

Diocese of Wrexham



INSPECTION REPORT: SECTION 50

St Winefride's Catholic Primary School Holywell

Head Teacher: Sian Jones - Evans

Chair of Governors: Angelo Feliciello

Date of Inspection: March 14th 2016

Inspectors: Kathryn Ranson

Shelagh Williams

Canonical Inspection under Canon 806 on behalf of the Bishop of Wrexham and inspection of Denominational Education under Section 50 of the Education Act 2005

BACKGROUND TO THE SECTION 50 INSPECTION.

During each inspection, the inspectors follow the diocesan framework for inspection agreed by the Bishop of Wrexham and held by the Diocese of Wrexham. The inspection looks at the school as a Catholic school required to fulfill its statutory requirements under Section 50 of the School's Inspections Act, 2005 and the school's inspection requirements held under the authority of the Bishop of the Diocese, (Code of Canon Law, Book III: 806).

During each inspection the inspectors will aim to focus on three main questions of the school, as a Catholic school.

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors will provide an overall judgment on the school's current performance and on its prospects for improvement.

The inspectors will use a four-point scale and judgment.

What the judgment means

Excellent

Many strengths, including significant examples of sector-leading practice

Good

Many strengths and no important areas requiring significant improvement

Adequate

Strengths outweigh areas for improvement

Unsatisfactory

Important areas for improvement outweigh strengths

Introduction

The inspection of the school was carried out by two Diocesan Inspectors. They visited all religious education lessons and held meetings with the Headteacher, the Chair of Governors, the Subject Leader and the Parish Priest. They observed the school's work and provision, including prayer and collective worship. They looked at a range of evidence, including key documentation such as the school's self-evaluation, school development plan and pupils' work.

Context of the School

Saint Winefride's is a small Catholic primary school situated in the parish of Saint Winefride's in Holywell. The mission statement is "Learning and Growing Together in the Love of Christ". The school draws pupils from a variety of social backgrounds. There are 170 pupils, including nursery, on roll. 20% of children are eligible for free school meals, 9% have English as an additional language and 32% of children are viewed by the school as having learning difficulties.

Summary of the inspection findings

St Winefride's school is good overall in providing Catholic Education. It is a welcoming and inclusive school and its strong Catholic ethos ensures that every pupil is valued and fully integrated into the school community. Gospel values are reflected through the school's happy and supportive environment and with the aim to help all children enjoy their learning and achieve their full potential.

St Winefride's' Mission Statement is 'Learning and growing together in the love of Christ'. The ethos of the school is well established. It is a happy and positive Catholic school with an emphasis on care and respect for all. This shows in the behaviour and attitude of the pupils who enjoy their learning and behave well.

Outcomes for pupils in religious education are adequate.

Teaching ranges from adequate to excellent, with pupils making positive progress from their starting points. The standards of written work across the school are at least average.

Parents are very supportive and praising of all that the school does.

Since the last inspection the school has made considerable progress.

The establishment of a successful senior management team and the appointment of a curriculum leader for Religious Education at St Winefride's has formed the basis of a good working partnership to move the school forward.

The school's self-evaluation document has been reviewed and now reflects an accurate picture of this Catholic school. It is an evaluative document which reflects the views of the school community and clearly identifies areas of strength and areas for further development. These areas for improvement are now included in the school's development plan along with tasks to be undertaken and a timescale for improvement. This is monitored and reviewed. The Governing Body has also begun to take a more proactive role in the raising of standards of teaching and learning in curriculum religious education.

Given the dedication and commitment shown by the leadership of the school, the culture of improvement, planning, and rigorous self-evaluation, the capacity for sustained improvement is good.

Recommendations

In order to make progress, the school needs to:

R1 Share good practice to improve standards of teaching and learning in religious education and raise expectations.

R2. Raise the standards of attainment in religious education further by:

- using the language of the level descriptors when planning and differentiating for groups of children;
- ensuring differentiation is by both task and outcome;
- ensuring that there is sufficient progression and challenge especially for the more able pupils;
- using driver words in 'next steps' when marking to inform pupils learning.

What happens next?

St Winefride's School will create an action plan which shows how it is going to address the recommendations in the report. The Diocese of Wrexham will support and monitor the school's progress.

Key Question 1. How good outcomes are for individuals and groups of pupils

Pupils take on responsibilities and participate constructively in the Catholic Life of the school as expressed in the mission statement, reflected in the good relationships, and mutual respect shown between the staff, parents and children. The mission statement is reviewed annually by all the school community and its impact is evident in the school's warm and welcoming ethos and the behaviour of the pupils.

Pupils are reflective and enquiring. They understand that religious beliefs and spiritual values are important for many people and they demonstrate care and respect for religious objects within the school. Pupils have a good understanding of what is right and wrong and apply this in their personal relationships. They contribute and benefit from the school as part of a cohesive community. They value and respect the Catholic tradition of the school and its links with the parish community.

The Christian ethos is very apparent and care permeates all aspects of school life. Pupils have an excellent sense of belonging to the school community and value and respect others. The children are proud of their school. Pupils are encouraged to take on different responsibility in the school and wider community e.g. as members of the school council, becoming prefects, and playground buddies. Pupils are considerate and caring of others both in school and the wider community. This is evident in their charitable fundraising events in support of CAFOD and Mission Together. The pupils have also benefitted from participation in retreat activities. The school uses the Rainbows nurture group to good effect in support of this. Education for personal relationships has fostered positive attitudes in pupils. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

Evidence from lesson observations during the inspection showed that the children enjoy religious education. The standard of pupils' work recorded in religious education books is adequate overall though written tasks need more variety and challenge, especially for the more able children. The school is providing adequate support for children with special learning needs. The pupils' learning and progress are adequate.

The Collective Worship that was observed was good. Pupils currently prepare the focus table for whole school worship. Pupils at the school act with reverence. They reflect in silence, sing joyfully and join in community prayers appropriately and with confidence, and all show respect for each other. They have a good understanding of the religious seasons and feasts and are at ease when praying with their school community and appreciate what is taking place.

Key Question 2. The quality of the school's work in providing Catholic education

Teaching ranges from adequate to excellent across the school and teaching assistants are employed effectively across the school to support the delivery of the curriculum. Where teaching is excellent, pupils are both interested and engaged and make good progress. This good practise needs to be shared. Nearly all teaching is effective in ensuring that pupils are consistently interested in their learning and make progress. However, there needs to be a more consistent approach when setting objectives using the language of the level descriptors and 'driver words' when planning. Evidence suggests that there is an over reliance on differentiation by outcome rather than task and this needs to be addressed to create greater depth and challenge especially for the more able pupils. Teachers provide opportunities for pupils to work independently, in pairs, and collaboratively in small groups. In the best lessons good use is made of time and resources e.g. Interactive Whiteboard, focus areas, God's and Church's Story, audio and visual media etc.

The school has assessment strategies which provide information on the achievement of all the pupils. The pupils' work is generally well presented and a system of marking is established. This system could be improved further by the use of driver words within the comments of the next steps in learning for pupils across the school.

The curriculum is good in meeting the needs of individuals and groups of pupils. The school in using the 'Come and See' programme recommended by the Diocese meets the requirements of the Curriculum Directory for Religious Education. This ensures the full religious education entitlement for each child and meets national and Diocesan requirements. Of the total curriculum time 10% is allocated to religious education and so meets the requirements of the Bishops Conference of England and Wales. Planning ensures full coverage of the religious education programme. The school implements new curriculum developments as appropriate. The religious education curriculum provides opportunities for the pupils' spiritual and moral development.

The provision for collective worship is good and makes a key contribution to the spiritual development of the pupils.

The school has made good use of display and reflective focus tables to stimulate pupils' interest in religious education. Great care is taken to provide good facilities and resources for the pupils. Collective worship is planned, recorded and evaluated. The subject leader has the knowledge and skills to support and develop the staff and pupils in planning, leading, and evaluating worship.

Acts of Collective Worship are given high profile and are well resourced. Staff and pupils pray together. The Church seasons and feasts are well celebrated. Themes are consistent with the Catholic character of the school.

Key Question 3. How effective leaders and managers are in developing the Catholic life of the school

The headteacher and deputy head teacher are committed to developing the Catholic Life of the school and make a good contribution in leading and supporting the staff. The subject leader gives very good guidance in religious education. She shows a real commitment both inside and outside of the school to the Church's mission. Leaders, governors and managers demonstrate a commitment to the Church's mission in education. A 'Mission and Purpose' committee of governors has been established to review and monitor the Catholic Life of the school.

The pastoral care support and guidance at the school is good and is having a positive impact on standards. Staff and pupils have a high regard for the Catholic Life of the school. Systems for tracking, and monitoring religious education are in place. The use of the 'Come and See' scheme of work is having a positive impact on standards. Assessment is in place and being moderated and standardised by staff. Lessons are monitored by the subject leader. Self-evaluation has identified further priorities for development.

Parents and pupils speak positively and express positive views about the school.

The school successfully promotes community cohesion through its good links with outside agencies and the parish community. Parish links are being developed. The parish priests visit the school and values the commitment of the Headteacher and the staff in nurturing the Catholic Life of the school.

St Winefride's raises funds for a range of charities throughout the year. Through the study of the 'Universal Church' and 'Other Faiths' topics pupils across the school are able to recognise and respect other people's beliefs and needs and develop a sense of the wider world.

Leadership at all levels respects difference, values diversity, and ensures equal opportunities for all.
