



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and Inspection of
Denominational Education under Section 48
of the Education Act 2005

URN 100737

St William of York Catholic Primary School
Brockley Park
Forest Hill
London SE23 1PS

Inspection date: 25 March 2014

Chair of Governors:
Headteacher:
Inspectors:

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SECTION 48

Introduction

Description of the school

St William of York Catholic Primary School is Voluntary Aided. It is in the Lewisham Deanery of the Archdiocese of Southwark. It is maintained by Lewisham Local Authority. The principal parish which the school serves is St William of York, Lewisham. The proportion of pupils who are baptised Catholics is 95%. The average weekly proportion of curriculum time given to Religious Education is 10% in all Key Stages.

The school takes pupils from 3 to 11 years including the nursery department. The number of pupils currently on roll is 275, including the nursery. The attainment of pupils on entering the school is below average. A significant number of pupils enter the school with poor language skills. The proportion of pupils eligible for free school meals is average. Around 20% of the pupils receive extra support in class. The school population is mixed and reflects the multi-cultural neighbourhood. The proportion of pupils from homes where English is an additional language is average.

Key for inspection grades

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

Overall effectiveness of the school in providing Catholic Education

GRADE
1

St William of York is a very inclusive and welcoming school situated at the heart of its community and with a very strong family ethos and providing an outstanding Catholic education. All members of the school community share the Headteacher's clear vision for the school and work hard as a team to provide the best possible outcomes for the pupils.

The school has many strengths. The leadership and management of the Headteacher and senior leadership team partnered with governors, is very strong and ensures the school is constantly moving forward.

The very committed staff, both teaching and support staff, have great pride in their school and work hard to ensure that all the pupils enjoy school, make progress and achieve well.

Excellent teaching and learning, high expectations of the pupils and independent learning further enhance the pupils' experiences in school.

The pupils are polite, friendly and respectful. They are exceptionally well behaved, very proud of their school and are very considerate of each other. They feel safe and well cared for in school.

The quality of relationships in all areas is outstanding. The school and parish links are excellent and the Parish Priest is a frequent and welcome visitor to the school providing support to staff, pupils and parents.

Parents are overwhelming in their support for the school, with a high attendance at school events. One parent spoke for many as they said, "I am delighted that my children attend such a lovely caring school where everyone is valued and welcomed".

The issues from the last report have been addressed. The strong partnership of Headteacher, leadership team and governors ensure the school has excellent capacity to continue to improve.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Review marking to ensure that this is specifically related to Religious Education Objectives.
- Ensure that prayer corners in each classroom are given prominence and that displays around the school truly reflect the outstanding work the school is doing.

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

The pupils live out the Gospel values within the school. This can be seen in the quality of relationships, welcome to visitors and very close links with the parish and wider community. One pupil said, "God is all around us and he is inside you." They are committed to helping others less fortunate than themselves by contributing to many charities including CAFOD, St Christopher's Hospice and World Down's Syndrome Day – Lots of Socks Campaign. Many of these are chosen by the pupils in response to local or global appeals.

They greatly value and respect the Catholic tradition of the school and its links with the parish community. This is seen by the high number of families who regularly attend Sunday Mass. The pupils enjoy and take part in preparation for Masses and liturgy, by reading, role play and singing.

Their behaviour is excellent and they treat others with respect. They understand that poor behaviour has consequences and they take full responsibility for themselves and their actions.

How well pupils achieve and enjoy their learning in Religious Education

The standards pupils achieve at the end of Key Stage 2 are above national expectations. The pupils come into school with average ability, settle well into school and make good progress by the end of the foundation stage. Progress is good across Key Stage 1 and 2 and for different groups.

The pupils enjoy their Religious Education lessons and they demonstrate good levels of enthusiasm. They are attentive, cooperate well and are eager to contribute. They are focussed on their work and remain on task. They are able to think and discuss for an extended period of time. They respond to the high expectations and the pace that is set in each lesson. They are keen to succeed and want to produce their best work. As one pupil said, "I really love my RE lessons. They are interesting and the teachers make them fun".

How well pupils respond to and participate in Collective Worship

Pupils respond to Collective Worship with respect and interest and are actively engaged in the planning and preparation stages. There is a calm and peaceful ethos throughout the school that is reflected in the pupils' excellent behaviour and their consideration for others.

In the Mass celebrated in the parish church the buddy classes of Year 2 and year 4 were joined by parents and parishioners. The pupils participated well. They read with confidence and clarity of meaning. It was obvious that the children are very familiar with taking an active role in the celebration of Mass. They sung beautifully with joy and enthusiasm.

The bidding prayers were written and read by the pupils through their links with their school buddies.

They know the traditional prayers of the Church and are able to formulate their own prayers.

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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

Governors, the Headteacher and senior leaders are committed to the Catholic life of the school. The very experienced, established and knowledgeable governors are fully involved in the life of the school and know the strengths and areas for development. They hold the school to account and work in collaboration with the Headteacher.

The Headteacher has a clear vision for Catholic education and ensures that the school remains firmly placed within the community. There is a real sense of belonging, community and family, which helps everyone to work together for the benefit of all.

The Headteacher and senior leadership team are well aware of the strengths of the school and have clear plans and actions to continue to move the school forward.

The school/parish relationship is very strong and the school is very fortunate to be on the same site as the church. This provides so much opportunity for the school, home and parish to work together and they use this to its full advantage. The close proximity of the church to the school enables the parish priest to come into school very regularly both formally and informally. The First Holy Communion which is parish based is very well supported by the school staff.

The focus the school has made on the pupils understanding their role in supporting others less fortunate than themselves has greatly enhanced how they live out their faith on a day to day basis.

The Catholic life of the school is lived out on a daily basis. In order to further promote this and to give justice to the excellent work the school is doing it needs to be made more explicit. More displays reflecting the Catholic ethos of the school would help in this direction. Prayer Corners, which are present in every classroom need to be given a greater profile.

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

The Religious Education co-ordinator is very committed to her role. She is knowledgeable and knows the school well. She provides excellent support for all staff. There is a programme of peer assessment which allows for discussion of the strengths and areas for development of teaching and learning in a supportive environment.

There is now a comprehensive tracking system for pupil progress which is monitored by the senior leadership team.

The monitoring role of the co-ordinator includes lesson observations, scrutiny of pupils' work and scrutiny of teachers' planning. Moderation of pupils' work is regularly carried out in school and in conjunction with another local Catholic school.

Governors are kept well informed of the progress and development of Religious Education through regular meetings and updates.

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

The quality of teaching is never less than good and has many outstanding features. Lessons were well planned and resourced. A brief recap at the beginning of each lesson set it in context for the pupils.

Technology is an integral part of the lessons as well as a teaching resource. For example in one lesson observed the pupils were using both laptops and ipads to complete their independent tasks.

The pupils were attentive, exceptionally well behaved and cooperated well together. A notable feature was the excellent quality of the discussion. The pupils were encouraged to think, express themselves and work together in a focussed and collaborative way. They were able to justify opinions and able to draw on prior knowledge of scripture to back up their opinions. For example, in a Key Stage 2 class the pupils were encouraged to think about Judas' betrayal of Jesus and his motives. They were able to draw on their prior knowledge of scripture and the level of discussion shows evidence of higher order thinking skills. The adults in the classrooms are good role models in this respect as they use high level language skills and vocabulary.

Teaching Assistants are well deployed. They provide good support and have an excellent rapport with pupils. They were very clear about their role, supported well and intervened when necessary.

High expectations of the pupils, and the quality of the language used and expected ensures that their learning progresses at a good rate.

Marking in the majority of books was interactive with pupils given the opportunity to respond. In the best examples marking related to the Religious learning objectives. This good practice needs to be shared across the school to ensure a consistent approach. The behaviour of pupils in all lessons observed was excellent.

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

The curriculum meets the requirements of the Bishops Conference and 10% of the timetable is allocated to the teaching of Religious Education.

The school has adopted the 'Come and See' programme and they were involved in trialling materials prior to publication.

Wherever possible there are cross curricular links with other subjects including Information and Communications Technology, Art, Science and Drama. There is evidence of a variety of activities to support the curriculum.

Their work in philosophy has developed the pupils' thinking skills. They are able to voice their opinions clearly and use appropriate language accordingly.

The teaching of other faiths is a planned part of the curriculum.

There are sufficient books and artefacts to support the curriculum and the curriculum is further enhanced by visits to other religious places and visitors to the school.

The quality of Collective Worship provided by the school

Collective worship reflects the Catholic Life of the school. There is a variety of well-planned celebrations and liturgies which have an excellent attendance by parents, governors and parishioners. The range of liturgies such as Harvest, Advent and Lent add to the prayer life of the school.

Mass is celebrated regularly in the parish church which is next door to the school. The school works closely with the parish, assisting with family Mass and leading the parish Mass occasionally during the week and on feast days.

The Mass, which was celebrated in church on the inspection day, was for the buddy classes of year 4 and year 2. There was a good attendance from parents and members of the parish.

Pupils are involved with the planning and preparation for Masses and liturgies by writing prayers and choosing hymns.

There are a range of assemblies, which are either whole school or separate Key Stage assemblies and are planned to link with the liturgical year or with a theme.

Some assemblies are linked to SEAL, and allow for personal, spiritual and moral development. There is a strong tradition of liturgical singing and the pupils know many hymns.

The excellent quality of collective worship is manifest in the enjoyment and participation of the community.