



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST BENEDICT'S CATHOLIC PRIMARY SCHOOL

HINDLEY

Inspection Date Tuesday 16 January 2018

Inspectors Rev D Melly, Mrs Jude Ryan

Unique Reference Number 106494

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 206

Chair of Governors Mr G Ginty

Headteacher Mrs J Taberner

School address Abbott Street
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Date of last inspection 5th December 2012

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St Benedict's school is an average sized Catholic Primary School situated in Hindley mainly serving the parish of St Benedict.
- There are 206 on roll of whom 169 are baptised Catholic, 11 come from other Christian denominations and 5 from other faith or religious traditions. Twenty-one have no religious affiliation.
- There are eleven teachers of whom seven are baptised Catholic. Five teachers have a suitable qualification in Religious Education.

Key for inspection grades

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|---------|----------------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires Improvement |
| Grade 4 | Inadequate |

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Further copies of this report are obtainable from the school.

OVERALL EFFECTIVENESS

St Benedict's is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- All pupils appreciate, value and actively participate in the Catholic Life and mission of the school. The whole school participated in the review of the Mission Statement at the beginning of the academic year. The pupils who were interviewed, both Y2 and Y6, were very familiar with the Mission Statement and what they need to do to live it out.
- They contribute in a planned and systematic way to the school's evaluation of its Catholic Life and mission and take a lead in planning improvements to it. This is particularly so of the school council.
- All pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of all pupils is exemplary at all times. They handle themselves very well and show great respect for each other. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. This was evident in all classes and in the acts of Collective Worship observed.
- All pupils enthusiastically embrace the demands that membership of the school community entails. As a result, they take a leading role in those activities which promote the school's Catholic Life and mission both within school and in the wider community. They lead Collective Worship and reverently participate. It was refreshing to discover just how dementia friendly the school is and how hard they have worked to achieve this. They regularly fundraise for those less fortunate including CAFOD, Macmillan, Children in Need, Cancer Research, the Little Princess trust and the Brick Project. They are very involved in the local community particularly in support of the elderly. They made a contribution to the recent Manchester Emergency fund.
- All pupils take full advantage of the opportunities the school provides for their personal support and development. The recent appointment of a Pastoral Manager has greatly enhanced this provision. As a result, the children are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have an excellent understanding of loving relationships within the context of a Christian understanding of the purpose of love. An RSE programme has recently been introduced and is working out well.
- All pupils deeply value and respect the Catholic tradition of the school and its links with the parish and the diocese. They are fully committed to their parish and participate in the *With You Always* programme. All pupils are confident in expressing pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church. The Mission Statement is fully understood and lived out by all in the school.

- All staff are fully committed to its implementation across the curriculum and the whole of school life. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school. Prayer is at the heart of all that is done. Residential visits also always have a reflective element at the end of each day.
- There is a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is a supportive and very joyful community. All are obviously very happy.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The Religious Education focus areas and displays give witness to this as do the tasteful religious artefacts.
- All staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils. People constantly comment on the excellent behaviour of the children both in school and while out.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. This is well supported by the Eco Club.
- The school provides extensive opportunities for the spiritual and moral development of all pupils and staff. Opportunities offered by the Christian Education Department are availed of and information is disseminated.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to all pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school is equally attentive to the pastoral needs of members of staff and ensures that all members' needs are understood and catered for particularly by the head and senior leadership team.
- Pastoral programmes, Personal, Social, and Health Education, Relationships and Sex Education, circle time and nurture group activities are thoughtfully designed, carefully planned, consistently well taught and celebrate Catholic teachings and principles.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.
- The school's leadership is deeply committed to the Church's mission in education. Leaders are obviously energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility. Governors along with staff, pupils, parents and parishioners were fully involved with the review of the school Mission Statement at the beginning of the academic year. Governors and leaders share an inclusive vision for the school. This is reflected in the school's culture of high expectation.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school.
- This leads to well-targeted and planned improvements, often creatively conceived with key partners, to further enhance the Catholic Life of the school.
- Continued Professional Development focusing on Religious Education, and spirituality are availed of particularly by the Head and the Religious Education coordinator. As a result, staff understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school has highly successful strategies for engaging with all parents/carers to the very obvious benefit of pupils, including those who might traditionally find working with the school difficult. There is an open door policy in school and all are kept well informed about what is taught and celebrated. As a result, parents/carers have a thorough understanding of the school's mission and are highly supportive of it.

- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises Catholic Life as a school improvement priority. Governors make a highly significant contribution to the Catholic Life of the school. They are passionate about the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary. They have a wide range of experiences which they willingly share.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and actively promotes the vision for the Archdiocese throughout the school. Most recently the teaching of RSE has been introduced.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- Achievement and enjoyment in Religious Education is outstanding.
- All pupils, from their varied starting points, make outstanding progress in each key stage.
- All groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- All pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively to reflect spiritually and to think ethically and theologically. When interviewed the pupils were very knowledgeable and articulate and could easily relate their religious education to their lived experience. As a consequence, they are fully aware of the demands of religious commitment in everyday life.
- All pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners. Excellent examples of this were observed throughout the day.
- All pupils approach lessons with great interest, passion and enthusiasm. Pupils obviously enjoy tackling challenging activities and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because all pupils obviously enjoy Religious Education and they are never off task even in extended periods without direction from an adult. When interviewed the pupils spoke of their enjoyment of RE lessons and the impact on their social and emotional development.
- Pupils' attainment, as indicated by teacher assessment, is outstanding.
- The quality of pupils' current work, both in class and in written work, is outstanding.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers are highly effective in consistently planning high-quality lessons linked to pupils' current assessment and their knowledge of the individual, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result of this, the vast majority of teaching is outstanding, and teaching is never less than consistently good.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Come and See is taught with passion and creativity. As a consequence, all pupils are inspired to learn and make rapid and sustained progress.
- Teachers employ a wide range of appropriate teaching strategies, including searching open questioning, individual and collaborative work, talking partners, role play and debate.

Excellent use is made of visits to the church with a large amount of photographic evidence. Consequently, all pupils are highly motivated and sustain high levels of concentration.

- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.
- Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, thus maximising learning for every pupil.
- High quality resources, including other adults and ICT are used very effectively to optimise learning for each pupil.
- Teachers communicate high expectations about Religious Education to their pupils who respond with enthusiasm.
- Celebration of achievement and effort is central to the teacher's assessment strategy, securing high levels of motivation from pupils. Everything is celebrated, not just academic success and the 'Stars Display' is awesome.
- There was evidence of high quality feedback leading to high levels of engagement, interest, achievement and progress. This could profitably become standard practice throughout the school.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that at least the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archbishop regarding the Religious Education curriculum are embraced and fully implemented. The teaching of Relationship and Sex Education has recently been introduced.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in well targeted planning and strategic action taken by the school which lead to outstanding outcomes in Religious Education.
- The curriculum leader for Religious Education has a passion for Religious Education. She is totally committed, has an inspiring vision of outstanding teaching and learning and obviously has a high level of expertise in securing this vision. The result of this is teaching that is likely to be outstanding and at least consistently good.
- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.

COLLECTIVE WORSHIP

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

- Pupils' response to Acts of Collective Worship is outstanding.

- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response. There is a genuine enthusiasm for Collective Worship, reflected in the quality of prayerful silence and the depth of reverent participation in communal prayer. Pupils readily take the initiative in leading worship displaying confidence and enthusiasm. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. The introduction of Worship Warriors is having a great impact on all of this. All pupils are visibly uplifted by the worship opportunities created by their peers.
- All pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Each focus table has the correct colour cloth for the current season of ordinary time. There is also a liturgical calendar on each class focus. Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which fully reflects this understanding and chose appropriate hymns, readings and prayers.
- Pupils display confidence in their use of a wide variety of traditional and contemporary approaches to prayer, which use scripture, religious artefacts and liturgical music. The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a deep sense of respect for those of other faiths and this is reflected in the manner in which pupils prepare and participate in prayer and liturgy.

The quality of Collective Worship provided by the school

- The quality of the Collective Worship provided by the school is outstanding.
- Collective Worship is obviously central to the life of the school for all, whatever their own particular faith background, and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing; as a result, experiences of Collective Worship are of such a high quality that they are universally cherished by every member of the community. This is all celebrated in the well presented portfolios of Collective Worship.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life every aspect of which is celebrated appropriately. The relevant artefacts are appropriate and well chosen.
- Staff are obviously highly skilled in helping pupils to plan and deliver quality worship when appropriate as evidenced in the Collective Worship observed. Pupils have learned very well and are now very proficient especially in Year 6. Staff have a thorough and comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is very good.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- How well leaders, governors promote, monitor and evaluate the provision for Collective Worship is outstanding.
- Leaders have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship. The Collective Worship policy that is in place is outstanding.

- They have an extensive understanding of the Church's liturgical year, seasons and feasts and are obviously passing this on to the pupils.
- They are always able to make these accessible to pupils in a contemporary context.
- Leaders are very visible as leaders of Collective Worship within the school. They are models of outstanding practice for staff and pupils and are very successful in their efforts as witnesses in the worship observed.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship and have encouraged staff to avail of CPD, especially that provided by the Christian Education Department.
- Leaders and governors place the highest priority on the school's self evaluation of Collective Worship with regular reviews of school performance.

What the school needs to do to improve further

- To ensure that marking is consistent and where there are next steps ensure that pupils are encouraged to respond.
- To continue to implement the areas for development outlined in the SED especially the development of prayer spaces both inside and outside the school.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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| How effective the school is in providing Catholic Education | 1 |
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CATHOLIC LIFE

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| The extent to which pupils contribute to and benefit from the Catholic Life of the school | 1 |
| The quality of provision for the Catholic Life of the school | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school | 1 |

RELIGIOUS EDUCATION

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|--|---|
| How well pupils achieve and enjoy their learning in Religious Education | 1 |
| The quality of teaching, learning and assessment in Religious Education | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education | 1 |

COLLECTIVE WORSHIP

| | |
|---|---|
| How well pupils respond to and participate in the school's Collective Worship | 1 |
| The quality of Collective Worship provided by the school | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | 1 |

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate