



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. BENEDICT'S CATHOLIC PRIMARY SCHOOL

HINDLEY

Inspection Date Tuesday 22 January 2013

Inspectors Mrs Pat Peel Mrs Meg Buckley

Unique Reference Number 106494

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 206

Chair of Governors Mrs Jane Dawes

Headteacher Mrs Janice Taberner

School address Abbott Street
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Date of last inspection 21 June 2011

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. Benedict's school is an average sized Catholic Primary School situated in Hindley and mainly serving the parish of St. Benedict.
- There are 206 children on roll of whom 182 are baptised Catholic, 21 come from other Christian denominations, and three from other faith or religious traditions.
- There are 10 teachers of whom 10 teach Religious Education. Six teachers are Catholic. Five teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been no significant change in personnel.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall effectiveness:

St. Benedict's Primary School is outstanding in providing Catholic Education.

Inspection Judgements

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

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at St. Benedict's.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement 'We learn and grow together with Jesus'. Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community.
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors, eco group members and playground buddies. In the wider community pupils act as ambassadors of the school during off site visits i.e. on visiting church in support of parish events, residential visits and singing in the local supermarket.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities and outreach to the local and wider community e.g. Wigan and Leigh Hospice, Red Cross Dawn Patrol, CAFOD and MacMillan Cancer Care.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils visit Robinwood North Pennines Activity Centre in Cumbria.
- Pupils have a very good sense of right and wrong and apply this in their personal relationships.
- Education for personal relationships has fostered positive attitudes in pupils and SEAL materials are used effectively to aid this. Pupils benefit from an extremely caring and supportive environment.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in their own parishes.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring.
- The learning environment is vibrant and stimulating and enriches pupil's sensory experiences. The school benefits from quiet inside and outside devotional areas.
- Pupils are involved in service to the local faith and religious communities by taking part in parish liturgies and choral events, the immediate neighbourhood served by the school though supporting parish projects and outreach in the wider community through fundraising. They show respect and understanding of other faiths and religions.

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

- Pupils' achievement in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- The school has embraced the Come and See programme and the needs of all the pupils are being met. The range of activities provided for the pupils are very effective in engaging and enthusing pupils from their earliest years.
- Pupils' attainment in Religious Education is good. They make excellent progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development with some pupils exceeding expectations.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is good as shown by their interest and exemplary behaviour. This is a real strength of the school.
- Pupils work well independently, in pairs and collaboratively in small groups.

How well pupils' respond to and participate in Collective Worship

- Pupils are good in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings. An example of spontaneous, heart felt prayer was observed during inspection when a pupil asked for the support of his peers for a deceased close relative.
- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- The school is beginning to use materials provided by the Archdiocese but further training is recommended. Pupils are not always open to the Word of God in the scriptures during Worship and subsequently, this needs to be addressed.
- Older children are involved in planning, preparing and leading worship however the school recognises this needs to be further developed. All children from the earliest years need to be regularly involved in this.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning is effective in ensuring that pupils are interested and engaged and make good progress.
- Teacher's planning is effective in meeting the needs of the pupils. This could be enhanced further by the addition of the driver words to stretch and challenge the more able.

- Teachers display good subject knowledge and deploy a range of teaching styles. In the best lessons the strategies used by teachers enrich pupils' enjoyment of Religious Education.
- Teachers take into account pupils' prior learning when planning Religious Education lessons. Evidence in books shows that differentiation is by both task and outcome. A range of differentiated tasks are set which consolidate, build on and extend pupils knowledge, skills and understanding.
- Good use is made of time and resources including other adults, interactive white board, God's and Church's story, audio and visual media etc. to maximise learning. Excellent use of the iPads by some of the youngest children was observed on the day.
- Pupils are positively affirmed throughout their lessons. Marking informs pupils of their progress and sometimes identifies how they can improve further. This needs to be adopted consistently throughout the school. Teachers need to ensure a response from pupils if marking includes key questions. Effort and achievement are celebrated.
- There is evidence of pupils using assessment for learning strategies in some classes. This needs to be used consistently throughout the school
- The school has implemented assessment strategies which provide information on the achievement of all pupils and portfolios of work are kept.
- The tracking of pupils' work in Religious Education has been maintained over a sustained period of time. Trends show that over the last 3 years standards are improving steadily.
- Moderation takes place across year groups and annually in a cluster of other Wigan schools.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The Religious Education curriculum is good in meeting pupils' needs. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Termly newsletters are provided for parents and carers.
- The school provides the 'Wednesday Word' for families and the school contributes regularly to the parish magazine.
- The school implements new curriculum developments as appropriate. *Come and See* engendered in pupils a real sense of engagement and enjoyment.
- Enrichment activities such as book club, judo, multi-skill sports, yoga and mad science have a positive impact on the curriculum.
- The school operates a breakfast club.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.

- The curriculum is customised to meet the needs of groups and individuals and support is used effectively. Provision for pupils with additional and special needs is outstanding.
- Children have explored the beliefs and values of other faiths and religions. The school has recently covered Judaism as part of a rolling programme. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The Collective Worship provided by the school is good in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school. There is a well developed thematic planner used across the school.
- Collective Worship plays a key part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles but this needs development to ensure time is given for pupils to make a personal response to the Word in Scripture every time Collective Worship is undertaken.
- Teachers have begun to provide the necessary resources and opportunities to help children to develop the skills necessary to plan and lead Collective Worship. However, this needs further development to ensure that all pupils are planning, preparing and leading Collective Worship from the earliest years and that the key elements are included.
- Opportunities are provided for parents, carers, the local and wider Faith communities to participate in a variety of celebrations of the 'Come and See' programme. The parish priest is a regular visitor to the school and presides at celebrations of Mass throughout the Church's liturgical year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school. They demonstrate a commitment to the Church's mission in education.
- This is reflected in the Mission Statement outlining St. Benedict's as a place where 'We learn and grow together with Jesus.' All those who form part of the school community were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need i.e. supporting the Emma Hoolin Appeal, a local girl diagnosed with a rare form of childhood cancer.
- The Self Evaluation Document provides evidence of the schools rigorous monitoring, searching analysis and self challenge. It is a comprehensive document which guides the school well. Since the last inspection the school has made significant progress in continuing to develop the areas it identified as key priorities. Their analysis provides a basis to celebrate the schools strengths and ongoing areas for development.

- The school provides good induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it for example attendance at NQT days.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including Collective Worship, Archdiocesan led Spirituality days and opportunities to join in 'Come and See for Yourself' celebrations at the beginning of each new topic.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive relationships at every level leading to a welcoming, happy and caring learning environment for staff and pupils.
- Governors are well informed and discharge their responsibilities in an appropriate manner. They have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school.
- The staff foundation governor is actively involved in delivering the 'With You Always' family catechesis sessions on behalf of the parish and the school community. Together with the parish link governor they have worked hard to strengthen the home, school and parish bond. As a result, attendance at children's liturgy and families at Mass has increased.
- Parents are consulted regularly and involved in the life of the school i.e. supporting fundraising events. A small group of parents and grandparents of the school run a weekly by mums, for mums 'little stars' toddler group in the school hall.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is outstanding.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Sharing good practice will enhance teacher's repertoire and strategies to further enrich pupils' experiences.
- Continuing professional development opportunities are provided for all staff including a rolling programme for attendance at Archdiocesan In-service Topic days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The school regularly tracks pupil progress in Religious Education to ensure that key areas for development are tackled systematically. This information is shared with all staff, leaders and governors through the relevant committees.
- The Headteacher is excellent in guiding Religious Education. She shows real commitment and enthusiasm for the role. She actively supports the parish to which the school belongs by offering pastoral support in leading the 'With You Always' family catechesis programme. Excellent documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. She has led the implementation of Come and See and has updated all the subsequent documentation and policies in light of the changes.

What does the school needs to do to improve further?

- Improve the quality of provision and outcomes for Collective Worship by:
 - undertaking In-service for Collective Worship to ensure that Archdiocesan guidelines are being followed;
 - enabling pupils to plan, prepare and lead Collective Worship from their earliest years;
 - ensuring that pupils encounter the Word of God in Scripture in all acts of Collective Worship.
- Raise the standards of attainment in Religious Education further by:
 - embedding the language of the level descriptors and driver words into planning ensuring sharper focused differentiation;
 - providing a range of 'open-ended' tasks to challenge the most able pupils;
 - incorporating 'next steps' into marking to inform pupils' learning and time to respond if posing questions.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
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	1
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
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	2

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate
