

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

**SECTION 48
INSPECTION REPORT**

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

ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL
St. Paul's Avenue
Wibsey
Bradford
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School URN

107331

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Chair of Governors

Mr. Anthony Carroll

Headteacher

Mrs. Maureen Cairns

RE Subject Leader

Mrs. Brenda O'Connor

Date of Inspection

23rd – 24th May 2011

Section 48 Inspector

Mrs. Christine Rothwell

INTRODUCTION

The Inspection of St Winefride's Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self - evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

The inspector observed Religious Education (RE) lessons across the key stages (KS), one circle/PSHE session and three Collective Worship, a whole school assembly dedicated to Our Lady assembly and a voluntary prayer group led by Year 6 pupils. She held meetings with the headteacher, RE subject leader, Parish Priest, Governors, the school council and parents. She examined school documentation including the RE subject leader's file, planning and assessment files, monitoring and evaluation records, meeting minutes and a sample of pupils' workbooks from each year group.

The inspector reviewed many aspects of the school's work, looking in detail at the following:

- The effectiveness of the monitoring and evaluation strategies in RE;
- The planning and provision for Collective Worship;
- The attainment of pupils in each key stage.

INFORMATION ABOUT THE SCHOOL

St. Winefride's is a larger than average primary which is one of two schools serving the Catholic community in the newly amalgamated parish of Mary Mother of God which links St Winefride's Church and St John the Evangelist Church in Buttershaw. There are 450 pupils on role which includes 50 children availing of part time nursery provision with an average class size of 30 pupils in Key Stage 1 and 28 pupils in Key Stage 2. Eighty per cent of pupils are baptised Catholic. The school is situated in the Bradford South area and has a fairly low number of ethnic minority groups and only 11% of pupils are on the Special Educational Needs register with four pupils in Key Stage 2 in receipt of a statement of need. Many of the pupils experience some family breakdown at some point of their school life and a large proportion live between two family homes. The majority of pupils transfer to St Bede's or St Joseph's College for their secondary education.

At the present time the school is undergoing major building work which when completed will meet the regulations for disability access and offer pupils improved learning facilities as well as giving the school scope to meet the extended schools agenda further by providing an extra hall which can be used by the community.

There are 17.5 full time equivalent teachers, 2 of whom hold the Catholic Certificate for Religious Studies (CCRS) or equivalent. All staff have followed the Foundations Stones course. The school has achieved many awards including Investors in Pupils, Investors in People and has Healthy School status.

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

1

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

1

CAPACITY FOR SUSTAINED IMPROVEMENT

1

Main findings

At St Winefride's Catholic Primary School the outcomes for pupils, the effectiveness of leaders and managers and the school's capacity for sustained improvement are all outstanding and the provision for Catholic education is good with some outstanding features. The strength of the school lies in the outstanding leaders and managers and their effectiveness in developing the Catholic life of the school. Morale is very good and belief in the school's success runs through staff, governors, pupils and their parents. When asked 'why should parents send their children to the school' every pupil spoken to replied that 'it was a great school and everybody cared'.

The community at St Winefride's Catholic Primary school lives out the gospel in their everyday lives with staff providing an excellent example of their faith to the pupils. Their Mission statement,

'To provide excellence in all aspects of school life embedded in the values and beliefs of the Catholic faith,'

which was reviewed in 2009, truly drives every aspect of school life creating a loving, caring ethos where everybody is valued and nurtured. Pupils' behaviour is very good both in the classroom and around the school. Parents are supportive and speak highly of the school referring to it as

'A loving family' and a place where their children 'Were happy and cared for'.

Parents are particularly happy with the range of extra curricular activities and the time willingly given by staff to develop the whole child. Parents praised the 'forward thinking school' where 'all the staff are a credit to it'. Parents were pleased that the faith is such a central part of the daily life of the school.

All areas identified for improvement during their last inspection have been achieved with further steps for improvement acknowledged in the school development plan. Liturgical and spiritual participation in the parish are vital in the Catholic life of the school. The parish community supports life in the school with the Fatima group acting as prayer sponsors for the first communicants. The school community in turn shares in the parish life such as the Summer fair. The Parish Priest or the temporary chaplain say Mass each week in the school and are well known and respected by the pupils.

What the school needs to do to improve further:

- To ensure consistent teaching in parallel classes;
- To further develop two way links between the Parish and the School ;
- To continue to monitor and evaluate the effectiveness of the new RE scheme of work; 'The Way, the Truth and the Life' through existing quality assurance procedures;
- To continue to encourage the responses and singing at Mass and in liturgical services taking into account the changes coming in from Advent 2011.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

1

The social, moral and spiritual development is a strength of the school and this is as a result of the dedication of all members of staff to the Mission of the school. Adults are very good role models and willingly share their own faith and values with the pupils in this supportive and caring school.

The majority of teaching is good with some being outstanding which is evidenced in the pupils' learning. Where the teaching is outstanding there is a stimulating approach, excellent use of ICT, differentiated and challenging questions and various approaches being used by pupils to record their work. Rigorous monitoring by the subject leader ensures that a consistent high standard is achieved throughout the school. Identification of next steps when marking accelerates pupils' learning and enables the pupils to assess their own progress. When pupils were discussing their work they demonstrated a mature understanding of the Catholic faith and their RE curriculum. They happily shared their levels of attainment and their future targets. Pupils enjoy RE demonstrating a high level of participation and a commitment to succeed. Their work is well presented both in their books and in attractive displays around the school. RE permeates the curriculum and is key to the success achieved in other subjects. The pupils are knowledgeable about other religions and have benefited from pupils within the school sharing their beliefs and customs as well as people of other faiths visiting the school and sharing their religious rites. They recall with enthusiasm previous topics they have covered in RE and demonstrate a good understanding of prior learning. Both pupils and staff find the new scheme of work both interesting and challenging.

The quality and progress of learning for pupils with particular learning needs and/or disabilities is outstanding. This is due to the nurturing support programme that is in place and the clear differentiated activities and support in RE lessons ensuring that pupils reach their potential.

The pupils make good progress in RE during their time at the school. Pupils' progress in RE in KS1 and KS2 is very good resulting in pupils leaving Year 6 attaining at least in line with expectations with the majority exceeding this. In 2010 the vast majority of Year 6 pupils achieved level 4 and 35% achieved level 5.

The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding. The Catholic life of the school is tangible and enhanced through the many activities and involvement locally and nationally. Every KS2 class attends regular class Masses in the school each week plus whole school and Holy Day Masses which are held in the parish church. Pupils visit the church to reinforce their RE work where appropriate. The Year 6 pupils

lead a prayer group in the school hall each afternoon which is always well attended as is the RE after school club. Pupils are proud of their Catholicity and enjoy sharing their faith with others.

Respect and care of others is a strength of the school as is demonstrated by older pupils being buddies to younger pupils. Pupils are encouraged to take care of their school and grounds both of which are clean and tidy even though there is disruption due to the building work. The pupils appreciate the hard work of the caretaker and cleaning staff and try to help keep their school clean and tidy. The school gardening club gives pupils the opportunity to plant seeds, tend them through their growth and enjoy the result. Pupils are particularly active in organizing events to raise money for Cafod and the Good Shepherd appeal. There is a 'Shoe-box Appeal' each Christmas where the pupils can give something to those who have very little making them realize 'how well off we are' according to one pupil.

Collective Worship at St Winefride's school is very good. The pupils are eager to share their experiences of Collective Worship contributing to or planning both class worship and whole school Collective Worship and assemblies. They have a good understanding of the religious seasons and feasts. During Collective Worship the pupils reflect quietly and spiritually on the theme of the worship in an appropriate setting. They demonstrate a deep understanding of and a responsive attitude to the readings and prayers singing often with meaningful actions. Dance and drama would further enhance the quality of Collective Worship and increase pupil participation.

Pupils' comments include:

'I love writing my own prayers' and 'At this school we talk about God and Jesus all the time and it's in our lives all the time. It's great'.

Pupils distinguish between the spiritual and the material recognizing that God is at the centre and plays a part in their lives. They are at ease with those around them of other faiths respecting the differences whilst acknowledging the similarities.

These are the grades for pupils' outcomes

How well pupils achieve and enjoy their learning in Religious Education.	1
Taking into account:	
• the quality of pupils' learning and their progress	2
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
• pupils' attainment in Religious Education	1
The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils respond to and participate in the school's Collective Worship.	1

PROVISION

How effective the provision is for Catholic education.

2

The teaching is effective in ensuring that pupils are motivated and engaged. The great majority is securing good progress and learning and has many outstanding features. Where teaching is less than good it would benefit by sharing good practice.

The assessment procedures are well embedded and ensure that progress is at least good and for many it is outstanding. Standards are at least in line with expectations with many exceeding this. Regular moderation of work ensures there is a consistency in the levels awarded with parents being informed and appreciative of the progress reports and information given enabling them to support their child throughout the year.

Pupils' spiritual, moral and cultural understanding is outstanding. The weekly 'Mission' statement is taught to a high standard both in the classroom and through assemblies. RE is a core subject and the school meets and at times exceeds the designated 10% of curriculum time. The school is enjoying using the new scheme 'The Way, the Truth and the Life' which is supportive of the teaching and understanding of the Catholic faith. The SEAL/PSHE/Circle time programme nurtures all pupils ensuring pupils are confident in themselves and with others. This is consolidated by the staff's high expectations of attitude and behaviour. Pupils are encouraged to make the best of their skills and talents given by God.

These are the grades for the quality of provision

The quality of teaching in Religious Education.	2
The use of assessment to support learning in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	1
The quality of Collective Worship provided by the school.	2

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

1

Leadership at St Winefride's has a clear vision and is deeply committed to the Church's mission in education and is outstanding in its effectiveness at all levels. The Governing Body has the expertise to meet the school's needs and is influential in determining the direction of the Catholic life of the school. Their relationships with staff are supportive and they take a critical friend approach when appropriate to bring about further improvements. Governors links with a year group as they go through the school shows a commitment to their involvement and the desire to further improve the school family. The Governors operate an effective recruitment and selection policy and monitor the continuing professional development of staff. The school is blessed with stable, dedicated and committed staff who give a great deal to the school and the wider community.

The headteacher and deputy work closely together providing inspirational leadership which is supportive of staff and pupils alike. They are instrumental in leading and promoting a collaborative working environment resulting in continual improvement in pupils' attainment and progress. Leadership of RE is outstanding and the subject leader maintains rigorous systems for monitoring and evaluating, for challenging and supporting, for ensuring that responsibilities are being met. She has facilitated the introduction of the new RE scheme through in-service opportunities, direct guidance and regular discussion and has ensured that all staff are equipped with the required planning, resources and assessment materials. The attractive displays provide a clear indication of the various topics being covered by the classes throughout the school.

Governors and the leadership team share a clear vision of how the school might improve further, setting out their aims in a comprehensive development plan. Leaders and managers conduct a range of systematic monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's strengths and weaknesses.

The school participates fully and actively in developing and implementing a variety of partnership activities which make an excellent contribution to pupils' achievement and well-being. The school actively promotes pupils' initiative in learning about and supporting charities at local, national and global levels and the response is repeatedly generous.

These are the grades for leadership and management

How well leaders 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 and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	1
How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.	2
How effectively leaders and managers promote Community Cohesion.	1