

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL
ST. PAUL'S AVENUE
WIBSEY
BRADFORD
BD6 1SR

School URN

107331

School DfE Number

3803350

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Chair of Governors

Mr. Paul Copley

Headteacher

Mrs. Maureen Cairns

RE Subject Leader

Mrs. Pauline Sellers/Mrs. M. Cairns

Date of Inspection

25-26th April 2013

Section 48 Inspector

Mr. Peter Thompson

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

OUTCOMES FOR PUPILS

1

THE PROVISION FOR CATHOLIC EDUCATION

1

LEADERS AND MANAGERS

1

Summary of key findings:

This is an Outstanding Catholic school.

- Leaders and managers at all levels have worked very hard during a period of transition to ensure St. Winefride's school has a number of outstanding features.
- The attitudes and behaviour of the pupils are outstanding.
- Pupils show a high degree of maturity and independence in their learning from a young age, as a result children perform very well in Religious Education, a subject which they enjoy very much.
- The quality of teaching and learning in RE is good with some lessons, particularly in Upper Key Stage 2 and Foundation Stage being outstanding.

What the school needs to do to improve further.

- To ensure pupils have a clear understanding of the school's mission.
- To further improve the quality of teaching and learning the school needs to share outstanding practice which exists in St. Winefride's and to consistently apply:
 - learning objectives and success criteria;
 - the school's marking and feedback policy.

- To further improve the quality of Collective Worship/Liturgies, pupils and staff should look at appropriate ways to incorporate role play and visual prompts, which they do so successfully in RE lessons.

Information about this inspection

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 Diocesan Administrator 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 and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- Five acts of Collective Worship (CW) including celebration of Mass;
- Seven lesson observations;
- A scrutiny of samples of work from across the whole school;
- Discussions with pupils, staff, parents and governors.

Information about this school

- St. Winefride's is a two form entry primary which is one of the two schools serving the Catholic community in the amalgamated parish of Mary Mother of God which links St. Winefride's Church and St. John the Evangelist Church in Buttershaw.
- There are 455 pupils on role including 52 part time nursery pupils. 86% of pupils are baptised Catholic. The school is situated in the Bradford South area, has a fairly low number of ethnic minority groups with the percentage of pupils on the Special Educational Needs register being in line with the National Average and with five pupils in receipt of a statement of SEN.
- There are 18.5 full time equivalent teachers. The school has achieved many awards including: Investors in Pupils, Investors in People, Arts Mark Award and has Healthy School Award status.
- A new RE subject leader appointed in September 2012 has previously worked as the school's Faith Tutor and was very favourably placed to take on the role and ensure continuity of long established good quality practices and procedures.
- The level of attainment on entry is well below the National average and is steadily declining, however, the gap is narrowed significantly by the end of key stage 1 and closed and exceeded by the end of Key Stage 2.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are outstanding

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.	1
How well pupils respond to and participate in the school's Collective Worship.	1

- Pupils are happy and willing to take on roles of responsibility at St. Winefride's in order to help others and by so doing they significantly contribute to the good order and excellent atmosphere that is evident around the school. Members of the school council described with real clarity and understanding their roles which they valued and enjoyed.
- Pupils' behaviour is a real strength of the school. It is at least good and often outstanding. The traffic lights and smiley green faces reward good behaviour.
- Pupils at St. Winefride's willingly take on some of these roles: a school councillor, friend finder, a prefect, a lunchtime escort, a member of the 'Sporting Behaviours' nurturing group.
- Spiritual, moral, social and cultural development is an outstanding feature of the school. Pupils and staff display a high level of respect for each other.
- The school effectively carries out a programme of Education in Personal Relationships in line with the expectations of the Diocese of Leeds.
- Pupils are at the heart of a wide range of activities, of a spiritual nature, which enhance the atmosphere of St. Winefride's.

For example:-

Pupils act as prayer sponsors for an old St. Winefride's boy who is currently serving in Afghanistan.

Children prepare and share an annual Mass with the Fatima Group (elderly parishioners) who act as prayer sponsors for those preparing for their First Holy Communion in school. This shared prayer is something that parents remember from their time at the school.

A programme of events in school allows for pupils to show their generosity and compassion by raising funds and awareness for a range of charities while connecting with the parish and wider community: Mission boxes, Good Shepherd /CAFOD and Catholic Care, SVP, 'Support our Soldiers' and Christmas Shoe Box appeal and national campaigns such as Comic Relief and Children in Need.

KS2 pupils meet together in the prayer room in their own time to reflect on current issues and pray together.

- On entry, pupils' skills and understanding of RE are well below National expectations but by the time they leave the Foundation Stage, they are able to talk confidently about God, His creation of the world, how He cares for them and loves them. They know about Jesus' birth and can role play using the words that Jesus used at the Last Supper.
- By the end of Key Stage 1, pupils' knowledge and understanding are deepening and they are able to discuss the importance of prayer in their lives. They know about Jesus and his message to 'Love one another' and can retell many of the Gospel stories and talk about the main events of the Church's Liturgical calendar. Children make good progress and many are working securely within Level 2.

One Year 2 child wrote:-

"The Resurrection is a happy time, He is risen, we celebrate."

Another said:-

"Jesus appeared to His disciples so that they could spread the Good News that He is alive."

As a result of good teaching, children in lower Key Stage 2 are able to interpret Parables.

For example, during a piece of work on the "Parable of the Sower" one child wrote:-

"Good soil = where you listen to the word and obey it."

- By the end of Key Stage 2 a good proportion of pupils actually exceed Level 4 and go onto upper school working within Level 5. These judgements have been validated by teachers from the upper schools who work collaboratively with St. Winefride's.
- RE attainment 2012 showed that the majority of pupils attained in line with national expectation at Level 4 and over a third of pupils exceeded national expectation at Level 5.
- Projected outcomes for the current academic year would suggest that pupil attainment could be significantly above the national average with 92% of pupils attaining Level 4 and 44% of pupils attaining Level 5 by the end of Year 6. These are encouraging indicators of an upward trend in pupil attainment in the subject.
- By the end of Key Stage 2 pupils are able to apply their knowledge in RE and explain the actions of key religious figures.

For example, one pupil tried to persuade King Herod that Jesus' trial was unfair:-

"In my eyes, Jesus has done nothing wrong; if it weren't for Pontius's cowardly actions Jesus wouldn't have to be crucified. But it's not too late, you can still make a difference. Jesus is innocent and by now you should know that."

A Year 6 class did some work about Oscar Romero. One child wrote, 'Before he (Oscar Romero) died he said it is really unfair about the rich people owning lots of land and the poor having little.'

- Those children who have entered St. Winefride’s later than Reception and not had the benefit of continuous RE provision at St. Winefride’s are significantly below in attainment compared with their peers.
- Intervention is given to all children in danger of falling behind and well-trained and committed support staff help to narrow or close the gaps in knowledge and understanding.
- Pupil voice days and pupil questionnaires tell the school that pupils enjoy their learning in RE especially when it involves dressing up, role playing, art and visiting places of worship or incorporating the use of ICT.
- There is a long established planned programme for different classes to plan and lead the weekly Friday Mass in school and Masses in Church and pupils see this as a privilege. The Parish Priest always thanks those who have prepared the Mass and they take such great pride in hearing this.
- Securing the services of an experienced pianist for Friday Mass has boosted the participation of all the children and enhanced the quality of singing at the Liturgies.
- Pupils preparing for First Communion help plan and lead a series of Sunday Masses in Church. The children have joined the Parish for some of their weekly Masses in Church mid-week.
- Since the last inspection, the new Mass responses have been introduced and pupils have made the transition well.
- The Parish Priest has introduced the children to some of the sung Latin responses in Mass.
- Voluntary acts of worship during Lent and Advent, led by the children, have given rise to a more regular pattern of voluntary prayer groups, meeting in the prayer room at lunchtimes and break times. The children prepare, lead and share their own Acts of worship which staff are invited to attend. The children do this with a depth of spirituality and maturity. Acts of worship are carried out with great reverence.
- There are many opportunities for pupils and staff to create Spiritual Bouquets to send to people within and beyond the school. The children will pledge both group prayers said together in school and individual prayers to be offered up privately.

The provision for Catholic Education is outstanding

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils’ learning.	1
The quality of Collective Worship provided by the school.	1

- Monitoring shows that there has been improvement since the last inspection with a reduction on time spent on ‘teacher- talk’ or ‘carpet- time’ during RE lessons. Teachers now plan for more active learning. The over dependence on

listening skills, as a learning strategy, is vastly reduced. The children say that this makes learning more fun and in turn is raising standards.

- The vast majority of teachers are all highly E-Literate and most use the Interactive white board, netbooks and flip videos well, to motivate children to learn. These forms of ICT clearly enhance lessons and promote learning. Other links with ICT include Year 6 children being asked to make a power-point presentation on how St. Ignatius Loyola 'took up the cross'.
- The E-Learning Tutor and the Media room, facilitates stimulating learning opportunities for children to reflect on their learning by making news reels and video collages as well as documenting role play scenarios on film and publishing these on the school website.
- The school's latest initiative to raise standards in school is Assertive Mentoring. The impact of this is that the children are more able to reflect on their attitudes and behaviour and see how far they have progressed towards their targets. The pupils are then graded as Green, Amber or Red in each element of evaluation. The vast majority of pupils are 'Green' in R.E.
- Staff members and pupils who are knowledgeable about other faiths provide enjoyable learning activities like Hindu Dance and Henna Hand Patterns.
- From RE lessons observed during the inspection and from analysis of the school's monitoring file, teaching is consistently good and sometimes outstanding.
- One outstanding lesson observed in upper KS2 included a group of children using clay figures to act out the parts of disciples being fishermen. (Godly play) The children exhibited a depth of understanding and maturity.
- Other examples were observed of children making use of Literacy working walls to enhance the quality of writing in RE and of teachers providing storybooks to assist writing.
- Teachers plan and provide well for pupils with SEN in RE by using strategies such as visual timetables and multi-sensory props and prompts. Teachers and teaching assistants use visual story boards and practical hands on experiences to engage with all learners including those with special needs.
- Work is generally well marked but the school's marking and feedback policy needs to be applied more consistently if the children are to make more progress.
- Even the very youngest children participate and reflect with reverence and maturity during acts of Collective Worship. Children's prayer intentions are valued. For example one child asked that the class prayed for his Grandad who had died. This was then recorded in the class prayer book.
- RE is planned and delivered in discreet lessons throughout school. In addition some RE is linked to the school's creative curriculum.
- Teachers use The Way the Truth and the Life syllabus, (as advised by the Diocese of Leeds) as a basis for planning and delivering RE. Each year group and each class teacher then extends and adapts those ideas to best meet the needs of the children

in their class.

- The Y3 syllabus is amended to be heavily weighted in favour of preparation for First Holy Communion so that children can relate personally to their learning at a much deeper level and the Church is used as a valuable learning resource. The children parents and staff speak positively about this programme.
- The curriculum ensures that children learn about the five major faiths in Bradford through 'Faith days' which include visitors and special assemblies. By the time the children leave St. Winefride's they have a good understanding of the major faiths in Bradford. Teachers plan for visits to different places of worship and use a variety of religious artefacts to help bring the subject to life. They enjoy creative activities from, making clay lamps for Diwali in Art, to making wooden crosses in Design Technology.
- Monitoring records show that class CW is always good and mostly outstanding. This is planned and led sometimes by the teacher and sometimes by the children and happens each day in every class.
- There is a variety of Collective Worship experience. The content and formats range from active sessions, singing/music, shared traditional prayers, to periods of silence, stillness and reflection.
- Where pupils lead Collective Worship it has a deep sense of spirituality. Pupils take part with enthusiasm and respond with great maturity.
- Improvements made since the last inspection include: less teacher led, more child led Collective Worship, a greater mix of active/ interactive and more stillness and silence sessions, and a greater understanding of the range of prayer including Listening prayers, Asking prayers, Praising prayers.
- I.T. plays an increasingly greater role in CW to provide focal points for prayer or reflection. Teachers are selective and choose the most appropriate use for the session. Collective Worship will be of even higher quality with further use of IT, visual stimuli and the role play elements which are used to great effect in RE lessons.
- Weekly Mass is celebrated in school each Friday. There is a plan in place so that every class has chance to prepare the Mass with the teachers. The staff, parents and parishioners are invited to be involved in the Masses – being role models for the children, reading at Mass, being part of the offertory procession together with the children.

The Leadership and Management are outstanding

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	1
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- With the support and scrutiny of the Head Teacher and the new RE Co-ordinator, leaders at all levels share a collective responsibility for the Religious Education and the Catholic Life of the school. The impact of this has been a greater sense of

ownership of the school's Catholic Mission and a stronger drive for improvement in RE as a core subject.

- The evaluation of the school's Vision, Mission and Aims, involving all stakeholders, informed the current school development plan. St. Winefride's Catholic mission is very important and underpins all the work of the school community.
- The Parish Priest is actively involved with and visible around the school. He takes time to get to know the staff, children and their families.
- The school's monitoring systems and tracking systems, have been well established for many years and the new RE Co-ordinator is developing them even further. Her approach has had a positive impact which can be seen in the improvement of the quality of assessment throughout school and the quality of teaching, which is at least good.
- The headteacher sets high expectations and ensures that RE is given high status as the first core subject in school. She leads by example, promoting and providing the drive to further improve standards and become an outstanding school. This is a vision which the children also articulate.
- Christian relationships and the value of prayer in everyday agendas are essential components of life at St. Winefride's.
- Governors are strongly committed to the Catholic ethos and hold the HT and Leaders to account for attainment in RE and the Catholic Life of the school. They also ensure the school meets canonical and statutory requirements. This commitment is evident in many forms: Governors' presence in school, their dialogues with children and staff, reinforcement of the school's mission and vision.
- The governor with special responsibility for RE brings to the role substantial experience as an RE Co-ordinator in a Catholic upper school.
- Recruitment and selection processes at St. Winefride's are always driven by the need to appoint good teachers who 'happily uphold our Catholic Mission'. Governors have strategically appointed support staff with strong spiritual values from varied faith backgrounds which enhances the experiences of the children when learning about other faiths.
- Governors' support for RE extends to financial backing within the school budget. RE is the only core subject that has a discreet subject budget and consistently it is allocated more financial resources than the other core subjects.
- Every Policy starts with the Catholic Mission Statement. The RE policy and Collective Worship policy are reviewed regularly and such evaluation is fed into the Self-Evaluation Framework in school, which in turn, feeds into the School Development Plan and individual action plans. This practice and procedure ensures the prominence and importance of RE, Collective Worship and the school's Mission Statement.
- There is an Evaluation Framework which shows a clear picture of how teachers' performance directly impacts on outcomes for children.

- Monitoring evidence includes observations, drop ins, work scrutiny, pupil interviews, scrutiny of planning. This all helps the leadership of the school to form a clear view about areas of strength and areas which require further development.
- A well-established Performance Management process is in place. A great emphasis is placed on self–reflection and fulfilling potential as stated in the school’s Mission.
- One of the annual staff training days is devoted to spiritual reflection/ renewal, led by the Head Teacher or an invited guest speaker.
- The Headteacher has been instrumental in the creation of the Bradford & Keighley Catholic Schools Partnership to set up processes and systems for Catholic schools to work together.