit certificates. The school operates a text messaging service which informs relevant parents when their child will be receiving a merit certificate. Parents are invited to attend. Parents and pupils say how much they enjoy this experience. Unnamed photographs of the pupils are appropriately displayed on the schools "Sangam Board" in further recognition of their achievements.
- The celebration of the Eucharist, when appropriate, is seen as being at the heart of St. William's school belief and celebration. The Parish Priest celebrates Mass with pupils both in school and in the parish church on a regular basis.
- Collective Worship is central to the life of St. William's School and is a key part of every school celebration.
- Staff regularly review and plan improvements to the schools' provision of CW and are highly skilled in helping pupils to plan and deliver quality worship.

- Pupils’ liturgical formation is appropriate to their faith backgrounds and shows progression from their earliest years.
- Parents and parishioners are frequently invited into school to attend assemblies and seasonal liturgical celebrations. They do so in good numbers. Parents say how much they enjoy and look forward to attending such events.

## **Leadership and Management are good**

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
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- Leaders, governors and managers are firmly committed to the Church’s mission in education, with spiritual and moral development a priority. The school’s Catholic vision for education is clearly articulated through its Mission Statement. This is reinforced in the school’s policies, development plans and practices, which uphold Catholic teaching on faith and morality and are firmly anchored on the Gospel values of the Beatitudes.
- Governors have addressed actions from the previous S48 RE inspection (July 2009) – in particular, establishing an effective committee structure.
- A strategic RE Action Plan for the school is in place and tabulates objectives, responsibilities, time-scales and success criteria. Timely monitoring and evaluation reviews are also clearly set out. Considerable progress has already been achieved in securing appropriate “mile stones”.
- The school’s acting headteacher and the school’s RE subject leader both work tirelessly in support of the RE/Catholic Life of the School. They are eager to drive forward improvements in RE –and both attend regular RE meetings within the Leeds Diocese and BKCSPP which promote best practice.
- All staff and governors would benefit from access to high quality CPD in RE to enable all to deepen their knowledge and understanding, to play their full part in the school’s Mission Statement.
- In conjunction with the diocese, the governing body are currently actively seeking to appoint a suitably qualified substantive headteacher and 2 more foundation governors to secure the school’s long term future stability and Catholic ethos.
- To bring about further planned improvements the governing body is currently undertaking a review of its own practice, supported by external consultants.
- The role of governors as “critical friend” should be further developed to ensure that the governing body challenges and supports the school’s senior leadership team in its overall task of bringing about school improvements in RE.
- Governors have ensured that the RE budget is at least in line with other core subjects and for a number of years has exceeded them – most notably to enable the school to purchase teaching materials for the new RE Scheme (WTL) and “worship boxes” for each class containing a variety of RE artefacts to support class based, pupil led CW.
- A wide range of ICT resources were seen in classroom use in RE/CW - including ipads, power-points, inter-active books on whiteboards, filming and digital comic strips.
- The school has established a number of very productive partnership links which are considerably benefiting standards at the school. Support from the Leeds Diocese, Bradford L.A. and BKCSPP has been instrumental in helping to move the school further forward.

- Linking projects in conjunction with the school's Catholic Care Worker and the school's Parental Involvement Worker, have successfully implemented initiatives designed to support more vulnerable families. Pupil linking projects have also been established with other primary schools in other L.A.'s (e.g. Calderdale). St. William's also takes part in the "Forest Schools Project" with the local Children's Centre.
- Staff and governors from St. William's attend the annual BKCS Mass, along with the other 20 Catholic schools in the partnership.
- The school works in partnership with Initial Teacher Training (ITT) students from Leeds Trinity University and Bradford College. The school is always pleased to see past pupils return on volunteer work experience placements from local high schools.
- Relationships among pupils at St. William's are very positive. Friendship bonds cross differing cultural traditions and backgrounds, equipping pupils with skills and positive attitudes for life at secondary school and beyond.
- Appropriate pupil transition arrangements are in place to ensure that pupils make a smooth move into their secondary education. Particularly good links are maintained with St. Joseph's and St. Bede's Catholic High Schools.
- Good communications are in place at the school. Parents say that they appreciate the regular school newsletters, the Wednesday Word, text messaging service, school website and school/parish seasonal liturgical celebrations information. Parents also say that they are informed of their children's progress and achievement levels in RE in their child's annual written report. Parent Open Days, Shared Lunch Days and Family Learning Courses are well supported.
- Parents say that they feel that they can approach the school easily if they have any problems or concerns about their child's education. Their concerns are acted upon appropriately and in a timely manner.
- Governors have been proactive in creating a pleasant, accessible, learning environment at St. William's, which reflects the Church's teaching on the dignity of the human person in meeting the needs of others. Symbols and icons of the Catholic faith are prominently displayed throughout the school premises.
- The School Council have plans in place to develop a "Peace Garden" in the school grounds. To safe-guard the ongoing success of this and other such projects in the future, the governing body should make sure that appropriate funding bids are put forward to ensure that outdoor area(s), owned by the school, are appropriately made secure by installing fencing.
- St. William's is a school where all pupils are cherished for who they each uniquely are just as much as for what they may achieve. The school mission "Christ at Our Heart" is a living reality in the day to day classroom life of this very effective Catholic primary school.