

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 of York school is an average sized Catholic Primary School situated in Thornton, mainly serving the parish of St. William of York and a variety other local parishes.
- There are 184 children on roll of whom 89 are baptised Catholic, 40 come from other Christian denominations, and 55 have no religious affiliation.
- There are 13 teachers of whom 12 teach Religious Education and 7 have a suitable qualification in Religious Education. Nine teachers are baptised Catholic.
- Since the last inspection there is a new headteacher and subject leader in post.

Key for inspection grades

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

© 2015 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

Overall effectiveness:

St. William of York Catholic Primary School 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 know and understand the school's Mission Statement, *'Together everyone achieves more in Christ.'* They understand the part they play within it.
- Pupils would now benefit from being involved in a full review of their mission and be a part of setting objectives, enabling them to take further responsibility and ownership of their mission.
- Their behaviour is outstanding; they have a good sense of right and wrong and apply this in their personal relationships. They lead by example and show responsibility for themselves and their actions.
- All pupils are involved in developing the Catholic character of the school and embrace opportunities to meet their potential in all aspects of school life.
- They are encouraged to take on roles of responsibility in the school, e.g. through the school council and as prefects.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for CAFOD, Jospice, Good Shepherd, Children in Need and a local foodbank. They understand the impact of fundraising and are responsible for organising many events throughout the year.
- Respect and understanding of other faiths and religions and all backgrounds and cultures are celebrated by the pupils, including Judaism and Islam. Pupils are encouraged to be aware of global needs through CAFOD and have raised funds for the recent Ebola outbreak.
- Pupils are involved in service to the schools local parish community, for example, by actively taking part in the Harvest Festival, Christmas plays and annual award ceremonies.
- Pupils benefit from participation in a residential to Robinwood activity centre along with many other educational day trips enjoyed by the pupils. This greatly enhances their self-esteem and personal development.
- Older pupils are offered the chance to work alongside their local high school which aids their transition to high school.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. Pupils participate in national initiatives, for example, anti-bullying week ensuring that the Gospel values are consistently underpinned.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.

- On entry to school many children have a limited 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 and pupils with specific learning difficulties are well planned for.
- Analysis of assessments undertaken provides evidence of pupils generally attaining the appropriate level for their age and stage of development in each key stage.
- Pupils show good standards of work for lower levels of attainment. This will continue to improve by raising expectations and challenging pupils in their work so that more detail can be given for higher levels of attainment.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriately 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 very good as shown by their interest, enthusiasm and behaviour. On the day of inspection, pupils keenly applied themselves to their work.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- They show interest, respond well and actively participate in Collective Worship.
- 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.
- Pupils sing joyfully and join in community prayers appropriately and with confidence.
- Pupils are beginning to be involved in preparing and leading worship. This good practice can continue to improve by using the Stepping Stones Archdiocesan guidance for gradual expectations in worship across the school.
- On the day of inspection, younger pupils acted with reverence, sang and responded with thoughtfulness and moments of silence. A prayerful atmosphere was created. Each child was aware of how to respond to scripture.
- Older pupils were led into worship with the use of powerful, meaningful readings, encouraging a quiet contemplative experience. Pupils were challenged in thinking of others in their response.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- It is consistently effective in ensuring that pupils are interested and engaged and make good progress.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers ensure there is consistency in behaviour and expectations of pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Teachers display good subject knowledge and deploy a range of teaching styles. There are excellent pupil and adult relationships which encourages pupil discussion. Lessons have a range of activities to motivate and inspire pupils.

- On the day of inspection pupils made good progress in calm learning environments. There was focused group and individual work and all pupils were involved in their learning. Pupils were encouraged to share their thoughts through 'pair and share' sessions and pupils' work was attractively displayed.
- In one lesson observed early years pupils recognised and retold the 'Presentation at the Temple,' with excellent understanding. A wealth of excellent subject knowledge, pace, auditory, kinaesthetic and visual approaches enabled all pupils to progress rapidly in their learning. Song, action, play people, puppet play and role play enticed and enthralled every child which led to focussed continuous provision.
- Older pupils were challenged in their thinking about prayer. Good discussion points and a range of real life situations encouraged pupils to show thought and contemplate how God responds to our prayers.
- In the Foundation Stage individual pupil work books are presented to a high standard and Religious Education is promoting and developing many early skills.
- Teaching Assistants throughout the school provide excellent care and support to pupils and teachers. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Some opportunities for Information Technology are used well, particularly through the use of the interactive whiteboard.
- Teachers take into account pupils' prior learning and work consolidates, builds and extends their knowledge and understanding. Planning shows some differentiation, a range of activities and good evaluations.
- Planning can now develop further by identifying a learning objective to match an activity and to use driver words to differentiate the task chosen.
- In teaching and learning there is some good use of the driver words through display or discussion. This good practice can be furthered by making explicit use of them to develop levels of challenge and pupil expectations throughout lessons. This would also ensure that in plenary sessions, pupils are encouraged to extend their learning.
- Effort and achievement at all stages of learning is celebrated.
- Pupils are informed of their progress and how to improve both orally and through marking. Marking is positive, affirming and shows some developmental marking for Religious Education and at times pupils are assessing their learning.
- This good practice needs to be consistent across the school. Developing manageable ways for pupils to respond to comments in marking will challenge and extend their knowledge and understanding.
- The school has excellent assessment strategies in place which provides detailed information on the achievement of all the pupils.
- Teachers are able to identify in detail how well pupils are achieving and tackle underachievement. The school tracks the achievement of all the pupils.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is good 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.
- The curriculum is customised to meet the needs of groups and individuals.
- The school environment is bright and welcoming, with many areas lending themselves to the Religious Education curriculum and there are beautifully presented displays.
- The school is part of a Crosby primary cluster group and there are many links with local schools for a variety of activities such as, local music and sporting events and Holocaust Memorial services.
- Pupils take part in many after school clubs, for example, football and cross country and taking part in the Children's University. The school promotes a range of extracurricular activities to enable pupils to value one another and to live out their mission.
- Visitors to school such as CAFOD enhance the curriculum.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Judaism and Islam are taught each year. Visitors of other faiths and religions help pupils gain understanding from first hand experiences.

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 other faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning and leading Collective Worship. The teachers are beginning to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship.
- The school has excellent themes in place and worship plans are gathered over time and evidenced. Pupils respond to and evaluate the worship provided. The school have put together an outstanding resource that can continue to enhance worship for adults and pupils which will continue to improve as resources are added over time.
- Training and advice from the Archdiocese will support and develop the partnership of adults and pupils in preparing and leading worship across the school.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community, for example, nativity plays and Easter and Lenten liturgies.
- Many opportunities are provided for parents, carers and the local parish to participate in a variety of celebrations of the Come and See programme and of 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.

- Leaders, governors and managers are deeply committed to the church's mission in education and they are energised by the task. This is reflected in the schools' present Mission statement although it would now benefit further from a full review.
- A full review would enable the headteacher, governors, staff, children and parents to develop their own mission and its aims and practical objectives can guide and direct all aspects of school life.
- Leaders, governors and managers use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the schools' monitoring, analysis and self challenge. It provides a basis to celebrate strengths and outlines areas for development.
- Governors have full knowledge and understanding of the Catholic life of the school and fulfil their responsibilities. They have effectively helped to shape the direction of the school.
- Governors are regularly invited into school for a variety of events and liturgical celebrations. Regular updates are received from the headteacher regarding the Catholic life of the school.
- Governors are fully supportive and know and care for the school and surrounding community. They are involved in all aspects of school life and are a large part of the school family they are shaping and supporting.
- The Parish priest has regular contact with the school and on a variety of liturgical occasions such as Ash Wednesday. There are regular visits to church for awards celebrations and Advent services. The parish priest, who has responsibility for two local schools, brings both communities together in a traditional Harvest celebration each year. Staff work hard to ensure that they play an active part in the Catholic life and mission of the school. It is an inclusive school where all are made welcome.
- The school provides valuable induction and regular in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. Many staff members teaching Religious Education have their Catholic Certificate in Religious Studies. Governors and the headteacher continue to encourage the completion of the certificate for all staff members.
- There have been some opportunities for staff to take part in a retreat for spiritual development. Come and See for Yourself for staff and further opportunities of reflective experiences for both staff and pupils would enrich their spiritual and moral development.
- The quality of Collective Worship is a priority for the school. An up to date detailed policy is in place and further monitoring will continue the development of worship.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through regular newsletters, the school website, Wednesday Word and a variety of liturgies, celebration and fundraising events. Parent views of the school are very positive.
- Parents are involved in Friends of St. William of York to support and raise funds for a variety of school events. .

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 outstanding 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.
- The subject leader is outstanding in guiding Religious Education. She is deeply committed and organised in her role. She takes a step by step approach and is guided by

outstanding support from senior leaders. New initiatives are introduced when appropriate, by encouraging staff and ensuring they are supported.

- Briefing meetings provided by the Archdiocese are always attended regularly and continuing professional development opportunities are provided for staff. Communication between the headteacher, staff, parents and governors is outstanding.
- Governors are fully informed of standards in Religious Education. The Religious Education governor has a good relationship with the subject leader. In partnership with the headteacher and subject leaders improvements are continuing to be made.
- There is a robust programme for the monitoring and evaluation cycle.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Detailed documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Continuing professional development opportunities are provided for all.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Moderation is completed by the Religious Education subject leader and staff members.
- Assessment information is outstanding and is collated and tracked by the subject leader and shared with the leadership team, governors and parents. Tracking data is detailed to show yearly progression.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's achievements.

What the school needs to do to improve further?

- Continue to develop the Catholic life of the school by:
 - planning, creating and celebrating a full review of the mission statement, involving the whole school community.
- Continue to develop Collective Worship by:
 - accessing training and advice from the Archdiocese to develop the partnership of adults and pupils in preparing and leading worship across the school.
- Develop the quality of teaching and learning by:
 - using driver words in planning for learning objectives and differentiation;
 - using driver words to develop levels of challenge and pupil expectations;
 - extending learning in plenary sessions;
 - developing manageable ways for pupils to respond developmental marking.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
---	---

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	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	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	1

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