



DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on
behalf of the Archbishop of Southwark

URN 118775

St William of Perth Catholic Primary School

Canon Close

Rochester

ME1 3EN

Inspection date: 2nd February 2023

Chair of Governors: Loraine O'Hara

Headteacher: James Willis

Inspectors: Colette Doran-Hannon

Helen Frostick

EDUCATION COMMISSION

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Interim Director of Education: Angela Cox OBE



Key for inspection grades

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

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St William of Perth is a voluntary-aided school which is situated in the Chatham Deanery of the Archdiocese of Southwark. It is maintained by the Medway Local Authority. The principal parish, which the school serves is St John Fisher, Rochester. The proportion of pupils who are baptised Catholics is 45%. Leaders ensure that the weekly proportion of curriculum time given to Religious Education is 10% in all Key Stages.

The school takes pupils aged 4 to 11 years. The number of pupils on roll is 208. Attainment on entry to school is broadly average. The proportion of pupils eligible for free school meals is below the national average. The school is supporting an increasing number of children with additional needs; however, this percentage remains below the national average.

Date Published: 3rd March 2023



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St William of Perth is an Outstanding Catholic school because:

- Pupils embrace the Catholic life and mission of the school and are exemplary ambassadors for Catholic education.
- Exceptional relationships within the school exemplify the Gospel values and staff are role models for the pupils.
- Additional books such as journals and prayer books, display the collective worship and prayer life of the school giving an excellent account of the experience of life at school for a St William of Perth pupil.
- Pastoral support is exceptional and ensures that pupils with additional needs reach their full potential.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Provide consistent opportunities across all year groups for more able pupils to explore and develop their thinking at a deeper level.
- Embed assessment procedures in religious education so that it informs next steps for all learners leading to greater progress for all groups.

Date Published: 31st March 2023



Overall Effectiveness

How effective the school is in providing Catholic Education.	1
Catholic Life	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school.	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.	1
Religious Education	2
How well pupils achieve and enjoy their learning in Religious Education.	2
The quality of teaching, learning and assessment in Religious Education.	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	2
Collective Worship	1
How well pupils respond to and participate in the schools' Collective Worship.	1
The quality of provision for Collective Worship.	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	1



CATHOLIC LIFE

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

Pupils at St William of Perth recognise that their school is a distinctly Catholic school. They understand that this shapes their values and influences how they treat one another. They know the importance of looking after others who are less fortunate than themselves and contribute to charity regularly. They are proud of their school, as a pupil told inspectors "I'm proud of everything that takes place here. I'm proud of everyone in this school." They can identify how their efforts are rewarded and take pleasure in their friends being rewarded for good deeds. Pupils behave impeccably both in lessons and around the school. They take on leadership roles appropriate to their age and development and carry out their jobs with pride. They explore other faiths and are able to discuss their trips to places of worship. This enriches the experience that they have at St William of Perth and strengthens their understanding. Pupils feel part of a very happy, safe school where they can develop their confidence over time to use their own voice to ensure the school continually develops. The school leaders ensure that the pupils have visits to their local parish church, they participate in diocesan gatherings and understand that they are part of a wider Catholic community. Relationships, sex and health education is delivered within the context of Christian understanding.

The quality of provision of the Catholic Life of the school is outstanding.

All members of the community recognise their part in providing a distinctly Catholic education. All staff take on the responsibility for delivering the school's mission "within an atmosphere of love, respect and tolerance of others." It is witnessed in the relationships between adults, parents and children. Pupils and parents commented on the displays at the front of the school which change in line with the liturgical year or the charity that is being supported. While the principles of Catholic Social Teaching are clear in the school, the leaders have identified that the articulation of these are in the development stage. The school ensures that the pastoral needs of staff are catered for. One parent commented, "It is a very safe and nurturing school and I think the Catholic ethos is at the heart of it."



How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding

Leaders at all levels are committed to the mission of the Church. Parents are warmly welcomed and engaged in school life and enjoy opportunities to support their children. Governors challenge and support leaders to ensure that the provision for Catholic life is the best that it can be. Improvements in the Catholic life of the school are well structured by leaders. Governors know of the ongoing developments and have the opportunity to ask questions.

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RELIGIOUS EDUCATION

2

How well pupils achieve and enjoy their learning in Religious Education is good.

Pupils enjoy their lessons in religious education. They participate well in independent and group work. Teachers plan lessons that are age appropriate and give pupils the opportunity to share their own experiences. As a result, the vast majority of pupils engage well in lessons and make good progress. Pupils with special educational needs and disabilities are well supported in lessons, and also make good progress. Additional adults are deployed well in lessons. In lessons in the early years, the awe and wonder of The Wedding Feast of Cana sparked pupils' enthusiasm in their independent work. Presentation in books is very good across the school; pupils take pride in their books because of the importance placed upon the subject in the school. They enjoy covering their books in their own unique way, with many showcasing their family. The individuality of each book, ensures that the pupils understand that they are special books, to be used and treasured equally. Pupils told the inspection team that there are opportunities to be creative in lessons and this was supported by the evidence in the class journals.

The quality of teaching and assessment in Religious Education is good.

In some lessons observed, questioning was particularly skilful and allowed pupils to think more deeply about their responses. When pupils had misconceptions, rephrasing or repeating questions was evident allowing most pupils to succeed. While pupils in the upper years are challenged to use scripture to support their ideas, more able pupils could be moved to this point more swiftly in lessons so that no time is wasted in deepening their understanding. One parent commented "Because of RE lessons they have a good knowledge of the Bible, the saints and they discuss theological issues."

Religious education is regularly assessed and leaders agree that the assessment data could be used more rigorously to improve the progress of groups, in particular the more able pupils further.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good.

Leader's self-evaluation is accurate. There are routine methods of monitoring and evaluation at all levels and leaders are ambitious. Opportunities are taken to moderate work with other schools in the deanery. The religious education leader has a clear vision for teaching and learning and as a result teaching is consistently good and at times outstanding. Religious education has parity with other core subjects and leaders ensure that at least 10% of the time table is dedicated to the subject. Leaders are not complacent about their success and strive for excellence.



COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.

The importance of collective worship and prayer is evident in all aspects of school life. Pupils participate fully through prayer and song. Opportunities are provided for parents to pray with their children on a Friday morning. This strengthens the link between home and school and is well received by parents. Older pupils have the opportunity to plan and lead worship for younger pupils. This enables the development of leadership skills as well as building confidence and is an excellent opportunity for the younger pupils to aspire to. Prayer Pilgrims lead prayer within their own classrooms and all pupils have the opportunity to apply for this leadership role. It is well known throughout the school and parents comment that pupils who have or have held this role are very proud and can articulate the purpose. Key stage collective worship is a highly effective and engaging opportunity for pupils to pray and sing. They are challenged, through pertinent questioning to develop their sense of self, linking scripture to their own lives helping them shape decisions. Pupils write prayers and reflections that are used in liturgies.

The quality of provision for Collective Worship and Prayer Life is outstanding.

Prayer life is central to the life at St William of Perth. It is well planned for and the liturgical calendar is followed. The school is forward thinking, developing older pupils' understanding of liturgy so that they can plan and deliver high quality worship. The religious education leader is a source of inspiration to the pupils, staff and parents. Leaders have an excellent understanding of the liturgical year, collective worship and prayer and clearly demonstrate this with displays for the pupils to interact with. Pupils across the school have the opportunity to go to Mass at the parish church. Masses are planned for the beginning of each term, feast days and special events at the school. The introduction of the Marian garden has inspired children in the devotion to Mary. It is well cared for and used in May for the Marian procession to which the whole community is invited.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.

Leaders and governors ensure that collective worship and prayer are accessible to all pupils in the school. It is well resourced and highly valued. Leaders use self-evaluation to continuously seek ways to improve and develop the provision. This means that the school is an excellent example of the positive impact of monitoring and evaluation. Governors are invited to events and feedback at committee level. The leader also reports to governors who are a source of challenge and support.