



Catholic Schools Inspectorate inspection report for St William Of York Catholic Primary School

URN: 104934

Carried out on behalf of the Most Rev. Malcolm McMahon, Archbishop of Liverpool on:

Date: 26th - 27th January 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
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Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The Staff at St William of York embrace the Catholic life and mission of the school. They are dedicated to supporting the pupils in every aspect of their lives.
- The headteacher and subject leader for religious education lead by example. They have a clear vision and are fully committed to moving the school forward, fully supported by staff and governors.
- The pupils at St William of York are confident and developing in their religious literacy.
- Pupils are engaged in and show respect during collective worship. Pupils are provided with the opportunity to plan and lead collective worship in class.

What the school needs to improve:

- In Catholic life and mission continue to develop Catholic Social Teaching through wider school life by achieving the CAFOD 'Live Simply' Award.
- In religious education continue to embed developmental marking and feedback so that the pupils have a clear understanding of what they need to do to improve.
- In collective worship continue to develop opportunities for staff to lead prayer and worship, including the use of different types of prayer experiences.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....	1
Pupil outcomes The extent to which pupils contribute to and benefit from the Catholic life and mission of the school	2
Provision The quality of provision for the Catholic life and mission of the school	1
Leadership How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school	1

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school is good. Pupils embrace the mission 'Together everyone achieves more.' The staff and pupils pride themselves on being a TEAM and this is embedded into every aspect of school life. Pupils understand that they are valued and cared for and follow the teaching of Jesus. Their behaviour is excellent. They show a deep respect for themselves and for each other. The pupils demonstrate a respect for other faiths and religions. Pupils are given many opportunities to develop their talents and skills, and through these they grow in virtue. They are a selfless and supportive school community in action. Pupils have respect for themselves and are aware of the needs of others. They have a good understanding of why they want to help those less fortunate. Charities such as CAFOD, Save the Children and a local animal rescue centre benefit from fundraising. A clear plan for Catholic social teaching outlines the areas that the school are putting into place, which includes "Live Simply'. These include opportunities for pupils to lead and articulate their understanding both locally and globally.

The quality of provision for the life and mission of school is outstanding. Staff are highly committed to the Catholic life of the school. All believe they have a role in developing it, living the mission through their exemplary relationships with each other. They are committed to the educational mission of the Church. Staff take an active role through their leadership of school council, worship warriors, musical groups, and eco council. Pupils, parents, governors and staff speak highly of the family atmosphere that exists within the school where everyone has a voice and feels listened to. This extends to the most vulnerable members of the community. All staff members, in their variety of roles, feel valued, supported and treated fairly. They talk about a

feeling of welcome that exists when they start as a new member of the team. They strive to improve this further through opportunities for staff voice. The pastoral lead provides a safe space for pupils and staff to access support or to have time for themselves. The school has a welcoming and engaging Catholic environment. The school plans and delivers RSHE using 'Journey in Love'. Parents are invited to review the content prior to the programme and the sessions are evidenced in individual portfolios of work.

How well leaders and governors promote, monitor and evaluate the provision for the life and mission of the school is outstanding. Leaders and governors clearly articulate the Church's mission and are integral to the development of the Catholic Life and mission. They embrace the mission and work hard to ensure a flourishing partnership between school and parish. Here, the parish priest plays a key role in this relationship and pupils speak with confidence about the opportunities they have, to attend Mass in church. Leaders, staff and governors talk with passion about the relevance of the mission statement. It is reviewed annually with all stakeholders to ensure its continued relevance. Commitment to supporting all staff is a strength of the school. During the inspection and in the questionnaires, staff shared details of periods when they have experienced the highest levels of pastoral care with a commitment to their wellbeing. They described the school community as an example of being, "welcomed and loved by all". Governors are highly ambitious for the school and celebrate its strengths. They also provide challenge and support where necessary. During interview governors stated with supporting evidence that, "The Catholic life of the school is part of all governors' meetings; the mission is lived and makes the governors a team". School works closely with parents, who are overwhelmingly positive and support the mission. Self-evaluation of the Catholic life of the school is carefully planned, well integrated and involves all stakeholders.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

1

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



How well pupils achieve and enjoy their learning in religious education is good. Teachers plan, using the Come and See scheme of work adapted to meet the needs of pupils. This results in an engaging Catholic curriculum. Evidence from lesson observations, pupil voice and work study, clearly shows that pupils are developing secure knowledge, understanding and skills. This allows them to make good progress irrespective of their starting points. In lessons pupils are engaged, reflective and speak with confidence about their understanding. Pupils demonstrate a strong knowledge of scripture. It is evident that recall of prior learning has an impact on their ability to make links and reflect spiritually and ethically. Pupils speak with confidence about what they have learned and use most subject-specific vocabulary accurately. They work both independently and with their peers and do so with respect. Learning observed during the inspection included effective use of role play and dance, individual and group work. Pupils produce work of a good standard and the use of developmental marking, using codes is being embedded. Once fully established this should help them to deepen their understanding further. Pupils' achievement is in line with attainment in other core subjects. The school keeps detailed floor books. The staff and pupils take great pride in these, which should be shared as models of good practice.

The quality of teaching, learning and assessment in religious education is outstanding. Teaching across school is consistently good with elements that are outstanding. Teachers demonstrate high levels of subject knowledge and high expectations. They have a deep understanding of the impact that religious education can have on the moral and spiritual development of pupils and help them to use this knowledge to make sense of the world they live in. Pupils were observed applying their prior learning and referring to previous work to assist them in responding to challenge in their lessons. Questioning was used effectively in lessons to engage pupils. Planning is linked to current assessment; teachers have a clear picture of the next steps for pupils and plan lessons

accordingly. Through discussion pupils were able to talk about how they value the learning opportunities and how to be kind, make friends and be welcoming to all. Pupils of all abilities were well supported by adults and able to access the lessons.

How well leaders and governors promote, monitor and evaluate the provision for religious education is good. The school curriculum reflects the expectations of the Religious Education Directory. It is valued as much as other core subjects in terms of resourcing, timetabling and staffing. Professional development of staff is important and offered to all. Opportunities for staff moderation is a regular occurrence, providing all teachers with valuable support and challenge in assessing pupils' work. Teachers who are new to the school or the profession are provided with a package of support to enable them to be fully engaged with the provision offered in a Catholic school. The RE leader leads by example with knowledge and commitment that demonstrates a clear vision for the continued development of religious education. These skills are used effectively to monitor teaching and learning. The RE leader attends local cluster meetings where good practice is shared. The head teacher and governors are active as part of the monitoring and evaluation schedule developed by the RE lead, they have a secure understanding of RE across the school. The governing body regularly receives reports on achievement and progress from the headteacher, link governor and RE subject leader. Religious education is monitored in line with other core subjects. There are regular and planned lesson observations, drop-ins and work scrutiny. Outcomes are reviewed with all staff so that professional development within school can be planned to support and challenge individuals and groups of staff.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

How well pupils participate in and respond to the school's collective worship is good. The experiences of prayer and liturgy provided by school engage pupils and leads them to active participation. They gather reverently to prayerful music. Pupils respond well to the experiences and enjoy the opportunities to pray. The school encourages a strong emphasis on the liturgical calendar. This enhances the focus areas and influences the prayer life of school, resources and scripture reflect the Sunday Gospel and liturgical colours are familiar to all. Pupils understand their role during prayer and worship and were observed leading prayers. The Worship Warriors plan for and lead prayer and liturgy regularly. They are guided by the RE lead who encourages them to reflect and evaluate the quality of prayer provided. The Worship Warriors were able to talk confidently about how they plan their experiences, explaining how they reflect on their week, pray for those they love and how prayer is related to their lives. To develop this further they should be provided with the opportunity to lead worship for other classes or alongside staff at key stage sessions.

The quality of collective worship is good. The school plans appropriately for prayer and liturgy and it is at the heart of school life. There is a daily pattern of prayer that is linked to the prayer life of the Church. Leaders carefully plan the calendar so that it is seasonally and liturgically linked. The RE lead works hard to make sure pupils know how to plan prayer and liturgy well. As a result, the pupils who have had the opportunity to be Worship Warriors know how Catholic liturgies are planned and could be trained to share their good practice with others. Music is used to enhance reverence and pupils, in some collective worships, were observed singing, adding vibrancy to their experience. The school have plans to develop partnerships with families to help strengthen the community worship.

How well leaders and governors promote, monitor and evaluate provision for collective worship is good. The policy for prayer and liturgy is accessible for all and is fit for purpose for new and experienced staff to follow. The RE leader provides high quality support to staff at all levels and leads by example. Leaders, including governors, understand the different levels and skills of participation that are reflective of the age and capacity of pupils. Staff and pupils speak highly of the special connection they have with the particular needs of the community and recognise this through their annual 'Halle Day'. The school has worked hard to establish a reflective place that is open to the school and its wider community. This space is testament to the caring, family atmosphere of the school. The RE lead has cascaded training resources to all staff. As a result they understand the importance of prayer and liturgy. Staff are skilled at helping pupils to participate in, plan and deliver worship. The next steps are to help pupils to explore the different types of prayer, including the use of traditional and spontaneous prayer, silence and meditation to create a more spiritually uplifting experience. Leaders, including governors, recognise the importance of prayer and liturgy and allocate their budget accordingly to provide good quality resources and quality experiences. Leaders regularly evaluate the quality of worship and on-going training and support for all staff in developing and delivering collective worship is a key component in the leadership plan of the subject leader.

Information about the school

Full name of school	St William of York Catholic Primary School
School unique reference number (URN)	104934
Full postal address of the school	St William Road, Thornton, Liverpool, L23 9XH
School phone number	0151 924 7280
Name of head teacher or principal	Mr Martin Murphy
Chair of governing board	Mr Glynn Prendergast
School Website	https://www.stwilliamofyork.co.uk/
Multi-academy trust or company (if applicable)	n/a
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	2 - 11
Trustees	n/a
Gender of pupils	Mixed
Date of last denominational inspection	27/01/2015
Previous denominational inspection grade	Outstanding

The inspection team

Mrs Jude Ryan	Lead inspector
Mrs Julie Littler-Shire	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement