

DIOCESE OF **Hexham & Newcastle**
— DEPARTMENT FOR EDUCATION —



S48 Report
St William's RC Primary School
Trimdon

Elwick View
Trimdon Village
Co Durham
TS29 6HY

URN: 114259

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE
SCHOOL AND RELIGIOUS
EDUCATION**

School: St William's RC Primary School

Address: Elwick View
Trimdon Village
Co Durham
TS29 6HY

Telephone Number: 01429 880348

Email address: stwilliam@durhamlearning.net

School URN: 114259

Headteacher: Mrs Kate Ellis

Chair of Governors: Mr Peter Brookes

Lead Inspector: Miss Elaine White

Date of Inspection 1-2 May 2013

INFORMATION ABOUT THE SCHOOL

St William's is a much smaller than average sized primary school which serves the parishes of St William's, Trimdon, St Joseph's, Coxhoe and St John Fisher in Sedgefield. The school community is primarily English speaking and mainly of white British heritage. The proportion of pupils known to be eligible for the pupil premium is well below the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well below average.

Pupil Catchment

Number of pupils on roll:	115
Planned Admission Number of Pupils:	20
Percentage of pupils baptised RC:	86%
Percentage of pupils from other Christian denominations:	7%
Percentage of pupils from other World Faiths:	0%
Percentage of pupils with no religious affiliation:	7%
Percentage of pupils from ethnic groups:	0.09%
Percentage of pupils with special needs:	10%

Staffing

Full time teachers:	6
Part time teachers:	0
Percentage of Catholic teachers:	100%
Percentage of teachers with CCRS:	83%

Percentage of learning time given to Religious Education

FS	10%
Year 1	10%
Year 2	10%
Year 3	10%
Year 4	10%
Year 5	10%
Year 6	10%

Parishes served by the school:

St William's, Trimdon
St Joseph's, Coxhoe
St John Fisher, Sedgefield

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

1

RELIGIOUS EDUCATION

1

KEY FINDINGS

St William's is an outstanding Catholic school. As soon as you enter the school it is very clear that the prime purpose is Catholic education, helping children to develop their faith to understand that God loves them. It is a welcoming place where everyone is loved and respected and the love of learning is evident in all aspects of the school. The provision for the Catholic Life of the school has the highest possible priority with the school's mission statement permeating throughout the school ensuring that Christ is at the centre of all that takes place at St William's. The leadership and management of Catholic Life and Collective Worship is outstanding. The headteacher, governors and Religious Education coordinator share a clear vision for securing continuous improvement. Together they inspire the school community to work together to bring the Mission statement into all aspects of school life. The school clergy are well respected members of the school community and support the staff to deliver high quality worship and celebrations. The quality of teaching and learning in Religious Education overall is outstanding. Lessons are interesting and challenging, which inspire and encourage the children to think about their faith and how to live their lives. Priorities since the last inspection have been fully met and there is a continuous drive for further improvement.

- Catholic Life of the school is outstanding because governors, leaders and staff have high expectations and a shared vision with regard to the Catholic mission and ethos of the school. There is a strong team spirit amongst all staff and sharing knowledge and good practice is common place. All staff play an active part in the delivery of the school's pastoral programme and are committed to ensuring the highest possible outcomes for pupils. Pupils make an outstanding contribution to the Catholic Life and take a leading role in activities which promote the school's ethos within the school and wider community.
- The provision for Collective Worship is outstanding: it is central to the life of the school and a key part of every school celebration. The headteacher and senior leadership team display expert knowledge of how to plan and deliver high quality experiences of Collective Worship. There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure that Collective Worship is both regular and inclusive.
- The overall quality of teaching and learning of Religious Education is outstanding. Assessment is used very effectively throughout the school by teachers in setting targets for improvement and activities are sufficiently challenging to enable the more able pupils to attain the higher levels. The pupils' quality of learning and progress in Religious Education is outstanding. A vibrant atmosphere is apparent throughout the

school and because of this pupils enjoy their learning.

To improve further the school needs to:

- continue with the identified plans, and actions taken, that are already in place and leading to improvement.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

1

1

Pupils make an outstanding contribution to the Catholic Life which has a very high priority across the school. Pupils are at the centre of shaping the school's mission and ethos and are actively involved, taking on responsibilities very enthusiastically such as buddies, Leap Leaders and members of the Fair Trade Steering Group. They take full advantage of the many opportunities offered to them and take a leading role in those activities which promote the school's ethos both within the school and the wider community. They are alert and respond willingly to the needs of those beyond the school and can articulate their views with confidence explaining the purpose of fundraising for various charities such as: Starlight Children's Foundation; MacMillan Coffee Morning; Poppy Appeal; the Good Shepherd Appeal; and the 5p Bus. The older pupils are actively involved in introducing 'Minnie Vinnie's' across the school following a visit from members of the St Vincent de Paul Society. Pupils show a very good understanding of the importance of key celebrations throughout the liturgical year both in school and the parish community and understand that religious belief and spiritual values are important for many people. There is a calm and peaceful ethos which pervades the school and this is reflected in the pupils' outstanding behaviour and consideration for others.

The provision for the Catholic Life of the school has the highest possible priority with the school's mission statement permeating throughout the school ensuring that Christ is at the centre of all that takes place at St William's. There is a strong team spirit amongst all staff and sharing knowledge and good practice is common place. All staff play an active part in the delivery of the school's pastoral programme and are committed to ensuring the highest possible outcomes for pupils. Pastoral care is central to the success of the school. The Behaviour Policy promotes the highest expectations and begins with the quote from Matthew 5:15: "Let your light shine before men that they may see your good deeds and praise your Father in heaven". It promotes the highest expectations of behaviour to which pupils aspire. Behaviour overall is exemplary. From the moment you enter St William's it is apparent that this is a school committed to the Catholic tradition and ethos. There is a great sense of community at all levels which is evident in the quality of relationships that exist between everyone, staff, governors, pupils and parents. One parent commented: "St William's is a wonderful school with a very caring staff who go over and beyond their duty to care for everyone, particularly supporting families who are in need of help."

The leadership and management of the school in promoting the Catholic Life of the school is outstanding. The headteacher, who is a positive presence around the school, has a very clear understanding of Catholic education and of the role of the Catholic school. This she is embedding very effectively in the school so that pupils, staff, and parents recognise and

support its realisation. The headteacher, along with other senior staff and governors have a deep commitment to the Church's Mission in education; personal development and high quality care are paramount. They are outstanding role models providing very clear direction for improvement and ensure that opportunities for pupils' spiritual and moral development are frequent and these have significant impact. The headteacher has a strong sense of purpose and clear vision and she encourages and supports all the staff who are deeply committed to the ethos of the school and ensures that everyone is a witness to the faith and to living gospel values. The governors involve themselves wholeheartedly, as appropriate, in the life of the school and are fully committed to promoting its religious and spiritual life. Self-evaluation is rigorous in order to identify correctly areas for development. Pastoral care provision is outstanding, reflecting concern for the welfare of all. The outstanding leadership of the Catholic Life of the school ensures that all pupils are well cared for and nurtured in this happy, caring, safe and supportive environment in which high expectations of behaviour are communicated to all pupils. This was summed up by a quote from a parent: "St William's school offers our children the chance to learn in an environment where a caring, sharing Christian ethos is at the heart of all learning both academic and spiritual and we are very proud to send our children to such a school."

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- | | |
|---|---|
| • How well pupils respond to and participate in the school's Collective Worship. | 1 |
| • The quality of provision for Collective Worship | 1 |
| • How well leaders and managers promote, monitor and evaluate the provision for Collective Worship. | 1 |

Pupils' response to and participation in Collective Worship provided by St William's is outstanding. 'Statements to live by' and Gospel readings underpin the themes for Collective Worship which are interwoven with quality scripture, reflection, liturgical dance and active participation by pupils, all of which is enhanced through the skilful use of Information and Communications Technology. Pupils are reflective and focussed during Collective Worship and from the earliest age pupils participate fully in prayer. This was evident in the whole school liturgy to which parents were invited where pupils invited the school to reflect on: "*Do not fear for I am with you*". Pupils themselves lead prayer and worship demonstrating their good understanding of the Gospel message. Pupils participate in voluntary prayer opportunities during lunch breaks at different times of the church's year and display an excellent understanding of the church's liturgical year, responding appropriately to the different celebrations. They often take the lead in preparing their own liturgies, writing prayers and leading worship throughout the whole school and are proud to be Liturgy Facilitators.

The provision for Collective Worship is outstanding and is given a high profile throughout the school. There is a clear policy for Collective Worship and the school uses a good variety of strategies to ensure that Collective Worship is both regular and inclusive. Through a well planned programme of Masses, liturgies, assemblies and other liturgical celebrations which are appropriately matched to the pupils' stages of development, pupils are given many opportunities to participate in a range of acts of worship including voluntary lunchtime prayer groups which are extremely well attended and valued by the pupils. A wide variety of forms of prayer, including traditional prayers, scripture, music, symbols and artefacts are modelled extremely well for the pupils. Traditions such as the Stations of the Cross and the Rosary are very much part of the school year. Pupils know what constitutes good worship as demonstrated by their ability to plan and lead liturgies which include readings from scripture, hymns and their own prayers. They are able to use a liturgical planning format to assist them in preparing quality liturgies. Families are becoming more involved in the pupils' religious development through the seasonal 'travelling artefacts' such as the Travelling Crib, Rosary Bags and Easter Mystery Bags. There is a focal point in each class with well thought out resources such as 'the worry box', impacting significantly on the quality of prayer and providing pupils with stimulus for thought and reflection.

The headteacher along with other senior leadership staff offer outstanding leadership and are models of good practice. They show a real depth of passion and commitment and have a clear vision and sense of direction and understanding of what is required to bring about improvement and they share this with staff. They regularly seek the views of pupils, staff and

parents regarding the quality and significance of Collective Worship in school and respond to these findings appropriately such as the recent questionnaire which was sent out to parents and pupils. Their dedication and commitment are instrumental in the drive to provide high quality Collective Worship and quality prayer life throughout the school. Interviews with governors, Religious Education coordinator, headteacher and parish clergy along with the scrutiny of both pupil and parent questionnaires reflect the importance of true partnership, evaluation and a mission to ensure the best for all pupils.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- | | |
|--|---|
| • How well pupils achieve and enjoy their learning in Religious Education | 1 |
| • The quality of teaching and assessment in Religious Education | 1 |
| • How well leaders and managers monitor and evaluate the provision for Religious Education | 1 |

The pupils' quality of learning and progress in Religious Education is outstanding. Pupils start school with knowledge and skills that are in line with what is expected for their age. They make outstanding progress across the early years foundation stage as their personal needs are well met as soon as they enter the school. Pupils continue to make outstanding progress throughout key stage one and key stage two with standards being well above Diocesan expectation by the end of year six. Those pupils identified as having a special educational need are exceptionally well catered for. The school is highly effective at meeting their needs by ensuring that work is closely matched to their ability. Excellent support from highly skilled teaching assistants ensures that their attainment and progress are similar to that of the other pupils. Pupils achieve outstandingly well both academically and personally. Teachers plan lessons very well and set challenging targets for pupils to achieve in their work; consequently, from their starting points all groups of pupils make rapid and sustained progress. The pupils demonstrate good levels of enjoyment and enthusiasm for Religious Education and have very positive attitudes to learning. The pupil questionnaires confirm their enjoyment and enthusiasm about Religious Education. They are religiously literate and are very articulate and reflective in their oral responses.

The quality of teaching and learning in Religious Education is outstanding. Teaching is outstanding and never less than consistently good. Teachers are highly effective at meeting the needs of all groups of pupils. They thoroughly and regularly check pupils' learning and plan activities that motivate pupils to want to learn. Pupils make rapid and sustained progress as they try their very best at all times. Teaching in the early years foundation stage is highly effective. This was apparent in the reception class during an observation where pupils were writing their own litany and creating a liturgical dance to demonstrate their excitement on hearing the good news. Teachers' questioning helps to extend pupils' understanding exceptionally well. Teachers intervene, where necessary, to deal with pupils' misconceptions or to provide very useful feedback so that learning is outstanding. They structure their lessons so that pupils are encouraged to work with each other in order to discuss their learning. They are provided with rich experiences that make learning exciting, promoting their spiritual, moral, social and cultural development extremely well. Teachers frequently use innovative approaches to capture and enthuse pupils. For example, in key stage two where 'hot seating' was used to explore how St Paul's letter would affect the life of the Christians in Rome. The quality of marking and feedback to pupils is consistently outstanding. Pupils are given clear points for improvement which very effectively improves pupils' skills and ensures they make better progress. The school has an accurate picture of pupils' achievement in Religious Education. It has a rigorous tracking system which effectively informs planning to ensure that

all pupils are appropriately challenged. Experienced and very skilled teaching assistants make a very positive contribution to pupils' outstanding learning and progress both in and out of lessons. They work very flexibly with pupils across the school and use a range of teaching methods to help increase pupils' understanding and skills.

The leadership and management of Religious Education is outstanding. The headteacher and Religious Education coordinator provide strong and highly effective leadership in Religious Education that ensures all pupils achieve exceptionally well. The hardworking and deeply committed Religious Education coordinator has the professional drive and religious conviction to ensure that Religious Education continually moves forward, she plays an integral part in the success of the school. They are supported extremely well by a very dedicated team of staff who are all ambitious for the school and pursue excellence. The teaching of Religious Education across the school has a very high profile and contributes very effectively to the pupils' spiritual and moral development. The link governor for Religious Education is very well informed and knowledgeable about the school's strengths and further areas for development providing appropriate challenge to senior leaders.

SUMMARY OF INSPECTION JUDGEMENTS

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 managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

COLLECTIVE WORSHIP

1

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

1

The quality of provision for Collective Worship

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION

1

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

1

The quality of teaching and assessment in Religious Education

1

How well leaders and managers monitor and evaluate the provision for Religious Education

1

	Pupil Outcomes	Provision	Leadership and Management	
Catholic Life	1	1	1	1
Collective Worship	1	1	1	1
Religious Education	1	1	1	1
	1	1	1	1