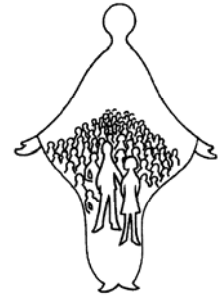


**SALFORD DIOCESE
INSPECTION REPORT**



**ST WILLIAM OF YORK
ROMAN CATHOLIC PRIMARY SCHOOL
Nugent Road Great Lever Bolton BL3 3DE**

Inspection date February 2009
Reporting Inspector Mrs. J. Schofield

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Primary
URN 105226
Age range of pupils 3-11
Number on roll 257
Appropriate authority The governing body
Chair of Governors Rev. John Mackie
Headteacher Mrs. Gerardine Babb
Religious Education Co-ordinator Miss Shauna Murphy
Date of previous inspection October 2005

| The Inspection judgements are: | Grade | Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate |
|------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------|
| Overall effectiveness of the school | 1 | |
| Leadership and management of the Catholic life of the school | 1 | |
| The quality of Collective Worship | 1 | |
| Achievement and standards in Religious Education | 2 | |
| The quality of teaching and learning in Religious Education | 2 | |
| The quality of the Religious Education curriculum | 1 | |
| Leadership and management of curriculum Religious Education | 1 | |
| <i>The following pages provide reasons to support these judgements</i> | | |

CHARACTERISTICS OF THE SCHOOL

The school is a voluntary aided Roman Catholic primary school serving the parish of St. William of York in Great Lever, Bolton. The school is popular and heavily oversubscribed. The area is within a mile of the town centre of Bolton and has high levels of both social and economic disadvantage. The attainment of many pupils on entry to the school is well below average in social and communication skills. The age range of pupils is from 3 to 11 years. The school's admission number is 30. There are currently 205 pupils in the main school of whom 115 are baptised Catholics and 52 pupils in part time nursery education. There has been a significant change in pupil profile with increasing numbers of pupils from other faiths and cultures whose first language is not English. The proportion of pupils entitled to free school meals is 33%. The school has identified 46 pupils with special educational needs and 4 learners with a statutory statement of special educational need. There are 7 full time and 3 part time teaching staff of whom 7 (70%) are of the Catholic faith.

OVERALL EFFECTIVENESS OF THE SCHOOL

Overall St. William of York is an outstanding Catholic school. The school's Mission Statement lies at the heart of its work ensuring a welcoming, caring ethos where all are respected, valued and nurtured. The spiritual, moral, social and cultural development of all the pupils is outstanding. Relationships between staff and pupils are a strength. The headteacher is well supported by her leadership team and a knowledgeable governing body. Pupils are well motivated and behaviour is very good. The planning, monitoring and the resources supporting the Religious Education curriculum are outstanding. High quality assemblies and meaningful classroom worship inclusive of all learners also give valuable support to the curriculum. The headteacher has accurately assessed the leadership and management of the Catholic life of the school to be outstanding. Inspection evidence gathered however indicates the quality of Collective Worship and the leadership and management of curriculum Religious Education also to be of outstanding quality.

Improvement since the last inspection.

Following the last Section 48 inspection the issues raised have been fully addressed. Improved planning and monitoring of prayer and worship are in place together with systems for the evaluation of how differentiated tasks are impacting on pupil progress. The Religious Education assessment portfolios demonstrate the school's commitment to the provision of an effective curriculum for all its learners. The strong team supporting the headteacher in the leadership and management of the school makes a positive impact on the strength of support for their colleagues.

Capacity to improve

The school's self-evaluation is comprehensive. The headteacher has a clear understanding of the school's strengths and a positive vision for future developments. There is strong support from staff and the governing body who are committed to the continuing development of all aspects of the Catholicity of the school and the provision of quality education to meet the particular needs of all the learners. There is effective provision of relevant in-service training for staff. This ensures that each member of the school community is fully aware of the goals the school is aiming to achieve. The school has an outstanding capacity for further improvement.

There are no significant issues to be addressed. The school is encouraged to develop the following priority as identified in its own self evaluation.

- Continue to build on the measures already taken to embrace all pupils and maintain the Catholic ethos of the school.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic life of the school are outstanding. The school's Mission Statement which was reviewed by staff, governors, parents and children reflects the core beliefs and values of the Catholic faith whilst embracing the values of the Moslem and other faith children within the school community. The governing body gives strong support in shaping the direction of the school through discussion and the monitoring of policies which reflect the Catholic ethos of the school and its inclusiveness of other faiths. The parish priest who is the chair of governors, together with the link governor for Religious Education have positive working relationships with both staff and pupils and play an important role in the religious life of the school. The senior leadership team is committed to raising standards and bringing about further improvements. Relationships throughout the school are outstanding. Learners are encouraged to exercise responsibilities as school councillors and monitors. Good relationships between the home, school and parish family are a strength. As a member of the Catholic network of schools, links with other schools are well developed with shared in-service training planned on the development of thinking skills in Religious Education. As members of a multi-cultural and multi-ethnic community pupils show respect for each other, celebrate their similarities in faith and demonstrate their compassion for others by their generous collections for both local and world-wide charities.

THE QUALITY OF COLLECTIVE WORSHIP

The provision for collective worship in the school is outstanding. A range of opportunities for pupils to lead collective worship within the school and parish community makes a significant contribution in promoting a living Christian faith. Each opportunity is carefully planned, organised, celebrated and recorded. From an early age pupils are actively involved in the preparation and presentation of prayer and worship. There are daily occasions of prayer and worship when all pupils have the opportunity to take part according to their own traditions. Discussions with pupils show they enjoy being involved in the preparation of such events. Governors are able to monitor prayer and worship during class and whole school Masses. The pupils of other faiths are always included in the school's celebrations. Children whose parents wish to withdraw them from the Mass attend an alternative form of worship based on Islam and led by a Moslem member of the staff. During inspection an outstanding example of collective worship on the theme of "Prayer and Pilgrimage" took place in Year 4. The worship began with the hymn "Follow Me" Using a powerpoint presentation readers reminded the group of how Jesus taught his disciples to pray. Pupils recalled the different places in which people worship, the use of lighted candles as a sign of prayer and the common thread of pilgrimage. In turn each child carried a lighted candle to the worship area symbolising his or her prayer to God. After a time of quiet reflection the worship concluded with the hymn "As I went awalking" This worship was an excellent preparation for the class pilgrimage to Ladeywell the following day.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education are good with outstanding examples in Foundation and both Key Stage 1 and Key Stage 2. Pupil's attainment on entering the school is often below average. Throughout Foundation Stage and Key Stage 1 pupils make good progress so that by the end of Key Stage 2 the progress and achievement of the pupils in Religious Education is good. Learners with special educational needs are well supported and achieve well. Pupils are polite and well behaved at all times. The monitoring of pupils' progress and achievements is accomplished through lessons observations, regular assessments and scrutinies of their work. In lessons observed during the inspection the pupils were good listeners who were eager to share ideas and respond well to questioning. Activities set by the teachers are well matched to pupils' ages and ability. Teachers involve their support assistants in the lessons, enabling learners to achieve at an appropriate level. By the end of Key Stage 1 learners are writing short sentences of independent work. In Key Stage 2 the quality and quantity of their work is good as they record their work in a variety of forms. In Reception children identified pictures showing appropriate behaviour when in church. They understood why they should show respect in God's house. Using a model church they identified people and items they would expect to see at a baptism. Key Stage 2 learners have a growing awareness of the beliefs and values of their faith and are able to relate them to their own life experiences. They recognise that everyone has a special vocation in life and an invitation as Christians to follow Jesus. They are aware that following His example often involves making difficult choices.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The quality of teaching and learning in Religious Education is very good with some outstanding features in both key stages. In the lessons observed teachers had high expectations of their pupils and used a range of techniques and resources to encourage, develop and support learning. Teaching assistants were used effectively and had a positive impact on the achievement of the pupils. The use of white boards and information communication technology creates interest and enjoyment in the classroom. Good classroom management skills using praise and encouragement are strong features of teaching to which pupils respond with enthusiasm. They work hard showing good attitudes when working independently or within a group activity. Teachers' lesson planning is thorough, identifying clear learning objectives, teaching strategies and activities for all abilities. The planning retained in their files showed evaluation of their teaching and of pupils' achievement. Half-termly assessment tasks from *REvision 2000* are completed. All staff indicate the level at which they feel their pupils are working. Teachers have high expectations of their pupils which helps the development of the pupils' own mature attitudes to their learning. In a good lesson observed in Year 3 the teacher displayed an illustrated story of the Baptism of Jesus using a whiteboard. Pupils recalled the main events recognising the reason why John the Baptist was reluctant to baptise Jesus. In groups the pupils re-enacted the story to include the words spoken by God. They understood how the importance of our Baptism was shown by through the baptism of Jesus.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The quality of the curriculum for Religious Education is outstanding. Teachers are knowledgeable and confident in the delivery of the Salford diocesan schemes *REvision 2000* and *Moving the Vision On*. Staff development and resourcing are high priorities in the School Development Plan. The school has excellent systems in place to monitor, evaluate and assess the curriculum in order to ensure the needs of all learners are being met. Teaching assistants play an important role supporting staff and pupils within the classroom. Good resources and the development of information communication technology give valuable support to the curriculum. School Masses, assemblies and liturgical celebrations have a positive impact in supporting, enriching and extending the Religious Education curriculum at the school. The cultural diversity within the school is celebrated and enhanced through the many links made with other faith communities. This serves to underline the school's contribution to community cohesion. In addition the school plays an important role in supporting the parish catechists in the Sacramental Programme.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

The leadership and management of curriculum Religious Education are outstanding. Working closely together the headteacher and senior leadership team share a vision for the on-going development of curriculum Religious Education aware of the challenges this presents with the increasing number of non-catholic pupils. The scrutiny of planning and learners' workbooks and the monitoring of teaching and learning through observations are well established procedures. Assessment procedures and the levelling of pupils' work give a clear indication of the level at which each pupil is working. The Religious Education co-ordinator is outstanding. She is enthusiastic, dedicated to her role and highly successful in introducing new initiatives into the school, supporting staff and modelling good practice. Following her attendance at diocesan training she leads in-house training aimed at encouraging all staff to challenge their own practice and be adventurous and creative in their delivery of the curriculum. Governors are able to monitor the Religious Education curriculum through termly reports from the headteacher and their visits to the school for occasions of prayer and worship. The parish priest is a regular and welcome visitor in school and plays an active role in the religious life of the school community.