



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. WILLIAM'S CATHOLIC PRIMARY SCHOOL

INCE

Inspection Date: Tuesday 20 May 2014

Inspectors Rev D Melly Mrs M Connolly

Unique Reference Number 106497

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

Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 247

Chair of Governors Mrs A Foster

Headteacher Mrs E Ellis

School address Ince Green Lane
Ince
Wigan
WN2 2DG

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Date of last inspection 24 April 2012

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 William's is an average sized Catholic Primary School situated in Ince, Wigan and mainly serving the parish of St William.
- There are 247 children on roll of whom 169 are baptised Catholic, 48 come from other Christian denominations, and 30 have no religious affiliation.
- There are 10 teachers of whom 9 teach Religious Education and 8 have a suitable qualification in Religious Education. Ten of the permanent staff are baptised Catholic.
- Since the last inspection the school building has been enhanced beyond recognition together with the outdoor play area.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St William's is an outstanding school in providing Catholic Education.

Inspection Judgements

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils are very aware of the values underpinning the mission but need to be more aware of the school's Mission Statement and understand the part they play within it. They also need to be more involved in its evaluation.
- Pupils have an outstanding sense of belonging to the school community and very much respect and value each other. There is a very strong sense of collegiality among pupils and staff which enhances the learning process. St William's School is truly a joyful and happy family.
- Pupils are encouraged to take on roles of responsibility in the school and wider community. They are members of the School and Eco councils and they provide opportunities for all pupils to have their voice heard. They have facilitated the creation of the school motto. All pupils are actively involved in planning and participating in 'Come and See' assemblies and daily acts of Collective Worship. They act as play leaders. Year 6 support children in early years.
- Pupils are actively involved in developing the Catholic character of the school above all in the way they treat and nurture each other. They respond well to Collective Worship and are taking a greater role in its planning and delivery. In May and October they are invited to attend the daily recitation of the Rosary in their lunch time. Each class in Key Stage 2 attends the parish Mass on a rota basis.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities. Local neighbours are invited to come into school for carols around the Christmas tree. It is hoped that in future the children will visit the local care homes to sing for the residents. They are regularly involved in fund raising to support those less fortunate than themselves and help choose the charities they wish the school to support.
- They show respect and understanding of other faiths and religions especially Judaism, Hinduism, Sikhism and Islam.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements in Religious Education are good. However their enjoyment of the subject is outstanding.
- Their attainment in Religious Education is good.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school the majority of children have a limited or no knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.

- Outcomes for pupils with additional or special needs are good or better.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. 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 outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively and do so confidently. This is an improvement since the last inspection.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is Outstanding.
- They show interest, respond enthusiastically and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures which is well proclaimed.
- They reflect in silence and join in community prayers appropriately and with confidence and enthusiasm.
- They are becoming increasingly more confident preparing and leading worship e.g. choosing items for the focus table and selecting prayers.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding overall.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a wide range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers obviously took into account pupils' prior learning and ensured differentiated tasks when planning so that the work on the day consolidated, built on and extended their knowledge and understanding. There was evidence of differentiation both in planning, class and in some of the workbooks.
- Teachers provide opportunities for pupils to work independently and collaboratively. This is an improvement since the last inspection.
- Excellent use is made of time and resources including other adults and Information Communication Technology including interactive white boards and iPads. The tasks provided were creative, challenging, sharply focussed and linked to the driver words. This added rigour has been a significant improvement since the last inspection.
- Provision would be enhanced if marking were not only supportive and affirming but challenged pupils to move towards the next level of their learning. Effort and achievement are always celebrated and affirmation is used to great effect throughout.
- The assessment of pupils work in Religious Education is very good.
- The school has very good assessment strategies which provide accurate and detailed information on the achievement of all the pupils. Class and whole school trackers will enhance this further.

- Teachers are able to identify how well pupils are achieving and tackle underachievement especially with the support of excellent teaching assistants.
- There was some evidence of teachers enabling pupils to evaluate their own work. This needs to be undertaken consistently throughout the school.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- 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. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as sport, cookery to support healthy eating, essential learning experiences and residential trips for years 6 and 5 all have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions including Judaism, Hinduism, Sikhism and Islam. This helps to promote tolerance and respect for those who think differently. This work would be enhanced by inviting speakers from other faiths and religions to the school to talk to the children and by organising visits to other places of worship.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects 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. A great deal of time and effort has obviously been given to developing Collective Worship since the last inspection. This is ongoing.
- 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.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided excellent opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers are providing the necessary resources and opportunities to help children to develop the skills necessary to plan lead and participate in Collective Worship and they have started to evaluate it effectively. The year 6 pupils were able to evaluate the Collective Worship they had planned for the inspection and to make the changes they thought necessary.

- Opportunities are provided for parents, carers and the local community to participate in a variety of celebrations of the *Come and See* programme and 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, monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- When next reviewing the Mission statement a clear set of aims should be produced together with practical objectives that show how this outstanding school lives out its mission on a daily basis. This would also help the pupils understand their role within the mission.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlines areas for development. The Self Evaluation Document is comprehensive and obviously impacts well on the Catholic life of the school.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. A very good up to date policy is in place.
- 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 within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They receive topic newsletters which encourage involvement in the Religious Education of their children. General newsletters also include items relating to the Catholic life of the school.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through the generous sharing of their own expertise and their support of the headteacher.

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.

- Leaders, governors and managers are good in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements. Class and whole school tracking will further enhance this.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.

- The subject leader is outstanding in guiding Religious Education. She shows commitment and great enthusiasm and introduces new initiatives when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

What the school needs to do to improve further?

- Improve provision for curriculum Religious Education by:
 - Developing the marking to ensure that pupils not only know how well they are achieving but are also provided with detailed steps for improvement.
 - Ensuring that pupils' assessment for learning is included in the plenary session consistently throughout the school.
- Improve the provision for the Catholic life of the school by:
 - developing a set of aims and practical objectives for the Mission Statement which will support the school's evaluation of its outstanding Catholic life.

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	2
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

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	2

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