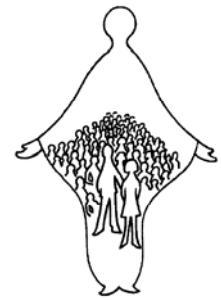


**SALFORD DIOCESE
INSPECTION REPORT**

**ST. WILLIBRORD'S
ROMAN CATHOLIC PRIMARY SCHOOL
Clayton, Manchester**



Inspection date January 2007

Reporting Inspector Mrs. K.A. Morris

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

Type of School	Catholic Primary
Age range of pupils	3 - 11
Number on roll	220
Appropriate authority	The governing body
Chair of Governors	Fr. S. Ansbro
Headteacher	Mrs. M. Cunningham
Religious Education Co-ordinator	Mrs. M. Cunningham
Date of previous inspection	January 2002

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	2	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	1	
The quality of the Religious Education curriculum	1	
Leadership and management of curriculum Religious Education	1	

The following pages provide reasons to support these judgements

CHARACTERISTICS OF THE SCHOOL

St. Willibrord's is a Roman Catholic voluntary aided primary school in the Diocese of Salford. It serves the parish of St. Willibrord in Clayton approximately two miles from the city centre of Manchester. The area has very high rates of unemployment and is one of severe deprivation. It figures in the bottom 2% nationally and is about to embark on a period of regeneration. The pupils come largely from council or privately owned rented property. The age range of the pupils is from 3 to 11 and the indicative admission number is 30. There are 220 children on roll of whom 200 are baptised Catholics. 53% are known to be eligible for free school meals and 70 have been identified as having special educational needs with 7 having a statutory statement of special educational need. On entry to the Nursery pupils' social and educational skills are generally significantly below average with many having speech difficulties and poor memory and personal skills. Over the last year 25% of the learners have been classified as having English as an additional language. 7 out of 8 teachers (88 %) are Catholics and 2 hold the Catholic Certificate in Religious Studies or equivalent. A diocesan teacher adviser is providing the staff with a 6 session introductory in-service course for this certificate.

OVERALL EFFECTIVENESS OF THE SCHOOL

St Willibrord's is an outstanding school with an exceptionally strong Catholic ethos. It is driven by its Mission Statement which was drawn up in 2004 by a working party taking into account the views of teachers, pupils, governors and parents. The leadership and management provided by the governing body, led by the knowledgeable chair of governors, together with the experience and commitment of the headteacher and management team are outstanding. The Religious Education curriculum is well planned and further enhanced by the provision for prayer and worship, the quality of relationships within the school and the quality of teaching and learning. Teaching in Religious Education is outstanding. Teachers are well supported by the good deployment of teaching assistants and administrative staff. Staff at all levels are strong, positive role models for the pupils and are dedicated and committed to the school. They work hard to provide a welcoming, caring and stimulating environment in which all aspects of the pupils' spiritual, moral, social and cultural development are outstanding. Learners' are exceptionally well behaved, friendly and polite. They have excellent attitudes to their learning and respond well to the teaching they experience. Pupils, including gifted and talented and those children with special educational needs, achieve well as a result of an excellent differentiated curriculum which meets the needs of all children.

Improvement since the last inspection

Following the last Section 23 inspection in January 2002 the school has successfully addressed the key issues. The prayer and worship policy has been updated to include a common planning format and is used by all teachers. The range and variety of tasks in Religious Education has been extended to include a vast range of experiences including drama, dance, music, art and the good use of information technology. A wide range of visits, visiting speakers and workshops has been introduced as additional resources and stimuli for curriculum Religious Education.

Capacity to improve

The school's self-evaluation shows a good capacity for ongoing improvement. The headteacher's drive and enthusiasm have moved the school forward significantly and she demonstrates a clear vision for the school's needs and development. She is strongly supported by the parish priest, who is the chair of governors, the active and knowledgeable governing body and the hardworking, committed staff.

What the school should do to improve further

- Continue to embed the use of assessment and levelling throughout curriculum Religious Education.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic life of the school are outstanding. This is due chiefly to the exceptionally strong leadership of the headteacher, the dedicated leadership team and the wholehearted support of the staff. The school benefits to the full from an active, knowledgeable and supportive governing body which discusses and revises Religious Education policies. A shared vision for the ongoing development of the school as a Catholic community is reflected in governor appointments of committed Catholic teachers to the staff and the support they give as class-link governors. The parish priest, who is the designated governor for Religious Education and demonstrates an impressive knowledge and understanding of school life, is a very regular visitor to the school when he meets with staff and visits learners in their classes. He is well known to them all. During his many visits to the school he is able to monitor the provision thus keeping other governors fully informed. In addition, the detailed reports from the headteacher, who is the co-ordinator for Religious Education, enable governors to monitor closely the work of the school as a faith community. The school is firmly at the heart of the parish and fully supports the Sacramental Programme which is valued as a successful aspect of school life.

THE QUALITY OF COLLECTIVE WORSHIP

Provision for collective worship is good with some outstanding practice. It is a key feature of the school and pervades all aspects of school life. It is underpinned by a clear Religious Education policy, which includes prayer and worship and by associated detailed guidelines for the development of this aspect of the school. Whole school and key stage Masses are celebrated at the beginning and end of term and on feast days. Assemblies, key stage celebrations, Holy Week and Advent services are planned by the pupils and celebrated with the parish priest, parents and parishioners. The quality of collective worship and the children's response is monitored regularly by the headteacher and pupils are provided with a range of opportunities for personal and reflective prayer. In collective worship observed during inspection all learners were fully involved and supported in the planning of celebrations which included readings, drama, music, dance and art. All the children, even the youngest, prayed with respect and reverence demonstrating the developing awareness of the importance of prayer in their lives. The weekly class Mass celebrated in church with Year 4 and Year 5 included the children assisting in the preparation and delivering the readings and the bidding prayers. Class worship was inspirational especially the guided meditation in Year 3. During hymn practice the obvious enjoyment of children was evidenced by their happy smiling faces and the gusto with which they sang. The staff are able to provide an expression of their faith in acts of worship both together as a staff group every Monday prior to the commencement of the school day and within their own learning environments.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education are good. Very clear and effective strategies and systems introduced since the 2002 inspection have ensured that this aspect of the school's life and curriculum have been prioritised in order that high standards be achieved and maintained. Scrutiny of work, assessment books and the portfolio of children's levelled work indicate that children make very good progress. The school is committed to embedding this aspect throughout curriculum Religious Education. This progress is well supported by a clear scheme of work, a wide range of resources and very thorough planning which identifies focused objectives and outcomes and highlights appropriate differentiation. In lesson observations during the inspection learners were provided with opportunities to debate, question and express themselves both orally and in their written and art work. Children respond positively to Religious Education. They enjoy the subject, are well motivated and take pride in their work. Across the whole school community there is a feeling of self-worth and self-esteem. This has been further supported by the introduction of the school council and "buddies". Learners are aware of God's presence in their lives and of His forgiveness and love. Even the youngest children know the difference between right and wrong. The children are aware of the needs of others and support a number of worldwide and local charities.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The quality of teaching and learning in Religious Education is outstanding. Teachers have high expectations for themselves and their learners and work hard using a variety of interactive teaching strategies. They demonstrate good subject knowledge, an understanding of Religious Education and make good use of the *REvision 2000* guidelines. Detailed planning with clearly stated objectives and outcomes leads to well-structured lessons incorporating a good range of activities and effective use of resources. Assessment systems have been developed to evaluate teaching and learning and provide a focus for future planning. Levelling of learners' work using the latest Salford diocesan guidelines has been implemented. Consistent application of the school's marking policy provides feedback and direction for improvement. Information technology is widely used to support teaching and learning and teachers capitalise on opportunities to link Religious Education across the curriculum. Management and organisation in all classes is excellent. Behaviour is exemplary with pupils co-operating when work with others or independently. Drama was used very effectively as a tool for learning in both Early Years and Year 5 when the children were learning about Baptism and the conversion of St. Paul respectively. In Year 2 the pupils demonstrated a good knowledge of Jesus lost in the temple and were well able to express their own feelings. The lesson in Year 3 on John the Baptist began with a very successful guided meditation, which settled the learners for the well-planned lesson that followed. Year 6 pupils' rapt attention and response demonstrated a very mature attitude to their learning as well as the teacher's thorough knowledge and skill. All lessons observed were outstanding.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The Religious Education curriculum is outstanding. Religious Education has a very high profile in the school, both as a key element in school improvement planning and also in spending plans. At least 10% of teaching time in all classes is allocated to the subject. The diocesan *REvision 2000* guidelines are followed throughout and supplemented by activities relating to the liturgical year and a range of other resources and experiences. The curriculum is further enhanced through a range of extra-curricular learning experiences and activities. This includes sports, art and information technology. There is a residential visit to Ghyll Head in the Lake District. Year 3 and Year 6 each have a day's visit to the Marist Centre in Manchester. Teachers' planning is thorough and together with pupils' learning is closely monitored by the headteacher through scrutiny and observation. Regular Religious Education staff meetings ensure that its profile within the school remains high and that practices and the curriculum are under constant review and development. The headteacher's monitoring of work, lessons and planning further inform this review. Appropriate feedback is given and acted upon by individuals and whole staff to ensure good quality teaching and learning. Curriculum Religious Education and collective worship work extremely effectively together to ensure that both knowledge and understanding and spiritual development are promoted to the full. The school has adopted the diocesan recommended guidelines on multi-cultural and sex education.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

The school has assessed the leadership and management as good. Inspection evidence gathered judges this to be outstanding. The headteacher who is also the co-ordinator for Religious Education has excellent knowledge of her subject and is well placed to advise, support and motivate both staff and governors. The regular and rigorous monitoring procedures, which she instigated in 2004, have been further developed thus providing her with very clear insight into standards, strengths and areas for development. She has a clear vision of her role within the school and provides strong leadership and direction. Her key strategic position as headteacher helps to ensure that Religious Education is held first and foremost in the life of the school. She appreciates and promotes the way in which Religious Education should pervade the whole school and fully involves the stakeholders at all levels of decision making. Governors are kept fully informed of Religious Education and prayer and worship by written and verbal reports from the headteacher, link governor reports and by visits to the school as class-link governors. They support and attend various celebrations and events and are seen as "critical friends" who hold the school to account for its performance. Resources for Religious Education and collective worship are plentiful. Attractive displays throughout the premises reflect the faith life of St. Willibrord's where Religious Education and prayer and worship have a high profile.